

PERSONNEL OF THE PROJECT

Principal Investigator

Dr. K.S.Prema

Lecturer in Language Pathology
Department of Speech-Language Sciences
All India Institute of Speech and Hearing
Mysore-570 006

Co-Investigator

Dr. Y.V.Geetha

Clinical Coordinator
All India Institute of Speech and Hearing
Mysore-570 006

Project Assistant

Ms. Mamatha Nath

Project Assistant

Ms. Mamatha Nath

Ref. No.

SH/Sp.Path/ARF/2003-04 dated 24-11-2003

SH/Coordn/ARF Proj/LAMC/2004-05 dated 20-9-2004

SH/PL.209/2004-05 dated 30-11-2004

Budget

Rs. One Lac Five Thousand Only (Rs. 1,05,000-00)


Project Term

1-12-2003 to 31-12-2004

Acknowledgement

This project on 'Language Acquisition in Multilingual Children' is supported by the AIISH Research fund. The investigators are indebted to Prof. M. Jayaram, Director, All India Institute of Speech and Hearing, Manasagangothri, Mysore, for extending the necessary financial support and infrastructure to carry out the project work. We are also thankful to Dr. S. R. Savithri, Head, Department of Speech-Language Sciences for her timely support. Our special thanks to the Heads of play homes-Euro kids, Prabhodhini school, Nalanda School, Little Doll Play Home, Ranga Gokula Montessori school, Jack and Jill Play home and Ms. Sujatha Sudhakar, Mangalore for the cooperation extended during data collection. We acknowledge the help offered by Ms. Vasanthalakshmi for statistical analysis, Dr. S.Venkatesan for the tests resources, Mr. Mahadev, Librarian, Staff of Medical Records, Ms. Chudamani for computational assistance. We appreciate the parents for their enthusiastic participation.

Co-Investigator


(Dr. Y.V. Geetha)

Principal Investigator

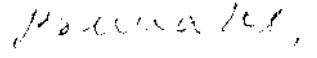

(Dr. K.S. Prema)

Table of Contents

Particulars	Page No.
Introduction and review	01-23
Method	24-39
Results and discussion	40-64
Summary and conclusions	65-70
Reference	
Appendix I	Pre-pilot checklists
Appendix II	Post pilot questionnaires
Appendix III	Score sheet
Appendix IV	Final checklists
Appendix V	LAMC Codes & descriptions
Appendix VI	Scoring key for LAMC
Appendix VII	Operational definitions of terms
Appendix VIII	LAMC checklist in Kannada
Appendix IX	3D-LAT (adopted) in Kannada

List of Tables and Figures

Particulars of Tables	Page No.
Table 1: Pre-pilot raw scores and mean on LAMC checklist	32
Table 2: Pre-pilot raw scores and mean on 3D-LAT	32
Table 3: Pre-pilot scores on language sub domain of LAMC	33
Table 4: Particulars of children selected for norm establishment	37
Table 5: Scores on LAMC of Clinical and normal subjects	38
Table 6: Kappa coefficient among subgroups	39
Table 7: Overall language performance of mono- and multilingual group	41
Table 8: Behavior & developmental domains of monolinguals on LAMC	42
Table 9: Behavior & developmental domains of multilinguals on LAMC	42
Table 10: Comparison of mono-& multilinguals on subdomains of 3D-LAT	48
Table 11a: Group I on language subdomains of LAMC & 3D-LAT (ad)	49
Table 11b: Group II on language subdomains of LAMC & 3D-LAT (ad)	49
Table 11c: Group III on language subdomains of LAMC & 3D-LAT (ad)	50
Table 11d: Group IV on language subdomains of LAMC & 3D-LAT (ad)	50
Table 12a: Type of family and language performance of monolinguals	52
Table 12b: Type of family and language performance of multilinguals	54
Table 13: No. languages exposed to & language performance of multilinguals	55
Table 14: Demographic details of clinical subjects	59
Table 15: Factors contributing to language age of subjects	59
Table 16: Scores of SELD subjects on LAMC & 3D-Lat (ad)	62

Particulars of Figures	Page No.
Figure 1: Performance of pre-pilot group on LAMC checklist	32
Figure 2: Performance of pre-pilot group on 3D-LAT	32
Figure 3: Performance on language sub domain of 3D-LAT	33
Figure 4: Performance of clinical and normal subjects on LAMC	38
Figure 5a: Behavior & developmental domains of Group I monolinguals	44
Figure 5b: Behavior & developmental domains of Group II monolinguals	44
Figure 5c: Behavior & developmental domains of Group III monolinguals	45
Figure 5d: Behavior & developmental domains of Group IV monolinguals	45
Figure 6a: Behavior & developmental domains of Group I multilinguals	46
Figure 6b: Behavior & developmental domains of Group II multilinguals	46
Figure 6c: Behavior & developmental domains of Group III multilinguals	47
Figure 6d: Behavior & developmental domains of Group IV multilinguals	47
Figure 7a: Type of family and language performance of monolinguals	52
Figure 7b: Type of family and language performance of multilinguals	54
Figure 8: Number of languages known and performance of multilinguals	56

Language Acquisition in Multilingual Children

- A Survey

Communication defines our existence, supports our survival, describes our experience and influences our understanding of the world. Our social world immerses us in speech and language from the moment we take our first breath (McLaughlin, 1998). Human beings interact in various ways incorporating gestures as well as facial expressions, which in turn influence the behaviors of others too. These social transactions can be analyzed into three major dimensions- communication, speech and language.

Communication occurs in an array of natural circumstances through gestures, body movements and also encompasses both speech and language. In human beings, primary means of communication is through *speech* sounds. It is a mode of communication, which involves the precise coordination of oral neuromuscular movements in order to produce sounds and linguistic units. Human communication through *language* by providing meaningful arrangements of words is a socially shared code or conventional system that represents ideas through the use of arbitrary symbols and rules that govern combination of these symbols.

Language skills can be considered as a system of sub skills relating to the reception and production in speech and writing of sounds, vocabulary, sentences and whole texts. In short what we normally call "knowledge of language" "command of language" or "language proficiency" is actually a highly differentiated system of forms of knowledge and skills. Over past forty years, sociolinguists, psycholinguists and education specialists have studied the composition of linguistic knowledge from a state / synchronize perspective and from a dynamic / diachronic perspective both within and across several languages, considering both monolingual and multilingual speakers.

i) Language Acquisition in Children

All normal children who grow up in normal households acquire language that is being used around them. Language starts developing from birth through several years of life. The first sounds of an infant are the sounds of crying. Then around six weeks of age, the baby begins making vowel sounds starting with /aah/ /ee/ & /ooh/. At about six months, the baby starts to produce strings of consonant vowel pairs like /boo/ & /da/. In this stage the child is playing around with the sounds of speech in sorting out the sounds that are important for making words in his/her language from the sounds that are not. Somewhere around age one the child actually begins to utter single words with meaning. These are 'content words' like 'doggie', 'run', 'see' and never function words like 'and', 'the' & 'of'. Around the age of two, the child will begin putting two words together to make sentences like 'doggie run'. As the child grows, the child may produce longer sentences that lack function words such as, 'big doggie run fast'. At this point all that is left to add are the function words, some different sentence forms (like the passive) and the more complex sound combination (like 'str'). By the time the child enters kindergarten, vast majority of the rules and sounds of the language are acquired. After this it is just a matter of combining different sentence types in new ways and adding new words to his / her vocabulary (Peechi, 1994; Mohanlal, 1996). Hence it is far easier for a child to acquire language as an infant and toddler than it will be for the same child to learn few years later. Many linguists believe that language is genetic and there may be a 'critical' period during which language acquisition is effortless (Pinker, 1996).

Most young children develop language rapidly, moving from crying and cooing in infancy to using hundreds of words and understanding their meaning by the time they are ready to enter kindergarten. All children go through the same stages of language development although each child develops at his / her own pace. The 'environment' plays an important role in learning to speak. Children learn to speak only when they hear people talk to them in many different circumstances (De Houwer, 1995).

ii) Multilingualism

Multilingualism is a natural product of language spread and development. Language contact as a result of migration, a consequence of globalization and the trans - national job market in the present have created a sociolinguistic environment in which individuals and communities have been exposed to one or two languages besides their mother tongue vernacular (NWO programme, 2003). Hence more and more young children find themselves in an environment where more than one language is used. Today, with greater recognition and celebration of cultural differences, people are more likely to maintain and share their primary language with their children and to provide /bi / multilingualism as a reflection of ethnic pride and identity.

South Asia and Africa are good examples of naturally occurring multilingual continents of nations. Societal bi / multilingualism is quite common in Indian states where majority of people have at least two-three languages in their communication habits. Economic migration and mobility has resulted in transforming Indian cities truly multilingual. Hence the acquisition of multilingual competence has been a normal part of every child's socialization. But, people everywhere have strong idea about children growing up with second and third language. These ideas influence how people interact with their children and how professionals such as teachers, doctors and speech language pathologist's advise parents of children growing up in bi / multilingual environment. There are professionals who advise such parents to use single language with the child (De Houwer, 1998). The common reason for these advises is two-fold- first, it is often claimed that hearing two or more languages confuses the child and lead to grave problems in acquiring any of the languages. Second it is claimed that the acquisition of the main language of the environment stands a better chance without competition from the other languages (Romain, 1995). However there is no scientific evidence to date that hearing two or more languages lead to delays or disorders in language acquisition (Saunders, 1988). Imposing changes in these conventions so that bi / multilingual speakers in the child's social world would limit themselves to one and the same language in all circumstances is not only impossible but also ethically dubious.

Bi / multilingualism was studied less extensively than monolingualism in the past. Theoretical models in areas such as bilingual competence, language development and processing are less well developed; conceptual notions and definitions show a great deal of variability; specific methodological considerations need to be reconsidered. One outcome of the situation is that research dealing with bi / multilinguals has often produced conflicting results (Grosjean, 1989). There has been much debate among researchers and educators on the effects of bi / multilingualism on the child. Some maintain that bi / multilingualism has negative effects on language development and others argue it has positive effects and that it offers greater cognitive flexibility and creativity.

Macnamara (1966) undertook detailed review of 77 studies published between 1918-62. He concluded that bilingual's time factor accounts for vocabulary deficits, linguistic interference and faulty models account for deficits in grammar and phonetics and an overall language deficit due to complex interaction among all of these. But Macnamara's conclusion that bilinguals failed to learn both languages adequately have not been supported by more recent research. These studies may tell us very much about the social context for learning language, but almost nothing about the nature or impact of bilingualism on the language proficiency that children can achieve (Romaine, 1989). One of the first research areas that claimed consistent advantage for bi / multilingual children over their monolingual peers was the domain of metalinguistic awareness. In an important early examination of the role of metalinguistic concepts in children, Clark (1978) speculated that 'learning two languages at once, for instance, might heighten one's awareness of specific linguistic devices in both'.

Often it is claimed that small children who are learning to speak two or more languages go through a stage of mixing and confusing the languages. The use of words from different languages in a single sentence is cited as evidence that the child cannot distinguish between languages. But in fact it has been shown that the uses of different languages in one sentence by mature bi / multilingual reveals a great deal of linguistic skill (Romaine, 1995). Though a bi / multilingual child has the additional task of distinguishing two or more language systems, there is no evidence that they require special language processing devices.

Rather the child most likely employs a single set of rules of heuristics with those sounds and lexical items and formal structures that require differentiation tagged as specific to a particular system (McLaughlin, 1978). The greatest amount of interference between languages seems to be produced unless adults in the child's environment mix the languages in their own speech (Burling, 1959). Another factor that influences interference is similarity between two languages. Because environment plays an important role in learning to speak and those children learn to speak only when they hear people around them talk, it is easy for a child to acquire two or more languages at the same time as long as they are regularly interacting with speakers of those languages.

The bi / multilingual child have attracted the attention of rapidly increasing number of research studies especially over the past 25-30 years. The problem area relates to the question of whether bi / multilingual children fare as well, in each of their language as do the respective monolinguals. Quite obviously, this reflects a perspective strongly biased towards monolinguals, in that it implicitly assumes that monolingual acquisition, is the norm. Indirectly at least, such an approach conveys the view that multilingualism deviates from what may be regarded as normal. Possible misinterpretation of this sort leads to misleading conclusions that monolingual perspective must be temporarily adopted, at least in the initial period of language acquisition.

Bi / multilingual individual is not a person whose linguistic knowledge consists of two or more perfectly equal parts and is able to behave in every respect and in each situation precisely like the respective monolingual. Multilinguals rarely use their languages equally frequently in every domain of the Social environment. Rather they use each of them for different purposes, in different contexts and in communicating with different patterns. Consequently their abilities and skills in using each of these languages reflect their preferences and needs in the multifaceted social contexts in which they interact with each other. Since demands and purposes of interactions vary, multilinguals are able to shift on a continuum which ranges from a more monolingual to a truly bilingual or multilingual mode. Such a holistic view takes into account the fact that a person who uses two or more languages regularly is more necessarily equally at ease with each of them in all communication

contexts and does not even have to be able to use them equally well. On the other hand, by choosing between their languages and by switching between them in systematic fashion, constrained by social requirements as well as grammatical restrictions bi / multilinguals have available additional communication means, which lacks in the monolinguals.

According to Dynamic Model of Multilingualism (DMM) multilinguals are advantaged by their monitor system and metalinguistic awareness in comparison with monolinguals. While the sequential acquisition of two languages lead to specific metaskills influencing language acquisition processes, three or more languages obviously constitutes a more comprehensive or heavy language load for the respective speaker, which has an influence on language stability and language maintenance efforts (LME), the effort required to maintain a substantial number of languages. Individual variability in the capacity to learn and maintain more languages is also an important factor, however, that can not be ignored.

iii) Language Acquisition, Multilingualism and Multiculturalism

It is a common myth that there are two groups of societies / nations in world: monolingual and bi / multilingual. This perception is largely based on the ideology of traditional proposition that 'a race = a culture = a language'.

In India multiculturalism & multilingualism are strong points of day-to-day life that establish and encourage interdependency among people. Linguistic dependency accompanied by other types of dependency, encourages language change. The linguistic dependency is developed in the contact situations for various reasons. Communities across the globe have moved around as a result of economic necessities, political upheaval and persecution. These have often resulted in Pidgin and Creole languages, which are taken as the amalgam of linguistic elements of two or more languages, with an identity of their own. They develop a multilingual repertoire. Hence countries generally projected as monolingual have always had languages other than their national language in the repertoire of their habitants.

In multicultural countries like India, the development of new concepts in one culture, relative numerical strength of the speakers of the languages that are involved in the interaction

between communities, the language of education and the official language policy adopted are some of the factors that contribute to the linguistic dependency among the communities that co-exist in a region. Language change is often set in motion because of linguistic dependency between communities and languages. Such changes affect the phonological, morphological, syntactic, semantic and lexical feature of the languages involved in the interaction and dependency process. An important characteristic of a bi / multilingual society is the allocation of functions and distributions of languages across various domains.

Like multilingual nations, societies and communities, individuals can also be multilingual. In multilingual settings shared knowledge of languages motivates the participants to code switch as a natural strategy for the purpose of negotiating personal relationships and signaling social group membership and solidarity.

iv) Impact of Bi / Multilingualism on Literacy Acquisition

Language diversity and plurality is the hallmark of India. Promotion of linguistic and cultural diversity is crucial to any serious attempt to realize a truly internationally oriented education, which would equip children to think and operate globally, to deal effectively with linguistic and cultural diversity. A significant change occurs when children enter institutional care, such as daycare centers, playgroups, or preschool, where a common language is needed.

Literacy in the first languages (LI) and bi / multilingual approaches to literacy teaching in early childhood education are now widely accepted as the most effective ways of ensuring educational achievement for children and social cohesion in multilingual societies. Its multilingual and multicultural character makes it inherently transnational. Earlier work done in the area concludes that early language learning can have a very positive effect on pupils in terms of language skills, positive attitudes to other languages and cultures and self-confidence. Recent research shows that when bilingual program is set up correctly, they work very well (Krashen and Biber, 1988). Literacy in the first languages (LI) and bi / multilingual approaches to literacy teaching in early childhood education are now widely accepted as the most effective ways of ensuring educational achievement for children and social cohesion in multilingual societies. Its multilingual and multicultural character makes it

inherently transnational. Earlier work done in this area concludes that early language learning can have a very positive effect on pupils in terms of language skills, positive attitudes to other languages and cultures and self-confidence. Recent research shows that when bilingual program is set up correctly, they work very well (Krashen and Biber, 1988).

Bi / multiliteracy depends on various factors such as characteristics of language system, characteristics of orthographic system considered independently of the languages which they represent (e.g. direction of reading, ideographic Vs phonetic scripts) and factors in the course of acquisition of second language such as age of learning the second language, manner of learning (oral, written, translation), order of acquisition of different scripts, attitude towards language and use of language, etc., *"Acknowledging the socio-cultural context and the (existing) competencies of young children in their own languages will boost their learning of subsequent languages and thus contribute to an attitude of learning adapted to multilingual and multicultural context and situation"* (Pufahl, Rhodes and Christian, 2000).

v) Language Acquisition in Multilinguals

The language acquisition process is the same in its basic features and in its developmental sequence for the bi/multilingual child and the monolingual child. Recent research studies have established, beyond reasonable doubt, that children acquiring two or more languages from birth are able to differentiate the grammatical systems of their languages from very early on and without apparent efforts. Though children follow different paths to become bi / multilinguals, the stages they pass through can be quite varied.

a) Stages of language development

The course of acquisition of language proceeds through the same major stages as those observed in respective monolingual children - the babbling stage, followed by the one-word, two-word and multiple word stage. Currently researchers believe that there is a consistent developmental sequence that children follow in acquiring a first language. If the child acquires two languages simultaneously, the stages of development are the same as they are for monolingual speakers of those languages. There is debate over whether bilingualism

results in a slower rate of vocabulary development than is true of children learning the same languages monolingually. Goodz (1994) reports no delay or retardation, but other researchers have reported lower vocabulary scores for bilingual than for monolingual children in a given language (Bialystok, 1988; Doyle, Champagne, and Segalowitz, 1978).

Typically, children who are learning two languages simultaneously make unequal progress in the languages. One language is more salient from time to time, either because of the input that the child is receiving from other speakers, or because there are more opportunities to use one language than the other. However, there is no simple relationship between a child's proficiency in each language and the amount of input in that language from caregivers and others (Goodz, 1994).

Tabors and Snow (1994) argue that language progression in bi / multilingual children pass through four distinct stages:

1. First, the child uses the home language. When everyone around the child is speaking a different language, there are only two options - to speak the language they already know, or to stop speaking entirely. Many children, but not all, follow the first option for some period of time (Saville-Troike, 1987). This of course leads to increasing frustration, and eventually children give up trying to make others understand their language.
2. The second stage is the nonverbal period. After children abandon the attempt to communicate in their first language, they enter a period in which they do not talk at all. This can last for some time, or it can be a brief phase. Although they do not talk during this time, children attempt to communicate nonverbally to get help from adults or to obtain objects. Furthermore, this is a period during which children begin actively to crack the code of the second language. Saville-Troike (1987) noted that children would rehearse the target language by repeating what other speakers say in a low voice and by playing with the sounds of the new language.
3. The next stage occurs when the child is ready to go public with the new language. There are two characteristics to this speech - it is telegraphic and it involves the use of formulas. Telegraphic speech is common in early monolingual language

development and involves the use of a few content words without function words or morphological markers. For example, a young child learning to speak English may say "put paper" to convey the meaning, "I want to put the paper on the table." Formulaic speech refers to the use of unanalyzed chunks of words or routine phrases that are repetitions of what the child hears. Children use such prefabricated chunks long before they have any understanding of what they mean (Fillmore, 1991).

4. Eventually, the child reaches the stage of productive language use. At this point the child is able to go beyond short telegraphic utterances and memorized chunks. Initially, children may form new utterances by using formulaic patterns such as "I wanna" with names for objects. In time, the child begins to demonstrate an understanding of the syntactic system of the language. Children gradually unpackage their formulas and apply newly acquired syntactic rules to develop productive control over the language.

Like any scheme of developmental stages, the sequence outlined here is flexible. At a given stage children have recourse to previously used strategies. Formulaic speech is still used in the stage of productive language use, for example. Rather than speaking of stages, it makes more sense to speak of waves, in that waves can be visualized as moving in and out, generally moving in one direction, but receding, then moving forward again. This seems to capture more accurately the child's development in language and in other areas as well.

Furthermore, there are vast individual differences with respect to the rate at which children pass through the different stages. Some children go through a prolonged nonverbal stage, sometimes lasting for a year or more, whereas other children pass through this stage so quickly they seem to have rejected this strategy altogether.

No study has suggested that the sequence of language development stages is different in bi / multilingual children from that in monolingual children. Furthermore, the correlation of the stages with age also remains largely undisturbed. According to Meisel (1986) there is no reason to believe that the underlying principles and mechanism of language development among bi / multilinguals are qualitatively different from those found in monolinguals. The order of morpho-syntactic and phonological development and the acquisition strategies

described in the classic description works of Slobin, Brown and others (1973), the semantic over-extension and under- extension of lexical items, substitutions, avoidance and the general direction of acquisition from unmarked to marked linguistic structures, is essentially the same for both monolingual and bi / multilingual children. Hence it can be concluded that bi / multilingual acquisition is not different qualitatively from monolingual first language development and leads to the same kind of grammatical competence.

b) Language Mixing

Most observers of children learning two languages simultaneously note that there is some mixing of languages at the lexical level. There is a great deal of controversy about how much mixing occurs and what it means. Recent research by Goodz (1994) suggests that mixing increase somewhat during early childhood, peaking at 30 months or so, and then declining. She followed 13 children and their parents and focused on the input the parents provided. Observations indicated that they did not separate languages by person; rather, in all cases there were situations when parents used their non - native language with the child.

In many communities mixing languages and switching from one language to another is part of the child's normal linguistic environment. Language mixing and code switching are used for definite communicative needs. Speakers build on the coexistence of alternate forms in their language repertory to create meanings that may be highly idiosyncratic and understood only by members of the same bilingual speech community. In such communities adult code switching is a rhetorical strategy used in such communicative tasks as persuading, explaining, requesting, and controlling. It is preferred to other rhetorical devices because it has greater semantic power deriving from metaphorical allusion to shared values and to the bilinguals¹ common problems vis-a-vis the society at large. In these situations, the mixed speech becomes a code of its own-"contact language" (Haugen, 1953) that is used to stress in-group behavior or emphasize informality or rapport. Rather than indicating that children are confusing their two languages, such phenomena can be a sign of linguistic vitality. Young children in such communities are in the process of learning to switch languages in the sophisticated manner they hear around them.

c) Language loss

It sometimes happens that children lose their first language skills as the second language begins to predominate (Fillmore, 1991). Because of the emphasis put on a particular language (e.g. English in our schools and society), children can gradually lose aspects of their first language. Language loss in bi / multilingual children encompasses more than analyzing the language performance. Bi / multilingualism is both a social and linguistic phenomenon. It includes careful study of sociolinguistic environment of each bi / multilingual child. Due to variety of social forces that negatively impact the maintenance of minority languages, language loss is a common sociolinguistic event that will affect bi / multilingual children's language skills. Some of the social and environmental factors impacting language maintenance and loss pertain to the social climate of the host country and attitudes toward minority languages. Other relate more specifically to family and minority community dynamics (which, of course, are influenced in part by the larger social milieu). These social and environmental factors are interrelated and the relative effect of each is difficult to ascertain.

To summarize, bi / multilingual language development can follow a number of different patterns. There is often imbalance in the child's languages as one or the other language predominates. For certain children language mixing and code-switching are part of the linguistic repertoire. Educators in early childhood education programs need to be sensitive to these complexities in bilingual language development. This does not mean that language assessment is impossible, but it does mean that extra sensitivity is required. Many children throughout the world grow up with two or more languages from infancy without showing any signs of language delay or disorders. These children provide visible proof that there is no causal relationship between a bi / multilingual environment and problems in language acquisition.

vi) Language Impairment in Children

Every parent eagerly waits the day his or her child will speak for the first time. For millions of mothers and fathers, however, anticipation turns to anxiety when those initial, all-important words are a long time coming. Many worried parents are reassured that their child

is "just a late talker," but unfortunately, that is not always the case. Although most late talkers do, eventually, catch up and speak normally, it's important to be aware of warning signs that may indicate a communication disorder rather than a benign delay. In such cases, as with all communication impairments, early diagnosis and treatment are critical. And, even in cases of a child who is merely a "late bloomer," there are steps that can be taken to promote the development of speech.

Speech and language delays are the leading developmental concern in parents of children younger than 5 years. Language impairments are well known to accompany hearing loss as well as structural or oral motor deficits affecting the speech musculature, and they have been associated with autism, fragile X, Down syndrome, and a multitude of other syndromes. But even when these causes of language impairment are accounted for, there remain a large number of children who, for unknown reasons, experience difficulty developing speech and language.

There are warning signs of a speech disorder that appear in the first years of life and that, if ignored, augur persistent speech problems. Literature in speech pathology paints a profile of toddlers 18 to 24 months old who are 'at - risk' for persistence of language impairment at 36 to 48 months and who should receive early intervention. The greater the number of warning signs a child exhibits (especially the closer he gets to 3 years of age), the greater the need for early assessment. Those signs include:

- little sound play or babbling as an infant, with limited number of consonant sounds and, possibly, vowel distortions as a toddler.
- poor verbal imitation skills; reliance on direct model and prompting.
- immature play skills; little pretend play.
- interactions with adults more than peers.
- few communicative gestures (the late bloomer who catches - up with his peers within a year uses significantly more gestures than a child with persistent delay).
- impaired social skills or behavior problems.
- small vocabulary for age; less diverse verb repertoires.

- comprehension delay of six months or greater relative to chronological age.

Moreover, several risk factors were found to impair speech and language development such as:

- Family history, such as a strong heritability factor.
- Low socioeconomic status and educational level.
- Parental characteristics that may inhibit speech, including the way parents interact with the child.
- Missed language explosion i.e., if a child has not had a vocabulary spurt by 30 months, he / she is at considerable risk of continued language delay.

Language disorders involve either receptive or expressive ability, or a combination of both. Receptive ability is the understanding of the spoken word - retrieving and processing sounds in the language storage centers of the brain and discriminating the differences between sounds in words, like *'cat'* Vs. *'pat'*. Expressive ability is how we learn to formulate grammatically and syntactically correct sentences.

a) The late talker

One of the most important milestones in an infant's life is the uttering of the first recognizable word. Obviously, not all children develop at the same pace, but most infants can be expected to say 'mama' and 'dada' sometime between the ages of twelve and fifteen months. As these dates pass and months go by, a child who remains silent can turn eager anticipation to anxiety and fear for the parents. More often than not, the child is simply a "late talker", but in some instances the child may suffer from a speech disorder such as apraxia, a neurologically - based impairment that needs to be identified and treated as early as possible. A late talker is a child who is delayed in speech by six or less months from his chronological age.

b) Slow expressive language development (SELD)

Slow expressive language development is a disorder in which child has lower than normal proficiency in vocabulary, the production of complex sentences, and recall of words.

The difficulties with expressive language interfere with academic or occupational achievement or with social communication. The disturbance may be manifest clinically by symptoms that include having markedly limited or below-average vocabulary skills, making errors in tense, or having difficulty recalling words or producing sentences with developmentally appropriate length or complexity or problems in recalling words.

c) Specific language impairment (SLI)

A child with a receptive or expressive language disorder, or both, and no other developmental disability has specific language impairment (SLI), a condition also called language-learning impairment, developmental language disorder, developmental dysphasia, or developmental aphasia. SLI includes disorders of articulation and phonology (dysarthria, apraxia, and phonologic disorder). Such children may use sound substitutions such as "wady" for "lady"; omit sounds, saying "baw" instead of "ball"; or distort sounds, so that "snake" comes out "nek," or "silly" comes out "shhilly." Concern arises when these errors continue beyond the time a child normally outgrows them.

Research to date has not yielded a consistent set of characteristics, which differentiate late talkers who subsequently experience normal language development from those who evidence language impairments during the preschool years. Studies of monolingual English-speaking children indicate that two-year-olds who are using very few words compared to peers ("late talkers") are at risk for language impairment. About one quarter to one half of the toddlers who are late talkers have language impairments during the preschool years. It is possible to identify late talkers among monolingual children because there has been extensive research on the range of expressive vocabulary development among these children, using clinically applicable methods (Coplan, 1987; Rescorla, 1989). In contrast with the abundant research on monolingual expressive vocabulary development, little is known about the typical expressive vocabulary development of bilingual toddlers. A study by Pearson, Fernandez and Oiler (1993), on bilingual children from 14-30 months of age compared the bilingual children's expressive vocabulary to the expressive vocabulary of monolingual toddlers. This study has provided important evidence that bilingual and

monolingual children's expressive vocabulary development is similar when vocabulary in both languages is considered for the bilingual children.

vii) Speech, language and communication in children with language disorders

Children with various disorders like specific language impairment, mental retardation, autism, brain injury, hearing impairment etc., exhibit different characteristics of language and speech development. Such patterns provide evidence for either delay or deviance in their communication skills compared to normal children.

a) Children with specific language impairment (SLI)

Children with specific language impairment are slow to acquire their first words; acquire additional words slowly than their peers and make lexical errors that are similar to the types seen in younger normally developing children. Universal phonological patterns also appear in the speech of such children (e.g. using a bilabial nasal for liquids and glides), which clearly differ from any observed in their ability to paraphrase through syntactic rearrangement. Children with SLI tend to use more nonlinguistic means to communicate about shifting contextual elements. They seem to be more typical of delay than the qualitative differences of developmental patterns.

b) Children with mental retardation

Children with mental retardation have higher incidence of articulation disorders, demonstrating the application of phonologic simplification processes, such as reduplication (eg. /baba / for /bottle/) and assimilation (eg. Mod / or /gog / for /dog/). They also have greater difficulty using rules of derivational morphology to generate and comprehend derived word forms for which they know the roots. They also tend to use shorter, less complex sentences than those used by non-retarded peers matched for mental age. Word meanings tend to be more concrete and restricted. However, children with mental retardation use more sophisticated gestures for imperative (gestures that enlist help) than for declarative (gestures

to gain attention) functions. These pragmatic skills vary with their cognitive levels and life experiences.

c) Children with Autism

Failure to acquire language is the first signal of children with autism. Though initially they acquire words such as 'mama' and 'dada' suddenly lose the acquired words and fail to progress further linguistically. Echolalia and pronominal reversals i.e. referring self as you, he / she, seem to be significant in children with autism. Unusual or inappropriate pitch rhythm, inflection and intonation with poor articulation is also seen in such children. The ability to produce and understand non-linguistic communicative behaviors such as eye gaze, gestures, and proximity and body contact are also impaired. They have difficulty in speech comprehension and expression as far as emotions and imaginations are concerned.

d) Children with brain injury

Results from IQ test suggest scores that may be expected to be well within the normal limits, but the most common problem found is distractibility. Children with brain injury demonstrate at least subtle syntactic comprehension deficits. The most frequent early observation found in such children is mutism, followed by telegraphic production during recovering process. Although the expressive syntax deficits of these children appear to lessen considerably with continued development, when tasks become more demanding, evidence of longstanding deficits can be found.

e) Children with hearing impairment

Language development processes in children with hearing impairment varies with the degree of loss. They differ more in frequency than in kind. They exhibit reduced speech rate, slow articulatory transitions and frequent pauses. Developmental progression is dramatically delayed. Delays in acquisition for morphological and syntactic rules are noted in both receptive and expressive language. Vocabulary production and comprehension problems include difficulty understanding and using concept words, figurative meaning of

words and multiple meaning words. In conversational interaction preschool deaf children show a narrow range to complexity when they act as initiators and may be less likely to respond to partners' initiations.

viii) Language and Behavior

The relationship between language-related variables (i.e., communication, speech, and language deficits) and antisocial behaviors (e.g., juvenile delinquency, attention-deficit disorders) has been examined in many studies (Baker and Cantwell, 1985; Gallagher, 1999; Prizant et al., 1990; Toppelberg and Shapiro, 2000;). These reviews offered four principal findings, described as follows.

First, children with pure language deficits, especially comprehension-related (i.e., receptive) problems, were at a substantially higher risk for antisocial behavior than children with speech disorders or speech-and-language disorders. The relationship between language deficits and antisocial behaviors appears to be a broad-based one. For example, Cohen, Davine, Horodezsky, Lipsett, and Isaacson (1993) found that children with unsuspected receptive language deficits were rated as the most delinquent and depressed by parents and the most aggressive by teachers, and they demonstrated more severe challenging behavior. Children with expressive deficits, on the other hand, were rated as more socially withdrawn and anxious.

Second, receptive language deficits not only frequently go undetected, but children with this problem have higher rates of behavior problems than do children with specific expressive language deficits (Cantwell and Baker, 1991; Cohen, 1996). Children with pure language disorders, especially receptive language deficits, are at a substantially higher risk for reading difficulties.

Third, researchers estimated that the concomitant prevalence of language deficits in children who exhibit antisocial behaviors is 10 times more than that in the general population (Warr-Leeper, Wright, and Mack, 1994). Researchers who conducted longitudinal studies reported that psychopathological problems tend to increase as children get older (Baker and Cantwell, 1987; Stevenson, Richman, and Graham, 1985). This finding suggests that the

strength of the relationship between language disorders and antisocial behaviors may increase across the years.

Fourth, language disorders appear to have a devastating effect on interpersonal relationships (i.e., peer, family, companion) throughout the lifespan. Difficulty in initiating and maintaining interpersonal relationships was suggested as a mediating variable in the association between language deficits and antisocial behaviors (Baker and Cantwell, 1985; Gallagher, 1999). Gallagher found that aggressive children, for example, used less verbal communication and more direct physical actions to solve interpersonal problems, due to limited language skills. Children prone to noncompliance may have receptive language deficits that limit their ability to comprehend and comply with repeated warnings or verbal cues (Fujiki, Brinton, Morgan and Hart, 1999). As a result, such children may misinterpret communications, become frustrated, and consequently develop chains of miscommunication and antisocial behavior patterns (Prizant et al., 1990).

The following classification offers the possible relationship between language and behavior.

1. Language difficulties lead to social and emotional problems

In many ways this seems to be the obvious association. Children who cannot communicate verbally experience frustration and consequently learn to express themselves in other ways, according to the type of language difficulty experienced. Children with primarily expressive difficulties are less prone to behavior problems than those with problems of comprehension (Cantwell and Baker, 1987).

As the child grows older the language delay can affect adversely his / her relationship with the peers and this in turn can result in antisocial behavior in school. The type of speech / language difficulty determines the behavior profile. Extravert children with limited language skills tend to act aggressively; while more introverted children tend to become shy and withdrawn (Cantwell and Baker, 1987). Ultimately a child's communication difficulty leads to feeling of powerlessness and resultant poor behavior pattern.

2. Behavior and emotional problems lead to language difficulties

It is likely that an emotional difficulty is probably only rarely a primary cause of language impairment. It is very likely that the interference of emotional factors exaggerates an existing difficulty with speech and language. Yet the fact remains that there are a few children who seem to actively resist the use of spoken language such as elective mutism, a condition with its origin in the child's emotional development.

3. Both emotional and language difficulties are aspects of the same underlying problems

One example of this type of relationship is autism in the absence of general developmental delay. These children manifest both emotional and communication difficulties associated with autistic condition. These children present as having very little awareness of the meaning of any interaction, show little appreciation of the feelings or intentions of others, do not grasp the importance of the social context of communication, are unable to use language for social communication and at best, learn only to respond with particular behaviors to associated cues.

4. A common factor causes problems in different ways

Children with severe learning difficulties provide an example of this category. Low IQ is the most common cause of psychiatric disturbance, learning difficulties and language delay (Cantwell and Baker, 1987). Their language generally follows a normal course albeit at a retarded rate and may remain with a limited use of language throughout their lives.

5. Different factors cause different problems simultaneously

There may be any number of different factors like, social deprivation, shyness, developmental problems etc., which may together interact to produce both psychological, emotional and language problems.

ix) Language and Sensory-Motor Development

Biological make up of human beings permit the natural acquisition of language. The physiological, neurological and biochemical dimensions of human behavior are particularly adapted to the early acquisition. Language develops on a basis of sensory-motor-cognitive structures that are acquired through child's action up to and interaction with people and things. Linguistic structures develop on the general cognitive structures established during first two years.

The onset of language is independent of particular environmental contingencies and dependent on biological maturation. The child's apparently scheduled stages of language development correlate with the milestones in this motor and intellectual development. The parallels are too close in general terms not to warrant some separation on what this may mean for our understanding of genetically based maturational development for the species.

Since language acquisition is viewed as a cognitive activity, cognition is prerequisite to the language acquisition. There is relationship and correspondence between sensori-motor stages and productive language characteristics. Many researchers suggest that developmental skills arise from shared inputs or common origins. Hence the interdependency of cognition, language and social development has been emphasized (Bates et al.,1977).

x) Need for the study

Acquisition of language in children has been investigated from many perspectives with its implications for causative factors. The perspective that is most relevant to our country would be multilingualism in relation to the acquisition of language in children. With the globalization phenomenon in this new millennium, there is an increasing trend towards more and more young children being reared in an environment of diversified and multilingual world, thus posing challenges to the educators and speech language pathologists. Parents often feel overwhelmed by the linguistic demands on them and their children owing to frequent job changes that involve moving to different parts of the world. Consequently,

young children encounter problems in poor communication, academic achievements often leading to behavioral and social handicaps.

Besides the above, there is a general notion among public and professionals that children exposed to two or more languages during childhood are 'at-risk' for language acquisition. This belief seems to be based on the idea that parents choose bi / multilingual environment for their children. But, *bi / multilingual environment is most often a necessity, not by a choice*. Advising or insisting parents of such children to maintain a single language within the child's social world, might not only infringe on individuals linguistic right, but also may lead to great emotional and psychological difficulties both for parents and for the child. After all, *language is strongly linked to emotion, affect and identity*. Moreover in the absence of a sound scientific rationale and a convincing report on the advantages and disadvantages of early bi / multilingualism, it would be highly unfair to take such steps.

Yet, there are many speech language pathologists who advise parents of young children from multilingual background to adhere to the use of any one language the main reason being that exposure to many languages confuses the child. Majority of times, it so happens that the language to be given up is the language that is not used in the overall environment although there are higher chances of picking up the language of the environment by the child. However there is no scientific reason that exposure to many languages leads to disorders / delay in language acquisition. Alternatively, there is no evidence also that giving up use of many languages by parents facilitates language acquisition and / or prevents language disorders.

The above issues highlight the need for a survey on language acquisition in multilingual children that provides new knowledge, both about language in general and more specifically, about the structure and process of different language acquisition in multilingual children in a variety of contexts. Such a study considers language as a specific form of human cognition that develops under the influence of contextual factors. The insights that result from such an approach will lead to knowledge that can be used in dealing with the social issues surrounding language acquisition and multilingualism. It is also necessary to

address the issues of behavioral and developmental aspects in relation to language acquisition in children in the larger interest of disorders of communication.

xi) Objectives of the study

The objective of the study was to conduct a survey on language acquisition in children from different linguistic environment. The study in this direction facilitates better clinical services by choice of right approach in counseling, guidance and intervention programs. The study is expected to provide an insight on the issue of interaction of bi / multilingual environment that is most prevailing in our country in relation to language acquisition in children. The results of the study would be helpful in our clinical practice as it would enlighten us on the intensity of "risk" associated with multilingualism in children with language disorders. The study has its implication for framing language policy for intervention in children with delayed / deviant language.

Method

The objective of the study was to investigate the influence of multilingualism on language acquisition in children between 09 - 36 months of age. The study also aimed to evaluate the behavioral and developmental risk factors associated along with multilingualism.

The study was conducted on three groups of children - normal children from monolingual, bi / multilingual environment and clinical population. The study was conducted in three phases to achieve the above objectives:

Phase I: Literature search for checklists on communication, development and behavior skills

Phase II: Development of checklists for assessment of language in multilingual children

Phase III: Establishment of language norms for monolingual and multilingual children

Phase I

i) Survey of available checklists

An intensive search for checklists to evaluate / assess communication, language, behavior and developmental skills was done through various sources such as books, journals, websites, institutions and centers (through personal communication). All types of questionnaires and inventories were collated and categorized under three main domains - language, behavior and sensory-motor development. The extensive list of evaluation items under each domain was subjected to scrutiny by two speech language pathologists, a linguist and a psychologist. The checklist so collated was subjected further to pilot investigation before final selection of items.

ii) Development of necessary research forms

- a) *Parent consent form*: Parent consent form consists of a brief description about the present study, its objectives and the future clinical implications of the study. It also seeks permission from the parent participating in the survey, to utilize information of their ward for research purpose. Confidentiality of the information is also assured (See Appendix III).

- b) *General history form:* General history form consists of items for demographic information, significant medical, developmental, variations in language and cultural atmosphere, if any. The purpose of this form is to collect personal details and family background of the children. The questions include information about the details of pre-natal, natal and post-natal history, number of siblings, medical history of the child, details about the care-giver(s) at home, languages spoken with the child at home, creche and outside, number of hours of exposure to different languages (if any), family background, socio-economic status, etc., After many field trials and revisions the items of the questionnaire were finalized. Both parent consent form and general history forms are given to all the parents / caregivers who participated in the study
- c) *Development of checklists:* A set of checklists - Language Acquisition Checklist (LAMC) and 3 Dimension Language Acquisition Test -Adopted (3D-LAT- ad) to assess the language acquisition in children between 09-36 months were evolved. The checklists are specifically designed to address the language, behavior and sensory-motor development in children from diverse linguistic and cultural background. (See Appendix II and III for more details on the checklists).

A. Language Acquisition in Children - A checklist (LAMC - Checklist)

It is well established in the literature that language abilities unfold with age and the process of acquisition progresses through definite developmental stages. On the basis of this information as to what abilities are acquired at different ages, many language development scales have been devised to assist language assessment. Since it becomes necessary to rely on information provided by an informant regarding the child's speech and language, especially with pre-school children who are often difficult to test and examine, an extensive questionnaire is made with illustrations and examples for clarity and brevity of responses. Language Acquisition in Multilingual Children (LAMC) checklist has been developed with the purpose of investigating the possible risk factors associated with language acquisition in multilingual children that may lead to delay or disorders of language.

The questionnaires that were referred for the purpose of developing LAMC are:

1. Application for participating in speech and hearing clinic (Rhea Paul, 2001).
2. Functional assessment of children (Campell, 1998).
3. Checklist for Assessment of Language and Behavior (CALB, Geetha & Prema, 2002)
4. IALP Survey-questionnaire on individual treatment (Prema K.S, 2003)
5. Early communication checklist (Lombardino, et. al, 1999).
6. Worksheet for analyzing communication skills (Erickson, J., 1987)
7. Parental report of child speech or language problems (Restrepo, P., 1998).
8. Parental inventory.
9. Mac Arthur Communicative Development Inventory (Mac Arthur, . . .)
10. Developmental language milestones for acquiring speech and language (www.ldonline.org/ld_indepth/speech-language/lda_milestones.html).
11. Denver prescreening developmental schedule (Frankenburg, K., 1975).
12. Gesell developmental schedule.
13. Family questionnaire.
14. Vineland social maturity scale (Malin, A.J., 1992).
15. Infant intelligence scale(Cattell, P.).
16. Behavioral Assessment Scale for Children with Mental retardation (BASIC-MR) (Peshwaria, R. & Venkatesan , S., 1992).
17. Communication disorders in children with psychiatric and behavioral disorders
18. Autism Treatment Evaluation Checklist (ATEC).
19. Characteristics in children with expressive and receptive language disorders (Bos & Vaughn, 1998).
20. Modified Checklist for Autism in Toddlers(M-CHAT).(Robins, L.et.al., 2001)
21. Autism Behavior Checklist (ABC). (King, et. al., 1978).
22. The written language awareness checklist (Justice & Ezell, 2001).
23. Learning disability fact sheet - Early childhood. (www.Idanatl.org).
24. Socioemotional dimensions in communication assessment for young children (Rogers, d. & Griffith, p., 1999).

According to the age at which various aspects of language and other developments emerge in normal children, the checklist has been divided into nine age groups that cover the age range from 09-36 months. Each age group has a range of three months, as follows:

1. 09.1-12.0 months
2. 12.1 - 15.0 months
3. 15.1 - 18.0 months
4. 18.1-21.0 months
5. 21.1-24.0 months
6. 24.1-27.0 months
7. 27.1-30.0 months
8. 30.1-33.0 months
9. 33.1-36.0 months

The current debate on the risk associated with language development among multilingual children necessitates development of a checklist for tracing language development in multilingual children. Therefore, the risk factors associated with multilingual children that are generally reported in literature are also incorporated in the checklist under the domain problem behaviors and developmental milestones in language and sensory-motor areas. The checklist is given to parents / caregivers to give as many details as possible. Examples and illustrations are given for a few questions for more clarity and brevity of responses. Responses are elicited through guided interview of parents and / or self-reported responses on the behavior of their wards.

In the present study LAMC checklist has been developed which includes communication skills and related behavioral and developmental factors. The LAMC checklist evaluates the possible risk factors associated with language acquisition along three domains.

- Language domain — with respect to communication in broad sense.
- Behavior domain - with respect to associated problem behaviors.
- Developmental domain - with respect to motor developmental milestones.

Language domain taps verbal as well as non-verbal communication. Verbal communication, in particular, includes the syntactic, semantic and phonological factors of language development. Therefore, the language domain of LAMC checklist assesses not only the verbal language but also the communication skills of a given child. All the question items related to child's language development collected from various standardized checklists and questionnaires mentioned above were compiled. With reference to the normal developmental schedules, the items were categorized into nine age groups with an average of forty-six question items in each group. Those items, which were redundant under certain age groups and also those found not so relevant to the Indian context, were removed. This exercise brought down the total number of items to twenty-six in each group. The list of items was further shortened after field trial of questionnaire. A final list of nine items under each age group was retained. All the questions were framed in simple sentences to elicit YES / NO response and were made descriptive by giving illustrations and examples wherever essential.

Behavior domain consists of question items that refer to the typical characteristics of a child with disorders like learning disability, mental retardation, autism, cerebral palsy, attention deficit hyperactivity disorder, and hearing impairment. *All the normal behaviors* with reference to the normal developmental schedules were listed from the checklists and questionnaires. Also all the *problem behaviors*, which represent the significant characteristics of the above mentioned disorders seen among children were also collected from various sources available. The normal and problem behaviors were mixed and categorized into nine age groups based on the developmental schedules.

Developmental domain consists of question items that refer to sensory, gross motor, fine-motor, and cognitive developments seen among children between 09-36 months based on normal developmental milestones. Question items for LAMC were collected from various schedules and available literature. They were categorized into nine age groups based on normal developmental milestones. Further they were condensed and revised as done in language and behavior domains and a total of nine items were finalized. Thus for every age group, nine items each for language, behavior and developmental domains are selected. Hence the checklist includes twenty-seven

question items under each age group and a grand total of two-hundred-forty-three items in the overall checklist.

B. Adaptation of 3D-LAT (3- Dimension Language Acquisition Test)

3 Dimension Language Assessment Test (3D-LAT, Vaidyanathan) is a test that helps to assess language acquisition among 09-36 month old children. The test was adapted with a few revisions and validated with LAMC using Kappa coefficient. 3 Dimensional-Language Acquisition Test (adopted) [3D - LAT (ad) is also a test that assesses the language acquisition among children between 09-36 months. The original 3D-LAT has been adapted for the present study, with few modifications like, simplifying the question items, by replacing technical terms with non-technical words and by adding common examples to make items easily comprehensible. However the original frame and content of the question items are maintained.

The test evaluates language acquisition along three dimensions, namely

- Language Reception sub domain assesses the comprehension level of the child i.e., whether the child can understand and follow simple sentences or instructions that is relevant to his / her age group
- Language Expression sub domain assesses the speech production of the child i.e., whether the child is able to express self in an appropriate way especially through speech
- Language Cognition sub domain assesses the speech based on the intelligibility of the child, i.e., how well the child thinks and uses the language while speaking, reasoning, recognition, etc.

Each of the sub domains has three question items in all the nine age groups. Hence for each age group there are nine question items and a grand total of eighty-one question items in the overall checklist.

iii) Scoring of responses on LAMC and 3D-LAT (Adopted)

a) Score pattern for LAMC

Under all the three domains of LAMC checklist the expected response is assigned 'one' mark and the deviant response is assigned 'zero'. A child can score a maximum of nine marks under each domain and a maximum of twenty-seven in the entire list under each age group.

b) Score pattern for 3D-LAT (Adopted)

The scoring is based on the scoring method of original 3D-LAT. In all the sub domains, 'one' mark is given for "YES" which is the expected normal response and 'zero' mark is given for "NO" which is the deviant response. Hence a child can score a maximum of 3 marks in each individual sub domain and a maximum of 9 marks in the entire list under each age group.

iv) *Common features of LAMC-checklist and 3D-LAT (adopted)*

1. Both the checklists have nine age groups in common ranging from 09 to 36 months with three months interval.
2. The test format and administration of both the tests are similar.
3. The codes given on the top of the checklists to indicate the age group and question numbers are uniform to both (See Appendix IV and V)
4. Both the checklists consist of YES / NO question items

v) *Differential features of LAMC-checklist and 3D-LAT (ad):*

1. LAMC - checklist consists of three domains - language, behavior and developmental domains that help to assess the risk factors associated with the language acquisition among children. While 3D-LAT (ad) assesses the different aspects of verbal language development i.e., language reception, expression and cognition.
2. Language domain of LAMC - checklist assess the child's overall communication skill in general 3D-LAT (ad) assesses the verbal communication in particular.

Phase II

i) Pilot study

The pilot study was conducted on a small group of seven children in the age group of nine months to thirty-six months to finalize the LAMC-checklist developed as a part of project work. A few modifications were incorporated in the checklists on the basis of pilot results. All the children in the pilot study were normal and from multilingual community (exposed to two or more languages). The pilot data was collected from field visits, summer camp in pre-school training center, therapy clinic and also internet mail correspondence.

The caregivers of the children were asked to read the brief introduction about the project and sign the consent form given along with the checklists. Then they were requested to fill the general history form, regarding personal information and the family background of the child. Later LAMC-checklist and 3D-LAT checklists that matched the chronological age of the child were administered. The entire process for each subject took around 20 - 30 minutes. Necessary help was taken from interpreters wherever necessary in case the parents / care-givers were from different language background unknown to the investigators. The results of the pilot study derived from the general history form indicated that all the subjects - six male and one female, hail from good socio-economic status, none of the children had any significant medical history, all of them were multilingual children, number of languages exposed range from two to five for the group and the duration of exposure to different languages range from two hours to twelve hours a day for the group.

ii) 3D - LAT (ad)

As shown in Table 2 the overall mean score on 3D -LAT (ad) by the group is 2.14 that indicate the average level of performance by the group. The mean score of 1.71 on '*language reception*' sub-domain indicates average performance of the group. Two children have scored highest score of 3 out of 3 and two children have scored least score of 0, which indicates very poor performance. The mean score of 2.14 on '*language expression*' sub-domain indicates average level of performance by the group. Four children have scored highest score of 3 out of 3 and one child, indicating very poor performance, has scored least score of 0 out of 3. The mean score of 2.28 on '*language*

and cognition' sub-domain indicates average performance by the group. Four children have scored highest score of 3 out of 3 and two children have scored least score of 1, which indicates very poor performance. The results on LAMC-checklist and 3D-LAT (ad) indicate that there is correlation between the both the tests as far as language domain is concerned. Wherever poor performance was observed on LAMC language domain, there was also poor performance on 3D-LAT (ad).

Figure 1:: Performance of the group on LAMC-checklist

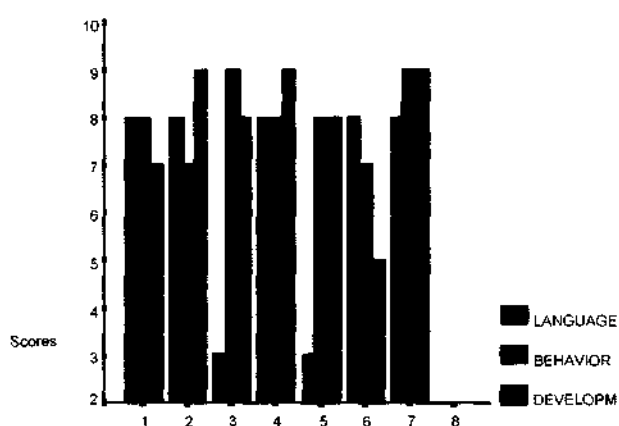


Table 1: Raw scores & mean of the group on LAMC-checklist

SI no	LAMC-checklist		
	Lang	Beh	Dev
1	8	8	7
2	8	7	9
3	3	9	8
4	8	8	9
5	3	8	9
6	8	7	5
7	8	9	9
Total	46	56	55
Mean	6.57	8	7.85

Figure 2: Performance of the group on 3D-LAT

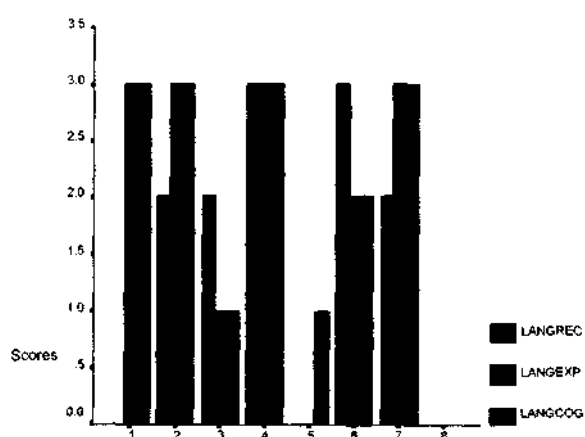


Table 2: Raw scores & mean of the group on 3D-LAT

SI no	3D-LAT		
	Lrec	Lexp	3
1	0	3	3
2	2	3	3
3	2	1	1
4	3	3	3
5	0	0	1
6	3	2	2
7	2	3	3
Total	12	15	16
Mean	1.71	2.14	2.28

Figure 3: Performance of the group on language domain of LAMC-checklist and 3D-LAT

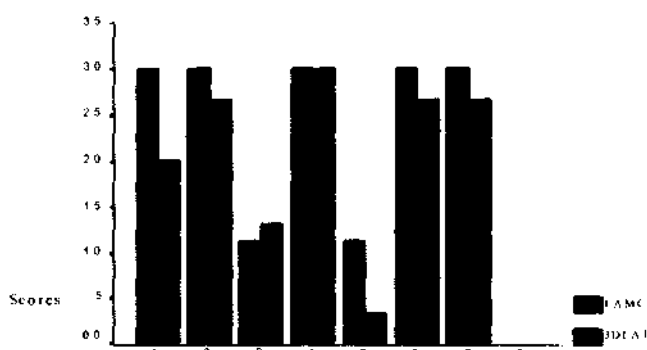


Table 3: Performances of the group on language domain of LAMC & the sub domains of 3DLAT (Scores of LAMC converted to standard 3)

SI no	LAMC	3DLAT
1	3	2
2	3	2.66
3	1.125	1.33
4	3	3
5	1.125	0.33
6	3	2.66
7	3	2.66

Among the seven subjects, the performance of one child between the ages of 30 - 33 months seen in therapy clinic was very poor. He has scored 3 out of 8 in language domain of LAMC-checklist and 0 each in language reception and language expression and 1 in language cognition of 3D-LAT (ad). Both the results indicate very poor performance on language factors. From the general history format it is learnt that the child is exposed to five languages for more than 12 hours a day with no proper stimulation in any language. This must have led to the delay in language development. His behavior and other developments are adequate for his age group.

iii) Modifications in the test format and test administration procedure after the pilot study:

a) General history form

After pilot study, few changes are made in the order of the questions such as, all the language related questions are put together; family and socio-economic status related questions are also put together. Questions on language exposure of the child is given more prominence by providing columns on number of languages exposed and number of hours of exposure.

b) Language Acquisition in Children - A Checklist (LAMC - A Checklist)

After pilot study a few modifications have been made in the LAMC-checklist. In the language domain total number of questions is increased to 9 from 8, to maintain uniformity among the number of questions in all the domains as well as for easy scoring. Illustrative examples are added to make questions comprehensible. Few question items are made simpler

and more descriptive. The question items included under all the domains of LAMC checklist are selected from the normal developmental milestones, so that each child has to score maximum marks to be considered as a satisfactory performer.

The addition of one more question item to the language domain (to maintain uniformity among number of question items) also demands revision of the norm. With these viewpoints the scoring pattern and their technical description of the scores in different domains of LAMC checklist have been revised as follows:

Language domain

Scores	Norms pre-pilot	Scores	Norms post-pilot
0 - 3	Very poor performance	0 - 5	Poor
4 & 5	Inadequate performance	6 & 7	At-risk
6 - 8	Satisfactory performance	8 & 9	Satisfactory

Behavior domain

Scores	Norms pre-pilot	Scores	Norms post-pilot
0 - 3	Very poor behavior	0 - 5	Poor
4 - 6	Inadequate behavior	6 & 7	At risk
7 - 9	Satisfactory behavior	8 & 9	Average

Developmental domain

Scores	Norms pre-pilot	Scores	Norms post-pilot
0 - 3	Very poor development	0 - 5	Poor
4 - 6	Inadequate development	6 & 7	At risk
7 - 9	Satisfactory development	8 & 9	Average

c) 3 Dimensional - Language Acquisition Test (ad) [3D - LAT (ad)]

Modifications are done on a few question items after pilot study. Technical terms are replaced with simple words with additions of common examples. Without distracting the content, only the frame of few questions has been changed to make it easy for the parents to understand.

Also the technical description of the norms for the scores under all the sub-domains has been slightly modified as follows:

Scores	Norms pre-pilot	Scores	Norms post-pilot
0 & 1	Very poor performance	0 & 1	Poor
2	Average performance	2	At risk
3	Above average performance	3	Average

The results of the pilot study indicate that the group as a whole has performed satisfactorily on LAMC-checklist. This suggests that the language, behavior and development are adequate for the group. In 3D-LAT (ad), the overall performance of the group is at an average level.

From the overall performance of the group, it is inferred that the language development among the multilingual group is generally at an average level. From the performance of the group it is found that both the tests - LAMC checklist & 3D-LAT (ad), are potential tools for the assessment of language in children with multilingualism. After pilot study a few changes in the items of the checklists and administration procedure were made.

1. If the performance of the child is either very poor or too good, then, checklist of previous or next age group accordingly needs to be given. This will help in assessing the child's language age-level that best matches his / her performance
2. Few changes in the question items, found necessary are made based on the above results, like simplification of question items, addition of illustrative examples, etc
3. In the general history format questions related to family, SES, etc., have been categorized and additional columns are provided for number of languages and the duration of exposure.
4. In the language domain of the LAMC checklist the number of questions is increased to nine.
5. The scoring patterns for both LAMC & 3D-LAT (ad) checklists have been revised.

Phase III

i) Compilation of data

List of play-homes, clinics, hospitals and rehabilitation centers in Mysore and Mangalore in the State of Karnataka, India, were prepared. With prior appointment and correspondence with the center heads an interaction with the parents / caregivers was held, most often on one-on-one basis. Data was also collected through personal visits to the centers, postal correspondence and also e- mail correspondence with parents who resided very far or in abroad. The subjects who met the operational definitional criteria set for the study (See Appendix VII) were retained for the final study.

Two groups of 100 children each from mono- and bi / multilingual population and 30 from clinical population were selected for the study. The children were selected from play-homes, clinics, hospitals and rehabilitation centers under three categories:

- a) Monolingual population.
- b) Bi / multilingual population.
- c) Clinical population.

Every participant parent was given a parent consent form, a general history form, LAMC-checklist and 3D-LAT (ad) checklist. Once the parents filled the necessary information and responded to the checklists, all the question items are scored and the data is stored in SPSS format for further statistical analysis.

ii) Norms on LAMC checklist

Majority of language measures focus on a particular level of language as lexical, phonological, syntactic, semantic, etc., rather than language as a whole. Hence through LAMC checklist an attempt was made to evaluate the complete communicative ability of the child. Obtaining normative data for the checklist was essential so that the checklist could be utilized as a clinical tool to assess the language development in normal children as well as clinical population. In order to establish the norms, a population of 30 normal children without any history of medical, behavioral or any other significant problems, and 30 children from clinical

population diagnosed as delayed / deviant language development related to either hearing impairment, mental retardation, autism, Down's syndrome, expressive language disorder, cerebral palsy, etc., were selected. The sample was selected from therapy clinic of the institute, hospitals and rehabilitation centers. All the children were between the age range of nine months to thirty-six months and were from middle socio-economic status. Table 4 shows the details of the normal and clinical groups.

Table 4: Particulars of children selected for establishment of norms

SL. No.	Normal group		Clinical group		Age group (in months)	Normal group	Clinical group
	Male	Female	Male	Female			
1	1	-	2	-	09.1 - 12.0	3	-
2	2	-	2	-	12.1 - 15.0	4	-
3	3	1	2	1	15.1 -18.0	5	2
4	1	-	2	-	18.1-21.0	3	-
5	1	1	1	1	21.1-24.0	2	2
6	1	4	2	3	24.1 -27.0	3	7
7	2	-	1	1	27.1-30.0	3	1
8	1	5	2	1	30.1-33.0	3	6
9	3	5	1	7	33.1-36.0	4	12
Total	15	16	15	14		30	30

Hi) Test administration

The checklist appropriate to the age group of the child was administered. Instructions to fill the general history form were given. Also assistance was provided for the parent / caregiver to answer the checklist whenever they had doubts or confusions. Test administration for individual subject took 20 - 30 minutes for completion.

iv) Results and discussion

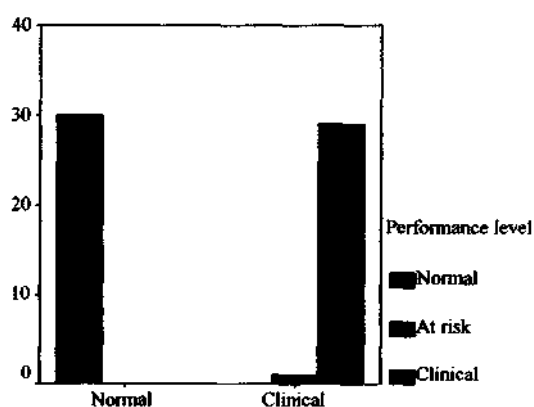
The responses on the checklists were scored and the results of normal population with that of clinical population were compared. Kappa - a statistical measure of agreement was carried out to find out and the degree of agreement was found to be 0.97. For this purpose, cross tabulation of scores on LAMC of normal and clinical groups was done as shown in Table 5

Table 5: Scores on LAMC of normal and clinical population

Population Performance on LAMC checklist				
	Average	At-risk	Poor	Total
Normal	30	-	-	30
Clinical	-	1	29	30
Total	30	1	29	30

Table 5 shows that all the thirty subjects in normal population have performed at average level in the language domain of LAMC checklist. In the clinical population only one subject showed 'at-risk' performance but the rest twenty-nine subjects performed at poor level. Hence the language performance of the clinical population with associated problems is at poor level. Figure 4.schematically depicts the performance of children.

Figure 4: Language performance of normal and clinical population on LAMC checklist.



Kappa, the statistical coefficient of agreement is calculated to check the agreement between the scores on the checklist (normal, 'at-risk' and clinical) with the original status of the subjects (normal, 'at-risk' and clinical). Table shows the cross-tabulation of the scores

Table 6: Kappa between LAMC and group identification

Scores on checklist	Original status		
	Normal	'At-risk'	Clinical
Normal	30	-	30
'At-risk'	-	-	1
Clinical	-	-	29
Total	30	-	60

$K=0.97$

The above table shows 97% of agreement between the scores on the LAMC checklist and the performance of the children. Hence from the statistical analysis of the data it is evident that the LAMC checklist clearly differentiates poor and average performance of children between 09-36 months of age on language domain. The normative data obtained is given in Appendix III. The post-pilot revised checklists were administered on the selected sample of the population under study. The results are presented and discussed in the following chapter.

RESULTS AND DISCUSSION

The objective of the study was to evaluate language performance of multilingual children in comparison to that of monolingual children. The study also aimed to examine if multilingualism is a 'risk factor' for language acquisition.

With the above objectives, the data for the study was collected on three groups of children - one hundred children from monolingual population, one hundred children from multilingual population and thirty children from clinical population.

Language performance of monolingual and multilingual children was assessed with the checklists developed in the project - the Checklist for Language Acquisition in Multilingual Children (LAMC) and 3 -Dimension Language Acquisition Test-adopted (3D-LAT-ad). The performance of children was compared on overall communication in general and verbal reception, verbal expression and cognition, in particular. The behavior and developmental aspects of all the children were also analyzed along with the demographic factors to find out whether there are any factors contributing to the risk for language development in monolingual and multilingual children. The results are presented in the following sections:

Part A: Language performance by monolingual and multilingual children

Part B: Relationship between demographic factors and language acquisition

Part C: Clinical trials of the checklists

Part A

a) Overall language performance of the groups

Performance of the two groups of children on the language domain of the LAMC and on the three domains of 3D-LAT (ad) was scored and analyzed. Table 7 shows the cross tabulation of performance on language domains of LAMC and 3 D-LAT (ad) checklists of monolingual and multilingual children. It is evident from the Table 7 that sixty-seven children in the monolingual group of hundred (67%) and seventy-five

children (75%) among the multilingual group did not show problem in any of the language domains.

On the basis of the performance on LAMC and 3 D-LAT (ad) on the four major areas of language (communication, verbal reception, verbal expression and cognition), children from both the monolingual and multilingual population were further categorized into four groups as follows:

Group I

Children with no problem in any language area: These children have performed at an average level in all the four language areas. They represent the 'safe group' without any delay in their language development.

Group II

Children with problem in any one of the language areas: These children have performed poorly in only one of the language areas. They exhibit delay in that particular area compared to their age group.

Group III

Children with problem in any two of the language areas: These children have performed poorly in any of the two language areas. They are treated as being 'at-risk' for development of language problems.

Table 7: Overall language performance of monolingual and multilingual groups

Problem in language areas	Mono, group	Multi. group
No. of children with no problem in any language area	67	75
No. of children with problem in one language area	11	5
No. of children with problem in two language areas	6	8
No. of children with problem in three or more language areas	16	12
Total	100	100

Group IV

Children with problem in three or more language domains: These children have performed poorly in three or more language areas, these children are 'poor performers' who manifest very poor language development performance of children on behavior and developmental domains was also analyzed for each sub-group.

Performance of monolingual and multilingual children in Group I (no problem in any of the language areas) on the behavior and developmental domains of LAMC checklist is shown in Tables 8 and 9.

Table 8: Behavior and developmental domains of monolingual children on LAMC

Beh	Motor Development															
	Group I				Group II				Group III				Group IV			
	P	R	A	Tot	P	R	A	Tot	P	R	A	Tot	P	R	A	Tot
P	-	-	-	-	1	-	1	-	1	-	1	2	1	-	3	
R	3	10	13	-	3	1	4	1	-	-	1	1	4	3	8	
A	5	49	54	-	6	6	-	1	3	4	1	3	1	5		
Total	-	8	59	67	-	4	7	11	1	2	3	6	4	8	4	16

P=Poor; R=Risk; A=Average

Table 9: Behavior and developmental domains of multilingual children on LAMC

Behavior Groups—>	Motor Development																
	Group I				Group II				Group III				Group IV				
	P	R	A	Tot	P	R	A	Tot	P	R	A	Tot	P	R	A	Tot	
P	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	2	2
R	-	7	20	27	-	2	-	2	-	1	2	3	-	2	2	4	
A	-	5	42	47	1	1	1	3	1	-	4	5	1	1	4	6	
Total	-	12	63	75	1	3	1	5	1	1	6	8	1	3	8	12	

P=Poor; R=Risk; A= Average

Similar to the language domain, sixty-seven monolingual children (67%) and seventy-five multilingual children (75%) did not show problem in any developmental or behavioral domains. However, when Groups II, III and IV were compared, it was observed that there were eleven children (11%) among the monolinguals, but only five children (5%) among the multilinguals in Group II with deficits in behavior and developmental domains. In Group III and IV, there were six (6%) and sixteen children (16%) among the monolinguals whereas eight (8%) and twelve children (12%) among the multilinguals with deficits in behavior and developmental domains. The results, in general, emphasize that the performance of the multilinguals is relatively better on language and also other related domains. The results support the findings of Turner and Myhill (1984), who reported that language performance of multilingual population is definitely better than monolingual population since many studies reason out that multilingualism exerts its influence on metalinguistic skills that in turn lead to higher levels of language, reading and academic achievement. Further, it was observed that eleven children from monolingual group and only five from multilingual group were poor in one of the language areas, whereas twenty two from monolingual (Group III & IV) and twenty (Group III & IV) from multilingual group were poor in more than one language areas. This further supports the above findings that the number of children among the multilinguals with deficits in more than one language area was also less. Thus, it can be said that the multilinguals are faring better in language development.

The above findings are schematically represented in figures 5a, 5b, 5c, 5d and 6a, 6b, 6c and 6d. Figure 5a represents the performance of sixty-seven monolingual children on behavior and developmental domains with no problem in any of the language areas.

Figure 5a: Behavior & developmental domains of monolingual children with no problem in any language domain

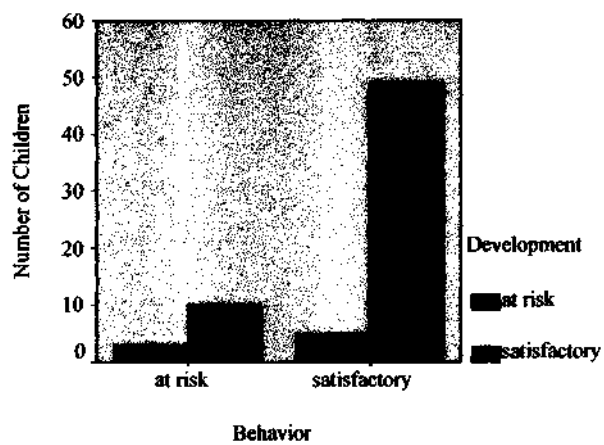


Figure 5b: Behavior & developmental domains of monolingual children with problems in one language domain

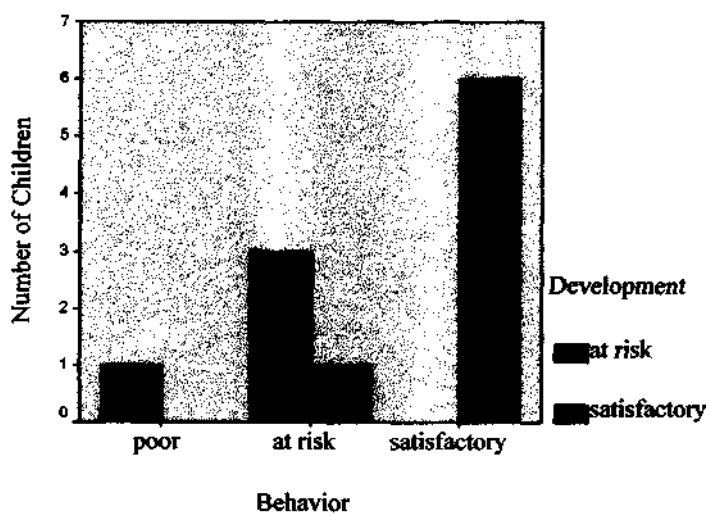


Figure 5c: Behavior & developmental domains of monolingual children with problems in two language domains

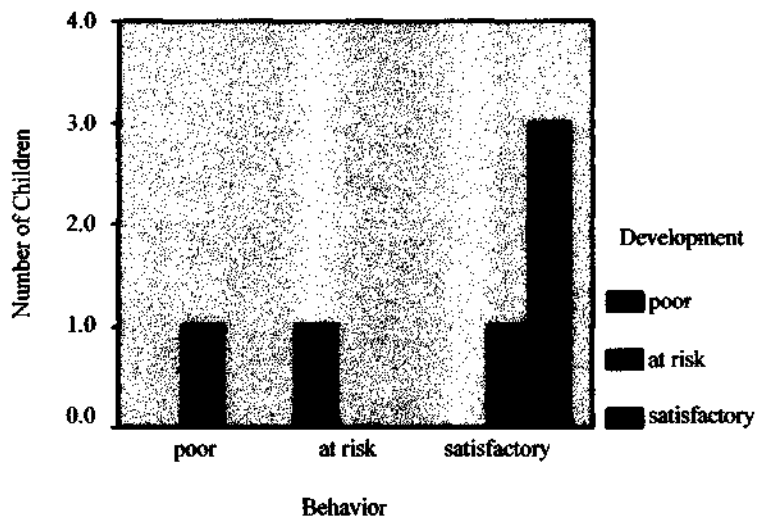


Figure 5d: Behavior & developmental domains of Monolingual children with problem in three or more language domains

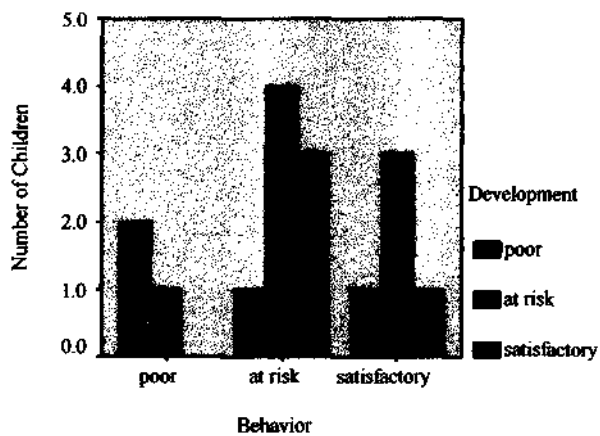


Figure 6a: Behavior & developmental domains of multilingual children with no problems in any language domains

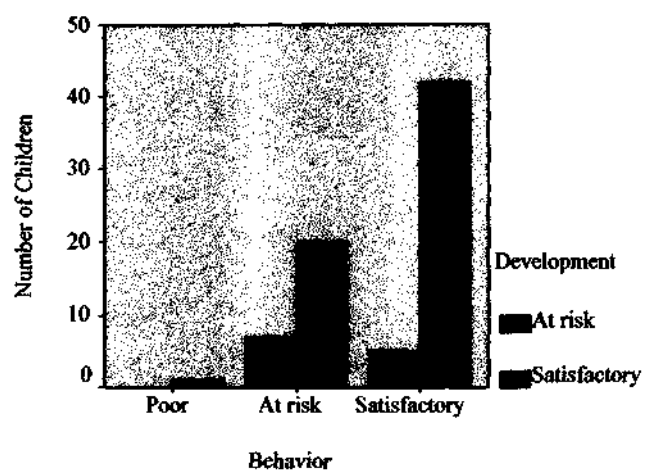


Figure 6b: Behavior & developmental domains of multilingual children with problem in one language domain

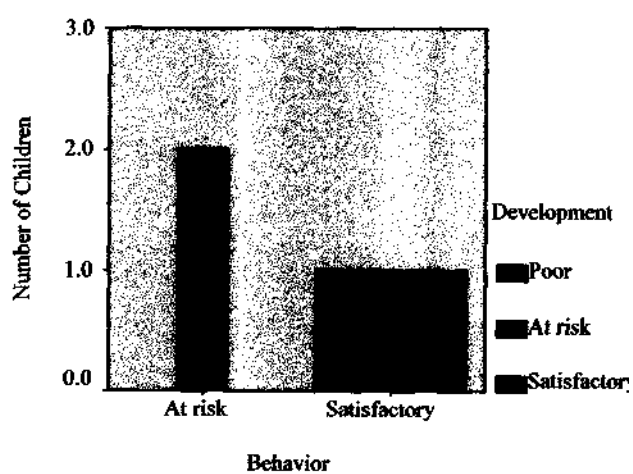


Figure 6c: Behavior and developmental domains of multilingual children with problem in two language domains

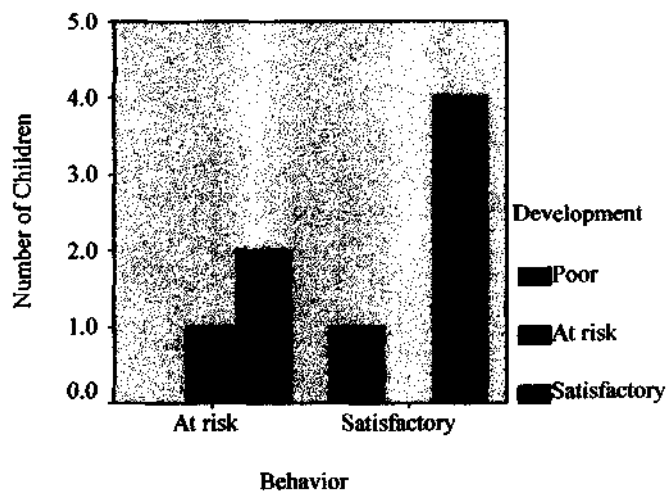
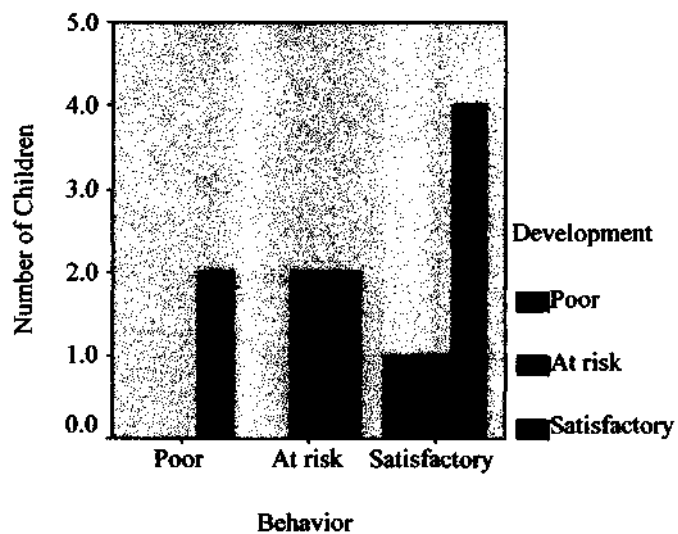


Figure 6d: Behavior & developmental domains of multilingual children with problem in three/more language domains



b) Performance in sub-domains of language

Overall performance of the two groups indicated that the multilingual group was ahead of the monolingual group in language development. Performance of the two groups on the language sub-domain of the LAMC and 3D-LAT was compared in order to look for factors that facilitate language development in the multilingual group over the monolingual group. Table 10 shows the number of children in the two groups on language sub-domains.

Table 10: Comparison of monolingual & multilingual children on sub domains of 3D-LAT(ad)

Performance —> Poor 'at-risk' Average						
Groups	Mono	Multi	Mono	Multi	Mono	Multi
Reception	15	7	37	34	48	59
Expression	18	19	42	27	40	54
Cognition	22	15	33	28	45	57
Total	55	41	112	89	133	170

Table 10 indicates that when the performance is 'average' the number of children in all the sub-domains of language from the multilingual group is more than that in the monolingual group and that when the performance is 'poor' or 'at-risk', the number is relatively less in the multilingual group. The results suggest that the multilingual children have performed better on the sub-domains of 3D-LAT in comparison to monolingual children.

Since the items on the 3D-LAT are focused more towards verbal language, performance of both monolingual and multilingual groups on the sub-domains of 3D-LAT and on language domain of LAMC was further compared in order to check *for communication and not verbal language per se*. Cross tabulation with the help of Statistical Package for Social Sciences (SPSS) was carried out on the data. The results are analyzed for the performance of each subgroup identified in the study with respect to

the sub-domains of 3D-LAT and language domain of LAMC. The details are presented in Tables 10a, 10b, 10c and 10d.

Group I: *No problem in any language domains*

Table 1 la shows that in Group I (no problem in any language area), there are 54 children among the monolinguals in the average category as against 70 in the multilingual group as identified with 3D-LAT, whereas, on LAMC, there were 40 and 54 respectively. Also, the number of children 'at-risk' for language acquisition was higher among both monolinguals and multilinguals on 3D-LAT (23 and 21) whereas on LAMC, the number was only 9 (monolingual group) and 5 (multilingual group). The results suggest that 3D-LAT being a tool highly loaded with verbal elements tends to exaggerate the 'risk' for language acquisition, ignoring the total communication ability of a given child. The results of the study call for a careful analysis and interpretation of test results.

Table 11a: Group I on language sub domains of LAMC & 3D-LAT(ad)

Groups—>	Monolinguals				Multilinguals			
D-LAT->	Poor	At-risk	Average	Total	Poor	At-risk	Average	Total
LAMC4								
Poor	0	0	0	0	0	0	0	0
At-risk	0	6	3	9	0	4	1	5
Average	0	17	37	54	0	17	53	70
Total	0	23	40	63	0	21	54	75

Table 1 1b: Group II on language sub domains of LAMC & 3D-LAT(ad)

Groups—>	Monolinguals				Multilinguals			
3D-LAT--->	Poor	At-risk	Average	Total	Poor	At-risk	Average	Total
LAMC4								
Poor	0	0	0	0	0	0	0	0
At-risk	0	0	0	0	0	0	0	0
Average	3	2	6	11	1	1	3	5
Total	3	2	6	11	1	1	3	5

Table 11c: Group III on language sub domains of LAMC & 3D-LAT(ad)

Groups—>	Monolinguals				Multilinguals			
	Poor	At-risk	Average	Total	Poor	At-risk	Average	Total
3D-LAT->								
LAMCI								
Poor	1	0	0	1	1	0	0	1
At-risk	0	3	2	5	0	4	2	6
Average	0	0	0	0	1	0	0	0
Total	1	3	2	6	2	4	2	6

Table 11d: Group IV on language sub domains of LAMC & 3D-LAT(ad)

Groups-*	Monolinguals				Multilinguals			
	Poor	At-risk	Average	Total	Poor	At-risk	Average	Total
3D-LAT->								
LAMCI								
Poor	6	0	0	6	0	4	0	4
At-risk	5	5	0	10	4	4	0	8
Average	0	0	0	0	0	0	0	0
Total	11	5	0	16	4	8	0	12

Group II: *Children with problem in one language domains*

Table 11b indicates that the number of children with problem in one language area identified with 3D-LAT is eleven among the monolinguals and five among the multilinguals. Further, while 3D-LAT identified 'poor' and 'at-risk' children, LAMC has categorized these children as 'average'. The results again emphasize that 3D-LAT tends to exaggerate the intensity of the problem whereas LAMC gives more realistic estimate of language skills since it focuses more on communication and not only on verbal language.

Group III: *Children with problem in any two-language domains*

The number of children identified in group III and IV was nearly equal on both LAMC and 3D-LAT in this group (Table 11c). The results suggest that when there are problems in more than two language areas, either of the checklists could be used for clinical purpose. However, caution should be exercised in interpreting the language skills, and estimating the risk when the performance is questionable.

Group IV: *Children with problem in three or more language domains*

In group IV also, the performance of the both the groups was well identified by the two checklists. However, LAMC identified four children less than the 3D-LAT (Table 11d). The results in general are suggestive of the fact that 3D-LAT over identifies a given child, thus categorizing under 'poor' and 'at-risk' whereas LAMC gives a realistic estimate of communication skills in a given child.

Part B

Demographic factors and language performance of children

The results in the previous section revealed that the multilingual children performed better than the monolingual children in overall communication in general and on sub-domains of language in particular. In order to check for the influence of demographic factors on language performance of monolingual and multilingual children, the data obtained through demographic questionnaire was analyzed. The general history form through which information was elicited on personal history, social history, linguistic community, social status, scholastic history, type of family, working parents and parents' status of living was compiled and scored. The results were statistically analyzed adopting the Chi-square test to find out the strength of association between the variables.

a) Monolingual group

Among all the factors, it was observed that the only factor influencing the language performance of monolingual group was the '*type of family*' and the multilingual group was the '*education of parents*'. The chi-square test showed significant association

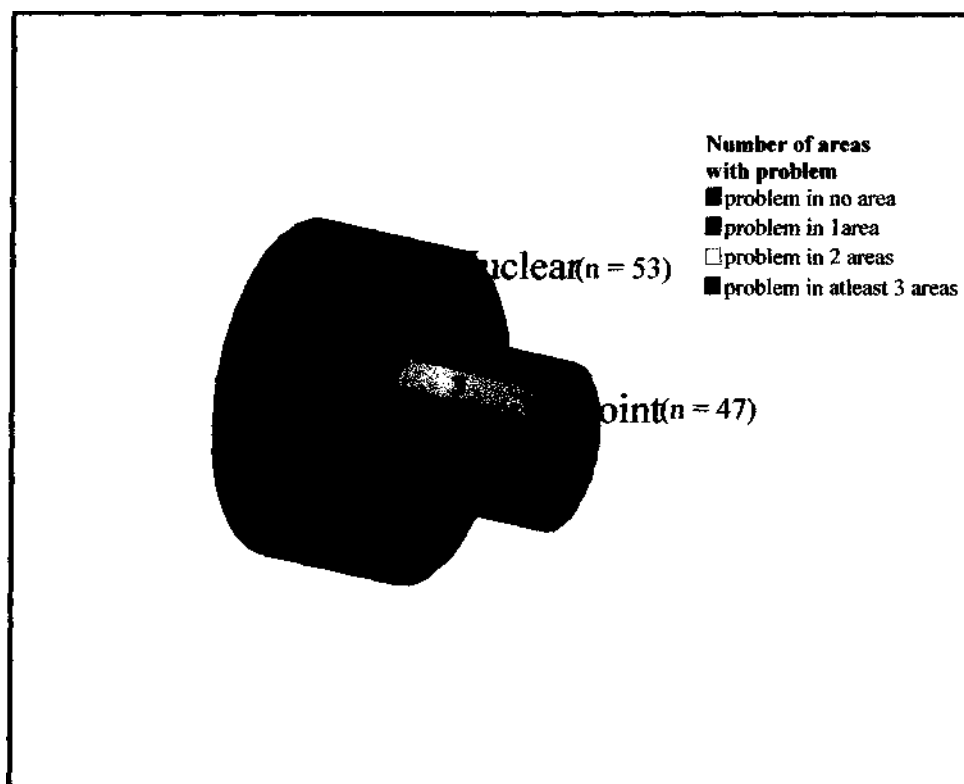
between the two variables and language performance, the details of which are shown in Tables 12a and 12b and Figures 7a and 7b.

Table 12a: Type of family and language performance of Groups I, II, III & IV: Monolingual children

Type of family	Language performance				Total
	Group I	Group II	Group III	Group IV	
Nuclear	36 (68%)	2 (4%)	3 (6%)	12 (22%)	53
Joint	31 (66%)	9 (19%)	3 (6%)	4 (9%)	47
Total	67	11	6	16	100

Chi-square=0.037 (< 0.05)

Figure 7a: Type of family and language performance of Groups I, II, III and IV in monolingual children.



language domains with problem. Among the fifty-three children from monolingual group from nuclear family type, thirty-six children (68%) had no problem in any of the language domains, two (4%) had problem in one of the language domains, three (6%) in two or more language domains and twelve (22%) with problem in three or more language domains. Among the forty-seven children from monolingual group from joint family type, thirty-one (66%) children had no problem in any language domains, nine (19%) had problem in one of the language domains, three (6%) in two language domains and four (9%) children in three or more language domains. The chi-square test of significance between type of family and language acquisition showed significant difference between the 'nuclear' and 'joint' family (0.037) supporting the observation that type of family does exert influence on language acquisition in monolingual children

The results support the fact that 'family-environment' plays a significant role in learning to speak. Children learn to speak only when they hear people around talk to them in different natural circumstances. In joint family language stimulating factors like - regular interaction with more number of family members, variety of conversation situations etc., contribute positively to the language performance in monolingual children. The type of interactions that are initiated, responded to and encouraged by the child's family shapes the kind of language and behavior in the child (Bailey, 1989).

Figure 7a represents the type of family (nuclear & joint) and the performance of monolingual children on total language domain.

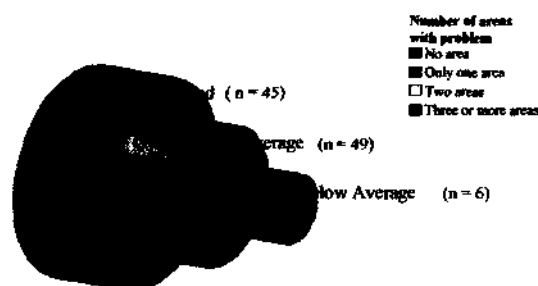
b) Multilingual group

Table 12b represents the cross tabulation of education of the parents with performance of multilingual children in language domain. A total of six multilingual children (6%) have parents who have 'below average' education, among whom three children were found to have no problem in any of the language domains, two children had problem in one of the language domains and one child had problem in three or more language domains. A total of forty-five multilingual children (45%) have parents who are educated at 'average' level. Among them forty children had no problem in any of the

language domains. A total of forty-five multilingual children (45%) have parents who are educated at 'average' level. Among them forty children had no problem in any of the language domains, two had problem in one of the language domains, three had problem in two language domains and four children had problem in three or more language domains. A total of forty-nine multilingual children (49%) have parents with 'good' education. Among them thirty-two children have no problem in any of the language domains, one child had problem in one of the language domains, five children in two language domains and seven children in three or more language areas. The chi-square test of significance between education of the parents and language acquisition showed significant difference between the educational levels of parents and performance of children (< 0.05).

Table 12b: Education of parents and performance of multilingual children in language

Education of parents	Number of areas with problem				Total
	No area	One area	Two areas	Three/more areas	
Below average	3	2	-	1	6
Average	40	2	3	4	45
Good	32	1	5	7	49
Total	75	5	8	12	100



The results of the study support the fact that children acquire the language structures that are present in their parent's speech. Parental language input that varies along with their education level does influence the language performance of the children (Major, 1992; Martinez, 1993). There is consistent evidence of an association between language abilities and maternal education (Schacter, 1979; Ittenbach, and Harrison, 1990; Ginsberg, 1991; Hart and Rishley, 1995). Parental report of reading to, telling stories to and discussing experiences with child during pre-school years as well as emphasis on teaching children the alphabets and / or disciplining of children, all have effect on the development of language abilities in the children at kinder-garden level. This was more evident in the multilingual group than in the monolingual group.

i) Number of languages exposed to and language performance in multilingual children

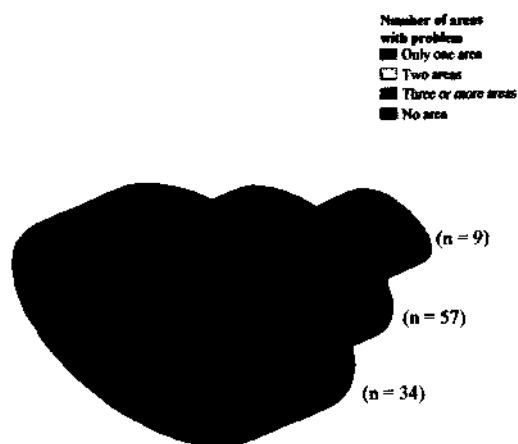
The premier question of the study was to investigate whether exposure to number of languages leads to problem in acquisition of language in children. Therefore, the data was further subjected to statistical analysis. Table 13 shows the number of languages multilingual child is exposed to and language performance.

Table 13: No.of languages exposed to & language performance in multilingual children

Number of languages child is exposed to	Language performance				Total
	No area	One area	Two area	Three/more areas	
2	23	3	1	7	34
3	45	2	7	3	57
4	7	-	-	2	9
Total	75	5	8	12	100

Figure 8 represents the number of languages child is exposed to and language and performance in multilingual children.

Figure 8: Number of languages and language performance in multilingual children



Out of hundred multilingual children, thirty-four (34%) children are bilinguals i.e., they are exposed to two languages. Among them twenty-three (68%) children had no problem in any of the language domains. Three children (9%) had problem in one of the language domains, one (3%) child with problem in two language domains, seven children (20%) with problem in three or more language domains.

Fifty-seven children (57%) in the multilingual group are exposed to three languages. Among them forty-five (79%) children had no problem in any of the language domains, two children (4%) had problem in one of the language domains, seven children (12%) with problem in two language domains and three children (5%) with problem in three or more language domains.

Nine children (9%) in the multilingual group are exposed to four languages. Among them seven children (78%) had no problem in any of the language domains, two children (22%) had problem in three or more language domains.

De Houwer (1997) is of the opinion that exposure to many languages in childhood leads to delay in acquisition of language and therefore advises single language use by parents. On the other hand, Saunders (1988) had earlier reported that learning two or more languages does not lead to delay in language acquisition. Macnamara (1966) and Clark (1978) speculate that learning two languages at once might heighten one's awareness of specific linguistic devices in both. However, children learning two or more languages may go through a stage of mixing and confusing the languages. Burling (1959) and Tabouret (1962) advice against adults mixing languages while speaking to children since it might impair language acquisition.

It has also been shown by the Dynamic Model of Multilingualism (DMM) that exposure to two or more languages lead to specific metaskills facilitating language acquisition processes. In the results discussed above it is seen that with increase in the number of languages exposed to child, the language performance is either at average or satisfactory level and very less number of children have shown poor language performance. The results of the present study support the premise that exposure to many languages does not hamper language acquisition, rather facilitates. The findings could be applied with caution since when there are associated problems in children, the rule may not hold true. The findings need further supportive studies.

Part C

Clinical Trials of the checklists

a) Clinical diagnosis

The LAMC checklist consists of behavior domain that includes question items associated with different disorders. These disorders are learning disability (LD), specific language disorder (SLD), mental retardation (MR), attention deficit hyperactivity disorder (ADHD), autism, cerebral palsy (CP) and hearing impairment. The undesired responses to these question items indicate the tendency of the child towards such disorders. Hence through the analysis of scores on the behavior domain of LAC checklist the risk factors associated with delay or disorder in language performance could be assessed. Such an analysis was made on clinical population of 30 subjects selected as clinical population for developing the normative data for LAMC checklist. These subjects were already diagnosed to have specific disorder by the clinician at therapy clinic of the All India Institute of Speech and Hearing (AIISH), Mysore. The clinical population was compared with normal population of 30 subjects. The analysis of scores on behavior domain clearly shows that children have the tendency toward specific disorder. This was cross-verified with their earlier diagnosis and was found to be correct.

b) Goal setting

The set of LAMC checklist that was developed during the course of the project was also used as a tool to assess the language age of the children who belonged to above three years of age group. The LAMC checklist was administered to children who visited therapy clinic of AIISH either for diagnosis or therapy or follow-ups. Eight children with a diagnosis of delay in speech and language were administered the set of LAMC checklist. Scoring and analysis of results were done. The result sheets were attached along with their case files for further testing and evaluation by the clinician. The result sheet helps the clinician to assess the speech of the child in terms of reception, expression and cognition and also the overall communicative ability of the child, which in turn facilitates goal setting for therapeutic intervention.

c) Therapeutic planning and documentation

A clinical population of 30 subjects was selected as experimental group for developing the normative data the checklist (LAMC) developed in the course of the project. Out of them 3 subjects who were diagnosed as specific expressive language disorder (SELD) and were selected for further clinical services. All the three subjects were multilingual children. Details of the subjects are given in the Table 14.

Table 14: Demographic details of the subjects

SI	SES	Type	Diagnosis	Actual age group	Matching age group
No	(in months)	(in months)			
1	Good	Multilingual	SELD	09(33-36)	01(09-12)
2	Good	Multilingual	SELD	09(33-36)	01(09-12)
3	Good	Multilingual	SELD	05(21-24)	01(09-12)

From the general history form the factors contributing to the language age of the given three subjects are listed in Table 15.

Table 15: Factors contributing to the language age of the subjects

Subjects	Medical		Language stimulation				Family factors		
	History	At home	Langs. exposed	Siblings	Attending creche	Job transfers	Type of family	Employed parents	Marital harmony
1	NIL	Poor	5	Single child	No	Yes (frequent)	Nuclear	Single (since 6 months)	Together
2	NIL	Poor	3	Single child	Yes	Yes (long visits)	Nuclear	Single	Together
3	NIL	Poor	4	Single child	No	Yes (frequent)	Nuclear	Single	Together

Along with these contributing factors it was found from the LAMC and 3D-LAT (ad) checklists that all the three subjects were good in their gestural communication and their language reception was also found satisfactory. All the three subject's performance on speech expression and cognition were very poor. They lagged behind by four to eight age groups from their actual chronological age group. According to behavior domain of LAMC checklist, no significant problem behavior was observed except that all of them were hyperactive according to the parent's report. Under the developmental domain of LAMC checklist, no delay in developmental milestones was identified.

With all the contributing factors and the results of the checklists, four targets were designed for these subjects. The targets were sent to the parents through e-mail. They were instructed to practice all the four targets one after another at home for 3 - 4 weeks and e mail back the progress report. The targets designed were:

Targets	Materials	Task
Target - 1 Make list of some animals & vehicles the child is familiar with. Eg.(Animal sounds) Bow-bow; Mew-mew; ku-ku; Ba-ba...etc., Eg. (Vehicle sounds) Koo chuk-puk.; Buuu.; Brrrr...; drrr.. etc.,	Make simple stories that include sounds of such animals & vehicles. Repeat the story again & again during feeding time or playtime, so that the child becomes used to it. Once the story is well established in the child's memory & you are retelling the same story, give a pause whenever the sound of the animal or vehicle has to be imitated. Eg. "The train is moving fast. How does the train go? Koo chuk puk... come on you also do along with <i>me...Koo...</i> ". Or "The dog was very hungry. It started barking.... How does a dog bark?___Bow...bow... Come on you also do it with <i>me...Bow..bow..</i> " Include <i>actions</i> along with your verbalizations. Insist him/her to make the sound*. Similarly try out	

		with other sounds too. Whenever he/she makes a successful attempt, encourage him/her with positive reinforcement, like, 'very good', 'good job' or by clapping, etc.
Target - 2	<p>Make a list of all the items he likes. For eg. Chocolates, biscuits, toy, dress, pen, book... etc., Make a simple sentence out of it, like,</p> <ul style="list-style-type: none"> - "Mama, give choki" - "Mama, give bikki" - "Mama, give car" etc. <p>Keep "Mama, give" constant** Change only the name of the items.</p>	<p>In regular routines, hold the item above his/her reach & insist* him/her to ask for it. Initially if he/she extends his/her hand as a request it is okay, but later encourage him/her to use some verbalization, like, 'emmm..', 'taaa..', etc.,</p> <p>Delay giving him/her the item a little, until he/she makes a successful attempt. Once he/she has started to verbalize, prompt him/her to say 'Mama, give'. Give him/her the item only after he/she has said, 'Mama, give'.</p>
Target - 3	Use the same list of items.	<p>Once he/she has started saying 'Mama, give', expand the conversation by asking, 'What do you want? Do you want <i>Choki</i>? You want to eat <i>choki</i>' Prompt him/her to spell 'choki.'. Insist* him/her to speak full sentence 'Mama give, choki (or any other item the child likes)'. Reinforce positively every time he/she makes a successful attempt.</p>
Target - 4	Take a box or a bag. Fill it with 10-15 play-items, which she is familiar with. Keep the bag closed.	<p>During play activity time, keep the bag/box with you. Take out one item after another from it & show him/her. Ask her to tell what it is (eg. A spoon). If he/he feels it difficult to recognize, prompt him/her with some clues like, 'You eat ice-cream with it...'If</p>

he/she does action to show to describe the item, encourage to verbalize it by supporting him/her, 'It starts with spoo...., common what is it?'

Keep few items constant, which he/she is familiar with. Change only few items, so that him/her curiosity & interest are retained. Reinforce positively every time he/she makes a successful attempt.

- * Do not force the child too much so that she/he starts yelling at you or becomes very aggressive.
 - * Similarly you can use 'Papa' or any other relative who regularly interacts with the child.

Regular correspondence by e mail was maintained with the parents. All the three parents responded positively and e mailed back their responses. Accordingly it was found that the subjects have shown signs of improvement. They have started verbalizing few sounds and also started using common words meaningfully. Based on this information the whole set of LAMC checklist was re-administered to all the three subjects (through e mail). The results are given in Table 16.

Table 16: Scores of three SELD subjects on LAMC checklist & 3D-LAT (ad)

Subj	Actual age(in months)	Before Practicing targets				After practicing targets					
		LAMC (lang domain)	Scores			Language age	LAMC (lang domain)	Scores			Progress in language age
			Rec	Exp	Cog			Rec	Exp	Cog	
1	09 (33-36)	3	2	0	0	01 (09-12)	7	2	2	2	3 age groups
2	09 (33-36)	3	3	0	0	01 (09-12)	7	3	2	2	3 age groups
3	05 (21-24)	5	2	0	1	01(09-12)	8	3	2	2	2 age groups

Discussion

Subject 1: Before practicing the targets, the subject matched with 01 age group i.e., 09-12 months of age in his language performance though his actual age group was 09 i.e., 33 - 36 months. There was a difference of eight age groups. The scores are given in Table 16. After practicing on the targeted activities, his language age matches with 04 age group i.e., 18-21 months of age in his language performance. His speech expression, cognition and overall communication have shown improvement. The subject has shown progress of three age groups.

Subject 2: The second subject belonged to 09 age group i.e., 33 - 36 months of age matched with 01 age group i.e., 09-12 months in her language performance. There was a difference of eight age groups. The scores are given in Table 16. After practicing on the targeted activities, the subject has shown an improvement by three age groups. She matches with 04 age group i.e., 18-21 months. Her speech expression and cognition have improved in the course of four weeks. She has shown a progress of three age groups compared to her previous performance on language domain.

Subject 3: The third subject who belonged to 05 age group i.e., 21-24 months of age matched with 01 age group i.e., 09-12 months of age in her language performance. There was a difference of four age groups. The scores are given in Table 16. After practicing on the targeted activities, the subject has shown an improvement by two age groups. She matches with 03 age group i.e., 15-18 months. Her speech expression and cognition have improved in the course of four weeks. She has shown a progress of two age groups compared to her previous performance on language domain.

The scores shown in Table 16 on language domain of LAMC checklist and reception, expression and cognition sub-domains of 3D-LAT (ad) shows improvement in the performance of all the three subjects after practicing the targets. They have shown a progress in their language age by 2 - 3 age groups.

In general, the results of the study suggest that the performance of multilingual children is significantly better than the monolingual children when overall communication was the focus instead of verbal language per se and that the multilingual children performed better on the cognitive sub-domain of language. While 3D-LAT appears to over identify the 'at-risk' and 'poor' performers, LAMC gives a realistic estimate of a child's performance. Influence of demographic variables on language development was observed. 'Type of family' was found to be crucial for monolingual children and that 'education of parents' for multilingual children.

The results of the present study offer a negative answer to the question 'does exposure to many languages affect language acquisition in children?' It was observed that the multilingual children with exposure to more than two languages performed equally well/sometimes better than the monolingual children.

The clinical trials of the checklists suggest that when checklists are employed in the age range of 09-36 months, early identification of children with language delay/disorders, differential diagnosis of children with associated problems, goal setting for therapeutic intervention and documentation of therapy outcome is possible. Also, deprofessionalization of therapeutic services and directions for future E-diagnosis, E-planning and E-therapy is indicated.

SUMMARY AND CONCLUSIONS

Acquisition of language in children has been investigated from many perspectives with its implications for causative factors. The perspective that is most relevant to our country is multilingualism in relation to the acquisition of language in children. With the globalization phenomenon in this new millennium, there is an increasing trend towards more and more young children being reared in an environment of diversified and multilingual world, thus posing challenges to the educators and speech language pathologists. Parents often feel overwhelmed by the linguistic demands on them and their children owing to frequent job changes that involve moving to different parts of the world. Consequently, young children encounter problems in poor communication, academic achievements often leading to behavioral and social handicaps. Multilingual environment is a natural product of language spread and development. Language contact as a result of migration, a consequence of globalization and the trans-national job market in the present have created a sociolinguistic environment in which individuals and communities have been exposed to one or two languages besides their mother tongue vernacular (NWO programme, 2003). Hence more and more young children find themselves in an environment where more than one language is used. Today, with greater recognition and celebration of cultural differences, people are more likely to maintain and share their primary language with their children and to provide bi / multilingualism as a reflection of ethnic pride and identity.

The bi / multilingual child has attracted the attention of rapidly increasing number of research studies especially over the past 25-30 years. The problem area relates to the question of whether bi / multilingual children fare as well, in each of their language as do the respective monolinguals. Majority of researchers believe that bi / multilingualism has negative effects on language development, a perspective strongly biased towards monolinguals, in that it implicitly assumes that monolingual acquisition, is the norm. Possible misinterpretation of this sort leads to misleading conclusions that monolingual perspective must be temporarily adopted, at least in the initial period of language acquisition. A few others argue that bilingualism has positive effects and that it offers greater cognitive flexibility and creativity.

Parents, Speech-Language Pathologists and Educators and in early childhood education programs need to be sensitive to these complexities in bilingual language development. Many children throughout the world grow up with two or more languages from infancy without showing any signs of language delay or disorders. These children provide visible proof that there is no causal relationship between a bi / multilingual environment and problems in language acquisition.

There is a general notion among public and professionals that children exposed to two or more languages during childhood are 'at-risk' for language acquisition. This belief seems to be based on the idea that parents choose bi / multilingual environment for their children. But, *bi / multilingual environment is most often a necessity, not by a choice*. Advising or insisting parents of such children to maintain a single language within the child's social world, might not only infringe on individuals linguistic right, but also may lead to great emotional and psychological difficulties both for parents and for the child. After all, *language is strongly linked to emotion, affect and identity*. Moreover in the absence of a sound scientific rationale and a convincing report on the advantages and disadvantages of early bi / multilingualism, it would be highly unfair to take such steps.

There are many speech language pathologists who advise parents of young children from multilingual background to adhere to the use of any one language the main reason being that exposure to many languages confuses the child. Majority of times, it so happens that the language to be given up is the language that is not used in the overall environment although there are higher chances of picking up the language of the environment by the child. However there is no scientific reason that exposure to many languages leads to disorders / delay in language acquisition. Alternatively, there is no evidence also that giving up use of many languages by parents facilitates language acquisition and / or prevents language disorders.

The above issues highlight the need for a survey on language acquisition in multilingual children that provides new knowledge, both about language in general and more

specifically, about the structure and process of different language acquisition in multilingual children in a variety of contexts. Such a study considers language as a specific form of human cognition that develops under the influence of contextual factors. The insights that result from such an approach will lead to knowledge that can be used in dealing with the social issues surrounding language acquisition and multilingualism. It is also necessary to address the issues of behavioral and developmental aspects in relation to language acquisition in children in the larger interest of disorders of communication.

Objectives of the study

The objective of the study was to conduct a survey on language acquisition in children from different linguistic environment. The study in this direction facilitates better clinical services by choice of right approach in counseling, guidance and intervention programs. The study is expected to provide an insight on the issue of interaction of bi / multilingual environment that is prevailing in our country in relation to language acquisition in children. The results of the study would be helpful in our clinical practice as it would enlighten us on the intensity of "risk" associated with multilingualism in children with language disorders. The study has its implication for framing language policy for intervention in children with delayed / deviant language.

The study was conducted on three groups of children - normal children from monolingual, bi / multilingual environment and clinical population in the age range 09-36 months. The study was conducted in three phases:

Phase I: Literature search for checklists on communication, development and behavior skills

Phase II: Development of checklists for assessment of language in multilingual children

Phase III: Establishment of language norms for monolingual and multilingual children

The method employed was personal interview of parents/caregivers by the investigator(s) and responses on questionnaires {3D-LAT (ad) and LAMC} specifically designed to get information of children's overall communication, verbal language, behavior

and motor development. The results were analyzed by employing suitable statistical procedures and also qualitatively analyzed to evaluate the following:

- Performance of monolingual children and multilingual children on communication, verbal language, behavior and development
- Performance of normal children and those from clinical population on communication, verbal language, behavior and development
- Influence of demographic variables on communication and verbal language, behavior and development

The results of the study are summarized as follows:

1. The language performance of multilingual children was significantly better than monolingual children.
2. The multilingual children performed better on the cognitive sub-domain of language in comparison to the monolingual children
3. The checklists developed for the purpose of evaluation of language skills in multilingual children (LAMC) and 3D-LAT(ad) showed good agreement as assessed by Kappa coefficient. (0.97).
4. The 3D-LAT(ad) appears to over identify the 'at-risk' and 'poor' performers since verbal items are more predominant in the questions
5. The LAMC appears to give a realistic estimate of a child's performance and therefore is more clinician/care-giver friendly in assessing the risk as well as estimating the prognosis of a given child
6. Both 3D-LAT (ad) and LAMC show good concurrence even when the children have associated developmental-motor and behavioral deficits.
7. Certain demographic variables were found to exert differential influence on development of language. While 'type of family' (nuclear Vs. joint) was found to be crucial for language acquisition in monolingual children, 'education of parents' was the most crucial factor for language acquisition in multilingual children

8. The premier question 'If exposure to many languages affect language acquisition in children?' is answered negative with the results of the present study. It was found that the multilingual children with exposure to more than two languages performed equally well/ sometimes better than the monolingual children.

9. The clinical trials of the checklists was conducted in order to derive clinical implications of the study. It was interesting to note that the Checklists developed in the project facilitates early identification, goal setting for therapeutic intervention, differential diagnosis of children with associated problems and documentation of therapy outcome. The clinical trials also suggest the feasibility of deprofessionalization of therapeutic services and offers directions for future E- diagnosis, E-planning and E-therapy.

Clinical usefulness of the checklists

1. LAMC checklist and 3D-LAT (ad) enable assessment of young children who cannot be tested directly.
2. The LAMC- checklist permits evaluation of problem behavior and development along with language skills.
3. Early identification is facilitated since norms for children as young as 09 months is obtained. This also enables early intervention measures.
4. The checklists can also be used for studying language acquisition patterns in specific language deviant groups as mental retardation, cerebral palsy, autism, hearing-impairment, learning disability etc.
5. 3D-LAT examines the relation among cognition, language comprehension and production skills in normal and in specific groups of language deviant children.
6. Norms obtained are applicable to children of Indian culture with no barrier of mother tongue (home language) use by the child.

7. Data obtained on the checklists so constructed aids in identification of linguistically deviant children and also assess their level of performance in comparison to that of normal children.
8. LAMC checklist and 3D-LAT (ad) helps in quantitatively charting the developing and determining the level of language functioning or degree of deficit in language of children considered being at risk for a language disorder.
9. The checklists provide a measure to determine to what extent an intervention program is beneficial - in case of language-impaired children.
10. The checklists provide objective measure of language development.

REFERENCE

Baker, L., & Cantwell, D. P. (1985). Psychiatric & learning disorders in children with speech & language disorders: A critical review. *Advances in Learning & Behavioral Disabilities*, 4, pp. 1-28.

Bialystok, E. (1988). Levels of bilingualism & levels of linguistic awareness. *Developmental Psychology*, 24, pp. 560-567.

Burling, R. (1959). Language Development of a Garo & English Speaking child, *Word*, 15, pp. 45-68.

Campbell R. (1998). Functional Assessment of Children's Communication. In R. Paul. *Language Disorders from Infancy through Adolescence - Assessment & Intervention* (2nd edn.) Mosby Inc., NY, 2001.

Cantwell, D. P., & Baker, L. (1987). Prevalence & type of psychiatric disorder & developmental disorders in three speech & language groups. *Journal of Communication Disorders*, 20, pp. 151-160.

Cantwell, D. P., & Baker, L. (1991). *Psychiatric & developmental disorders in children with communication disorder*, American Psychiatric Press, Washington, DC.

Cattell, P. (.). *Infant Intelligence Scale*: The Psychological Corporation, New York.

Clark, E.V. (1978). Awareness of Language: Some evidence from what children say & do. In A. Sinclair, R.J.Tarvella & W.J.M Levelt, *The child conception of language*, Springer-Verlag, Berlin, pp. 17-43

Cohen, N. J. (1996). Unsuspected language impairments in psychiatrically disturbed children: Developmental issues & associated conditions. In J. Beitchman & M. Konstantareas

(eds.), *Language, learning & behavior disorders: Emerging perspectives*, Cambridge University Press, Cambridge, England

Cohen, N., Davine, M., Horodezsky, N., Lipsett, L., & Isaacson, L. (1993). Unsuspected language impairment in psychiatrically disturbed children: Prevalence & language & behavioral characteristics. *Journal of the American Academy of Child & Adolescent Psychiatry*, 32, pp. 595-603.

Coplan, J. (1987). *The Early Language Milestone Scale*, ProEd, Austin.

De Houwer, A (1995). Bilingual language acquisition. In P. Fletcher & B. MacWhinney (eds.), *'Handbook of child language'*, Blackwell. London.

De Houwer, A. (1998) (ed.) *Bilingual acquisition [special issue]*, *International Journal of Bilingualism*, 2(3), pp.

Doyle, A. B., Champagne, M., & Segalowitz, N. (1978). Some issues in the assessment of the consequences of early bilingualism. In M. Paradis (ed.), *Aspects of bilingualism*. Hornbeam Press, Columbia, SC

Erickson, J. (1987). Analysis of Communicative Competence. In L. Cole, V. Deal & Rodriguez (eds.), *Communication Disorders in Multicultural Populations*, American Speech, Language & Hearing Association, Rockville, M.D.

Fillmore W. L. (1991). When learning a second language means losing the first, *Early Childhood Research Quarterly*, 6, pp. 323-346.

Frankenburg, K. (1975). *Denver Prescreening Developmental Questionnaire*: University of Colorado Medical Center, USA

Fujiki, M., Brinton, B., Morgan, M., & Hart, C. H. (1999). Withdrawn & sociable behavior of children with language impairment. *Language, Speech, & Hearing Services in the Schools*, 30, pp. 183-195.

Gallagher, T. M. (1999). Interrelationships among children's language, behavior, & emotional problems. *Topics in Language Disorders*, 19(2), pp. 1-15.

Geetha Y.V. & Prema K.S. (2000). Classification of Developmental Language Disorders, Paper presented at the International Conference of Language, Cognition and Brain, Trivandrum, India

Goodz, N. S. (1994). In F. Genesee (ed.), *Educating second language children: The whole child, the whole curriculum, the whole community*, Cambridge University Press, New York

Grosjean, F. (1989). Neurolinguistics beware! The Bilingual is not two Monolinguals in one person, *Brain & Language*, 36, pp. 3-15

Haugen, E. (1953). *Bilingualism in the Americas*, University of Alabama Press
Montgomery, AL.

Krashen, S. & Biber, D. (1988). *On course: Bilingual education's success in California*, California Association for Bilingual Education, Sacramento, CA

Lombardino L.J., Stapell J.B., Gerhart K.J. (1999). *Early Communication Checklist*. In *Language Disorders Across the Lifespan: An Introduction*, Singular Publishing Group, Inc., San Diego: London

MacArthur Communicative Development Inventories: User's Guide & Technical Manual, Singular Publishing Co., San Diego, CA

Macnamara, J. (1966). *Bilingualism & Primary Education*, Edinburgh University Press, Edinburgh

Malin, A.J. (1992). *Vineland Social Maturity Scale & Manual : Indian Adaptation (Nagpur)* by J. Bharath Raj: Swayamsiddha Prakashana, Mysore

McLaughlin, B. (1978). *Second Language Acquisition in childhood*, Lawrence Erlbaum Associates, New Jersey

McLaughlin, S. (1998). *Introduction to Language Development*; University of Central Oklahoma; Singular Thompson Learning.

Meisel, J. (1986). Word order & case marking in early child language. Evidence from simultaneous acquisition of 2 first languages: French & German, *Linguistics*, 24, pp. 123-183.

Mohanlal, S. (1996). *The Influence of Dominant Language: Multilingualism, Multiculturalism & Language change in India*.

NWO programme, September (2003). *Language Acquisition & Multilingualism*; NWO Research Council for the Humanities (GW) FINAL VERSION 1-9-2003, 2/14.

Paul R. (2001). *Language Disorders from Infancy through Adolescence - Assessment & Intervention (2nd edn.)* Mosby Inc., NY

Pearson, B., Fernandez, S., Oiler, D. (1993). Lexical development in bilingual infants & toddlers: Comparison to monolingual norms. *Language Learning*, 43 (1), pp. 93-120.

Peshwaria, R. & Venkatesan, S. (1992). *BASIC-MR*: National Institute of Mentally Handicapped, Secunderabad

Pinker, S. (1996). *The Language Instinct*, W.W.Morrow, New York

Prema K.S. and others (2003). Questionnaire prepared by Multilingual Affairs Committee of International Association of Logopedics and Phoniatics for the survey on language choice for therapy

Prizant, B. M., Audet, L. R., Burke, G. M, Hummel, L. J., Maher, S. R., & Theadore, G. (1990). Communication disorder & emotional/behavioral disorders in children & adolescents. *Journal of Speech and Hearing Disorders*, 55, pp. 179-192.

Pufahl, I., Rhodes, N.C., & Christain, D. (2000). Foreign language teaching: What the United States can learn from other countries (Report prepared for the U.S. Department of Education's Comparative Information on Improving Education Practice Working Group 4), December.

Rescorla, L. (1989). The Language Development Survey: A screening tool for delayed language hi toddlers. *Journal of Speech and Hearing Disorders*, 54, pp. 587-599.

Restrepo, M. (1998). Parental Report of Child Speech or Language Disorders. In *Identifiers of Predominantly Spanish-speaking children with Language Impairment*, *Journal of Speech, Language & Hearing Research*.....

Romaine, S (1995). *Bilingualism*, 2nd edition, Blackwell, London.

Romaine, S. (1989). *Bilingualism*, Basil Blackwell, Oxford

Saunders, G (1988). *Bilingual children: From birth to teens*, *Multilingual Matters*, Clevedon.

Saville-Troike, M. (1987). Bilingual discourse: The negotiation of meaning without a common code, *Linguistics*. 25, pp. 81-106

Slobin, D; Brown, R (1973). Cognitive Prerequisites for the development of grammar. In C. Ferguson & D. Slobin (eds.). Studies of child language development. Holt Rinehart & Winston, New York.

Stevenson, J., Richman, N., & Graham, P. (1985). Behavior problems & language abilities at three years & behavioral deviance at eight years. *Journal of Child Psychology & Psychiatry*, 26, pp. 215-230.

Tabors, P. O., & Snow, C. E. (1994). In F. Genesee (ed.), *Educating second language children: The whole child, the whole curriculum, the whole community*, Cambridge University Press, New York.

Toppelberg, C. O., & Shapiro, T. (2000). Language disorders: A 10-year research update review. *Journal of the American Academy of Child & Adolescent Psychiatry*, 39, pp. 143-152

Warr-Leeper, G., Wright, N.A., & Mack, A.(1994). Language disabilities of antisocial boys in residential treatment. *Behavior Disorders*, 19, pp. 159-169.

Websites

www.ldonline.org/ldindepth/speech-language/ldamilestones.html

www.lदानatl.org/

<http://www.nabe.org>

<http://www.ncbe.gwu.edu/>

<http://www.curry.edschool.virginia>

<http://www.cec.sped.org/>

<http://www.crede.UCSC.edu/home.html>

[http://www.lang.Itsn.ac.uk/resources/goodpractice.](http://www.lang.Itsn.ac.uk/resources/goodpractice)

<http://www.revision-notes.co.uk/revision/827.html>

<http://www.lesley.edu/academiccenters/hood/valuinglanguage.html>

<http://www.ncela.gwu.edu/pubs/pigs/pig22.htm>

<http://www.childdevelopmentinfo.com>

http://www.ich.ucl.ac.uk/factsheets/misc/speech_development_1_2/

<http://www.childcareaware.org>

Pre pilot Checklists

All India Institute of Speech & Hearing, Mysore
ARF Project - Language Acquisition In Multilingual Children
(Information will be kept confidential)

GENERAL HISTORY

Child's name: Sex: Date of Birth:

Informant:

Phone No.: Mobile: e-mail:
No.

Address:

About the child:

a) Natural (Biological birth) or Adopted:

b) Number of Siblings: Brothers: Sisters:

c) Ages of the siblings:

d) Any serious medical history (injuries, illness, etc.):

e) Does your child attend play - home / crèche:

f) Language used at play – home / crèche:

g) Who looks after the child at home (mother, grandparent, maid/caregiver):

h) Primary languages spoken to the child at home by:
i. Father: ii. Mother:

ii. Siblings: iv. Maid/caregiver:

v. Others:

All India Institute of Speech and Hearing

About the family:

	Mother	Father	
a) Name:	<input type="text"/>	<input type="text"/>	
b) Place of birth:	<input type="text"/>	<input type="text"/>	
c) Mother tongue:	<input type="text"/>	<input type="text"/>	
d) Education:	<input type="text"/>	<input type="text"/>	
e) Other languages used:	<input type="text"/>	<input type="text"/>	
f) Occupation:	<input type="text"/>	<input type="text"/>	
g) Family shift if any, region:	<input type="text"/>	<input type="text"/>	
Duration:	<input type="text"/>	<input type="text"/>	
h) Annual income of the family:	<input type="text"/>		
i) Languages spoken at home:	<input type="text"/>	<input type="text"/>	<input type="text"/>
j) Type of family, nuclear/joint:	<input type="text"/>		
k) Parents living:			
Together:	<input type="text"/>		
Separated	<input type="text"/>		
(due to job placements):			
Divorced:	<input type="text"/>		
Widowed:	<input type="text"/>		
l) Languages spoken by parents to each other:	<input type="text"/>	<input type="text"/>	<input type="text"/>
m) Languages used in the community:	<input type="text"/>		

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

LI. Does **your** baby

LI.1	- Say 'DA DA' or 'PA PA' and 'MA MA'.	YES	NO
LI.2	- Understand atleast two words like, come, sit, etc.,	YES	NO
LI.3	- Give a toy on request.	YES	NO
LI.4	- Wave 'BYE - BYE' or equivalent.	YES	NO
LI.5	- Imitate babble sounds made by others.	YES	NO
LI.6	- Co-operate on verbal request in very simple activities. (Come when called, point to pictures when asked).	YES	NO
LI.7	- Give an object in response to adult outstretched hands.	YES	NO
LI.8	- Respond to his/her name by turning towards the person called.	YES	NO

B1. Does **your** baby

B1.1	- Play with simple objects for few minutes without need of attention.	YES	NO
B1.2	- Remain often restless.	YES	NO
B1.3	- Smile at familiar persons	YES	NO
B1.4	- Look into your eyes when talked to.	YES	NO
B1.5	- Blink when exposed to bright light.	YES	NO
B1.6	- Whirl, spin, bang objects a lot.	YES	NO
B1.7	- Feel hesitant or shy in front of a 'NEW' person.	YES	NO
B1.8	- Turn to out-of-sight sounds (Clap sound from the other room, cracker sound outside the house, etc.,).	YES	NO
B1.9	- Enjoy shaking a rattle or any noisemaker.	YES	NO

D1. Does **your** baby

D1.1	- Hold on to you when taken in arms.	YES	NO
D1.2	- Hold neck stiff when tried to pull up to a sitting position.	YES	NO
D1.3	- Pick up small objects like, dry grapes in grabbing motion.	YES	NO
D1.4	- Bear some weight on his legs when held by arms.	YES	NO
D1.5	- Try to get the desired toy that is out of reach, by stretching arms or body.	YES	NO
D1.6	- Walk a few steps with only one hand held.	YES	NO
D1.7	- Grasp a pellet (marble) or bottle promptly.	YES	NO
D1.8	- Stand from sitting position.	YES	NO
D1.9	- Need mouth and chin cleaned due to no control over saliva.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L2. Does your baby

L2.1	- Speak 4 - 6 words or names.	YES	NO
L2.2	- Point to a dog or shoe in a picture.	YES	NO
L2.3	- React to own name by turning towards the person called or by pointing to self.	YES	NO
L2.4	- Follow simple commands given once, like, take the ball, come here, etc.	YES	NO
L2.5	- React to other person's facial expression.	YES	NO
L2.6	- Try to imitate 2 -3 recognizable words.	YES	NO
L2.7	-Spontaneously wave 'BYE-BYE'.	YES	NO
L2.8	- Shake head indicating 'NO' or rejection.	YES	NO

B2. Does your baby

B2.1	- Smile at familiar people.	YES	NO
B2.2	- Show 'startle response' to loud sounds.	YES	NO
B2.3	- Look into your eyes when talked to.	YES	NO
B2.4	- Hurt self by biting hand, banging head, etc.	YES	NO
B2.5	- Whirl self for long period of time.	YES	NO
B2.6	- Resist being touched.	YES	NO
B2.7	- Sometimes show no reaction to painful stimuli, like, cuts, injections, bruises, etc.	YES	NO
B2.8	- Exhibit severe temper tantrums or frequent minor tantrums.	YES	NO
B2.9	-Become shy or hesitant in front of a 'NEW person.	YES	NO

D2. Does your baby

D2.1	- Play well with the toys, i.e., hurling the ball, pushing the toy car, etc.	YES	NO
D2.2	- Climb up a chair.	YES	NO
D2.3	- Masticate (chew) solid or semi-solid food.	YES	NO
D2.4	- Pull self to standing position without any help.	YES	NO
D2.5	- Walk a few steps.	YES	NO
D2.6	-Help turn the pages of a book.	YES	NO
D2.7	- Become alert to telephone ring.	YES	NO
D2.8	- Look at TV commercials.	YES	NO
D2.9	- Discriminate edible and non-edible things.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L3. Does your baby

L3.1	- Speak 10 words or names.	YES	NO
L3.2	- Point to pictures and animals in book.	YES	NO
L3.3	- React to own name, when called from another room.	YES	NO
L3.4	- Follow simple commands without requiring repetitions, like, take the ball, put the toy inside the box, etc.	YES	NO
L3.5	- Give a toy when asked for.	YES	NO
L3.6	- Imitate sounds of animals or vehicles on request.	YES	NO
L3.7	- Spontaneously wave 'BYE-BYE'.	YES	NO
L3.8	- Understand 'NO' or 'STOP'.	YES	NO

B3. Does your baby

B3.1	- Exhibit joy when parents arrive.	YES	NO
B3.2	- Show 'startle response' to loud sounds.	YES	NO
B3.3	- Look into your eyes when talked to.	YES	NO
B3.4	- Exhibit aggressive behavior like, biting, hitting, banging object and toys, etc.	YES	NO
B3.5	- Frequently laugh or cry with no proper reason.	YES	NO
B3.6	- Remain withdrawn and lethargic or stare into space for long period of time.	YES	NO
B3.7	- Squint, frown or cover eyes in presence of natural light.	YES	NO
B3.8	- Repeat a sound or a word over and over again.	YES	NO
B3.9	- Imitate or follow other children at play.	YES	NO

D3. Does your baby

D3.1	- Play well with the toys, i.e., hurl the ball, push the toy car; feed a doll, etc.	YES	NO
D3.2	- Climb into a chair or small heights.	YES	NO
D3.3	- Masticate (chew) solid food like biscuits.	YES	NO
D3.4	- Put small objects into a container.	YES	NO
D3.5	- Overcome simple obstacles like, opening closed doors, removing the chairs, etc.	YES	NO
D3.6	- Transfer, pour or remove things from one vessel to another.	YES	NO
D3.7	- Talk on toy telephone; pretend to prepare coffee/tea, etc., as play activities.	YES	NO
D3.8	- Scribble spontaneously with a pen/pencil on a book.	YES	NO
D3.9	- Use gestures, varying tones or words to express him/herself.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L4. Does your baby

L4.1	- Speak 2-3 words spontaneously like, 'DADDY BYE-BYE'; 'MAMA COME HERE' etc.	YES	NO
L4.2	- Imitate sounds of animals or vehicles on request.	YES	NO
L4.3	- Locate the items or people by looking at them on request.	YES	NO
L4.4	- Indicate the wants by pointing, pulling or making pleasant sounds instead of crying or whining.	YES	NO
L4.5	- Follow double instructions like, keep the book on the table; get the ball from the box, etc.	YES	NO
L4.6	- Use specific words or sounds to refer to certain objects, wants or actions.	YES	NO
L4.7	- Bring objects from another room on request.	YES	NO
L4.8	- Point to his/her toes, eyes and nose.	YES	NO

B4. Does your baby

B4.1	- Greet the parents with joy when they arrive.	YES	NO
B4.2	- Move hands, legs or body excessively.	YES	NO
B4.3	- Look into your eyes when talked to.	YES	NO
B4.4	- Exhibit aggressive behavior like, biting, hitting, banging object and toys, etc.	YES	NO
B4.5	- Feel, smell or taste objects in the surroundings.	YES	NO
B4.6	- Remain withdrawn and lethargic.	YES	NO
B4.7	- Squint, frown or cover eyes in presence of natural light.	YES	NO
B4.8	- Try to draw attention from others by being smart or by any other show-off behavior.	YES	NO
B4.9	- Imitate or follow other children at play.	YES	NO

D4. Does your baby

D4.1	- Play well with the toys, i.e., hurling the ball, pushing the toy car, feeding a doll, etc.	YES	NO
D4.2	- Get down from the chair or small heights without help.	YES	NO
D4.3	- Walk up the stairs unassisted.	YES	NO
D4.4	- Discriminate between edible and non-edible things.	YES	NO
D4.5	- Bend, pick up an object on the floor and stand up again.	YES	NO
D4.6	- Kick a large ball on demonstration.	YES	NO
D4.7	- Talk on toy telephone, pretend to prepare coffee/tea, etc., as play activities.	YES	NO
D4.8	- Scribble spontaneously with a pen/pencil on a book.	YES	NO
D4.9	- Use gestures, varying intonations or words to express him/herself.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L5. Does your baby

L5.1	- Speak 3 word sentences like, 'WANT MORE MILK', etc.	YES	NO
L5.2	- Use I, ME AND YOU, while speaking.	YES	NO
L5.3	- Point to 3 or more body parts like, hand, leg, head, etc.	YES	NO
L5.4	- Show appropriate facial expression.	YES	NO
L5.5	- Actively participate in conversation.	YES	NO
L5.6	- Use 'MINE' most often while speaking.	YES	NO
L5.7	- Bring objects from another room on request.	YES	NO
L5.8	- Understand 'YES-NO'.	YES	NO

B5. Does your baby

B5.1	- Cry or feel sad when parents leave.	YES	NO
B5.2	- Move hands, legs or body excessively.	YES	NO
B5.3	- Look into your eyes when talked to.	YES	NO
B5.4	- Exhibit aggressive behavior like, biting, hitting, banging object and toys, etc.	YES	NO
B5.5	- Prefer to manipulate or remain occupied with inanimate objects.	YES	NO
B5.6	- Insist on keeping certain unwanted things with self (E.g., small sticks, stones, piece of wood, etc.)	YES	NO
B5.7	- Like playing with other children.	YES	NO
B5.8	- Try to draw attention from others by being smart or by any show-off behavior.	YES	NO
B5.9	- Match similar objects or pictures to objects.	YES	NO

D5. Does your baby

D5.1	- Indicate toilet urge, with gesture or words.	YES	NO
D5.2	- Turn the book pages one at a time.	YES	NO
D5.3	- Hold a regular cup/glass by self & drink without spilling.	YES	NO
D5.4	- Run or walk across the room without falling or wobbling side-to-side.	YES	NO
D5.5	- Unwrap chocolates & sweets.	YES	NO
D5.6	- Kick a large ball.	YES	NO
D5.7	- Copy household works or imitate other children at play.	YES	NO
D5.8	- Scribble spontaneously with a pen/pencil on a book.	YES	NO
D5.9	- Maintain balance while walking on straight line.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L6. Does your child

L6.1	- Ask 'WHAT IS THAT?' 'WHERE IS MINE?' questions.	YES	NO
L6.2	- Use 'YES-NO', 'YOU' & T appropriately.	YES	NO
L6.3	- Identify 4 or more body parts like, eyes, hand, leg, head, etc.	YES	NO
L6.4	- Follow instructions like, take off the shoes, keep the plate back, etc.	YES	NO
L6.5	- Carry on conversation with dolls & others.	YES	NO
L6.6	- Use 'MINE' most often while speaking.	YES	NO
L6.7	- Enjoy being read aloud.	YES	NO
L6.8	-Use two negative phrases such as, 'DON'T WANT'.	YES	NO

B6. Does your child

B6.1	- Attempt to avoid simple hazards like, coming in when rain starts, careful regarding falling from the stairs, etc.	YES	NO
B6.2	- Initiate own play activities, like, looking into books, arranging the blocks, etc.	YES	NO
B6.3	- Remain often restless or exhibit excess body movements.	YES	NO
B6.4	- Stare into space for long period of time or remain aloof.	YES	NO
B6.5	- Get involved in complicated rituals like, lining up things, etc.	YES	NO
B6.6	- Get along with other children.	YES	NO
B6.7	- Cooperate in dressing, like, lifting hands while pulling sleeves, putting legs inside the pant, etc.	YES	NO
B6.8	- Repeat phrases or sounds again and again.	YES	NO
B6.9	- Exhibit joy/happiness when parents arrive.	YES	NO

D6. Does your child

D6.1	- Indicate toilet urge, with gesture or words.	YES	NO
D6.2	- Occupy self at play such as, drawing or looking into pictures in a book, etc.	YES	NO
D6.3	- Eat with a spoon & drink water unassisted without spilling.	YES	NO
D6.4	- Jump with one foot off the floor.	YES	NO
D6.5	- Open or close door latches.	YES	NO
D6.6	- Kick a ball in specified direction.	YES	NO
D6.7	- Copy household works or imitate other children at play.	YES	NO
D6.8	- Hold a pen or crayon safely to scribble.	YES	NO
D6.9	- Maintain balance while walking on straight line.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L7. Does your child

L7.1	- Say his/her name.		YES	NO
L7.2	- Talk to other children as well as adults.	YES	NO	
L7.3	- Understand what is said to him/her.		YES	NO
L7.4	- Answer 'WHAT IS THIS?' with the name of the object.		YES	NO
L7.5	- Understand & use 'HERE-THERE', 'UP-DOWN', 'MORE-LESS' in the conversation.		YES	NO
L7.6	- Sing & dance to music.		YES	NO
L7.7	- Enjoy being read aloud.		YES	NO
L7.8	- Refer to self as 'ME', rather than by name.		YES	NO

B7. Does your child

B7.1	- Attempt to avoid simple hazards like, coming in when rain starts, careful regarding falling from the stairs, etc.		YES	NO
B7.2	- Show strong reaction to minor changes in routine/environment.		YES	NO
B7.3	- Remain often restless or exhibit excess body movements.		YES	NO
B7.4	- Stare into space for long period of time or remain aloof.		YES	NO
B7.5	- Prefer to play with other children.		YES	NO
B7.6	- Enjoys watching few programmes, like, cartoon on TV.		YES	NO
B7.7	- Exhibit happiness, when praised.		YES	NO
B7.8	- Repeat phrases or sounds again and again.		YES	NO
B7.9	- Learn simple tasks but forget quickly.		YES	NO

D7. Does your child

D7.1	- Indicate the toilet urge, with gesture or words.		YES	NO
D7.2	- Stand or balance on one foot for 3 - 5 seconds.		YES	NO
D7.3	- Remove or put on elastic pants.		YES	NO
D7.4	- Jump with both foot off the floor.		YES	NO
D7.5	- March to rhythm or instructions.		YES	NO
D7.6	- Unscrew lid of a bottle.		YES	NO
D7.7	- Copy household works or imitate other children at play.		YES	NO
D7.8	- Hold pen or crayon safely to scribble.		YES	NO
D7.9	- Retain liquid in mouth.		YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L8. Does your child

L8.1	- Enjoy listening to stories.	YES	NO
L8.2	- Understand simple time concepts like, 'LAST NIGHT', 'TOMORROW', etc.	YES	NO
L8.3	- Form few plurals like, 'BOOK-BOOKS', etc.	YES	NO
L8.4	- Answer questions like, 'WHERE HAD YOU BEEN?' 'WHERE IS YOUR TOY CAR?' etc.	YES	NO
L8.6	- Give simple accounts of experience, such as, what he/she did in the morning, etc.	YES	NO
L8.7	- Help pick up the toys, carry the dishes when asked.	YES	NO
L8.8	- Use 'YES-NO', 'YOU-F, appropriately.	YES	NO

B8. Does your child

B8.1	- Attempt to avoid simple hazards like, coming in when Starts, careful regarding falling from the stairs, etc.	YES	NO
B8.2	- Show strong reaction to minor changes in routine/environment.	YES	NO
B8.3	- Has awareness of fire & sharp objects.	YES	NO
B8.4	- Stare into space for long period of time or remain aloof.	YES	NO
B8.5	- Pretend to sell vegetables, flowers, ice creams, etc., as play activities.	YES	NO
B8.6	- Show difficulty focusing attention or is easily distractible.	YES	NO
B8.7	- Exhibit aggressive behavior like, hitting, kicking, breaking, etc.	YES	NO
B8.8	- Echo questions or statements made by others.	YES	NO
B8.9	- Learn simple tasks but forget quickly.	YES	NO

D8. Does your child

D8.1	- Indicate the toilet urge with gesture or words.	YES	NO
D8.2	- Stand or balance on one foot for 3 - 5 seconds.	YES	NO
D8.3	- Draws cross & plus on imitation.	YES	NO
D8.4	- Engage in physical activities like, jumping, hopping, cycling, etc.	YES	NO
D8.5	- Kick a small ball in forward direction, without holding on to anything.	YES	NO
D8.6	- Brush teeth.	YES	NO
D8.7	- Copy household works or imitate other children at play.	YES	NO
D8.8	- Hold pen or crayon in three-finger grip.	YES	NO
D8.9	- Retain liquid in mouth.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and circle either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L9. Does your child

L9.1	- Enjoy listening to stories.	YES	NO
L9.2	- Relate time to clock.	YES	NO
L9.3	- Form few plurals like, 'BOOK-BOOKS', etc.	YES	NO
L9.4	- Answer questions like, 'WHERE HAD YOU BEEN?' 'WHERE IS YOUR TOY CAR?' etc.	YES	NO
L9.6	- Give simple accounts of experience, such as, what he/she did in the morning, etc.	YES	NO
L9.7	- Differentiate 'BIG-SMALL', 'FRONT-BACK', 'INSIDE- OUTSIDE' & 'FAST-SLOW'.	YES	NO
L9.8	- Repeat rhymes & songs.	YES	NO

B9. Does your child

B9.1	- Attempt to avoid simple hazards like, coming in when rain starts, careful regarding falling from the stairs, etc.	YES	NO
B9.2	- Show strong reaction to minor changes in routine/environment.	YES	NO
B9.3	- Remain often restless or exhibit excess body movements.	YES	NO
B9.4	- Stare into space for long period of time or remain aloof.	YES	NO
B9.5	- Frown, squint or cover eyes in natural light.	YES	NO
B9.6	- Know that money can buy things or has tender value.	YES	NO
B9.7	- Prefers to sit & eat independently.	YES	NO
B9.8	- Echo questions or statements made by others.	YES	NO
B9.9	- Awaits for his/her turn in a group play.	YES	NO

D9. Does your child

D9.1	- Try to entertain others by reciting stories, songs or by dancing.	YES	NO
D9.2	- Stand or balance on one foot for 3 - 5 seconds.	YES	NO
D9.3	- Copy a circle.	YES	NO
D9.4	- Engage in physical activities like, jumping, hopping, etc.	YES	NO
D9.5	- Kick a small ball in forward direction, without holding on to anything.	YES	NO
D9.6	- Put on frock or shirt unassisted (need not button).	YES	NO
D9.7	- Copy household works or imitate other children at play.	YES	NO
D9.8	- Hold a pen or crayon in three-finger grip.	YES	NO
D9.9	- Identify primary colors.	YES	NO

3D LANGUAGE ACQUISITION TEST

R1.1	Does the baby point to or indicate in some way when an object / person is named? Eg. Where is the light? Where is Raju? (when object or person is within immediate reach)	Yes	No
R1.2	Does your baby comprehend simple commands such as "Say, bye bye"?	Yes	No
R1.3	Does your baby mime when an action is named? Eg. How does a car go?	Yes	No
E1.1	Does your baby point to and name father & mother sometimes?	Yes	No
E1.2	Does your baby ask for desired things by pointing, stretching hand, accompanied by 'give'?	Yes	No
E1.3	Does your baby say 'finished' to signify completion of a task (eg. eating) in action or speech, when asked?	Yes	No
C1.1	Does your baby engage in somewhat structured play? Eg. Hide & seek, throwing/kicking ball accompanied by much vocalization but not verbalization.	Yes	No
C1.2	Does your baby make attempts to sing? (vocalize tunefully)	Yes	No
C1.3	Has your baby begun to play with dolls with vocalization & some verbalizations? Eg. Talking to the doll, putting it to sleep by humming'em mmmm', etc.,	Yes	No

3D LANGUAGE ACQUISITION TEST

R2.1 Does the baby point to body parts when named?	Yes	No
R2.2 Does your baby point to himself/herself when asked questions such as 'whose shirt is this'?	Yes	No
R2.3 Does your baby follow simple commands that require action or verbalization on his part? Eg. Good, bye, Bring (your) shoes, Sing a song (baby says a-a-a)	Yes	No
E2.1 Does your baby express need by saying 'give' or naming the object eg. bikki?	Yes	No
E2.2 Has your baby begun naming objects, animals, eatables, etc?	Yes	No
E2.3 Does your baby describe event by naming the person involved along with few actions? Eg. 'Daddy' + waving of hand (to indicate that daddy has gone out)	Yes	No
C2.1 Does your baby pretend to read books verbalizing name words, papa, mama, etc?	Yes	No
C2.2 Does your baby show increased activity in manipulating objects turning on the radio picking up a shoulder bag & swinging it on shoulder?	Yes	No
C2.3 Does your baby show better structured dance movements in play? Eg. Ring-a-ring-a-roses.	Yes	No

3D LANGUAGE ACQUISITION TEST

R3.1 Does the baby respond appropriately to 'where' questions? Eg. Where is mama? ; Where is the ball? (Persons/objects not within immediate reach)	Yes	No
R3.2 Does your baby understand 'who & what' questions? Eg. Who/what is this? What is in the bottle?	Yes	No
R3.3 Does your baby understand instructions like 'call mummy', 'Wash your face', 'bring a plate', etc.?	Yes	No
E3.1 Does your baby make appropriate animal / vehicle noises when asked? (eg. 'Bow-bow', 'Buuuuu')	Yes	No
E3.2 Does your baby repeat words when asked to repeat?	Yes	No
E3.3 Does your baby signify disappearance of a person with one - two words utterances? Eg. Papa gone.	Yes	No
C3.1 Does your baby identify familiar voices by naming the individual concerned?	Yes	No
C3.2 Does your baby see reflection of self in mirror or spectacle and utter his/her name?	Yes	No
C3.3 Is your baby interested in using a pencil/pen for scribbling on paper or walls?	Yes	No

3D LANGUAGE ACQUISITION TEST

R4.1	Does the baby comprehend questions regarding action of agents in pictures? Responds either by naming the action in baby talk form or more often by miming. Eg. What is this man doing? - Bathing (speaks in baby talk form).	Yes	No
R4.2	Does your baby comprehend questions concerning habitual behavior of named agents? Responds with one word answer. Eg. What did mummy cook? - Chapati.	Yes	No
R4.3	Does your baby comprehend questions regarding states (attributes) of the objects? Responds with one-word answers. Eg. How does this coffee feel? - Hot. How does this ice cream feel? - Cold.	Yes	No
E4.1	Does your baby ask for objects using 'where'? Eg. 'Where ball?'	Yes	No
E4.2	Does your baby use possessor or possession relationship? Eg. 'Mummy's chappal', 'Daddy's shirt'.	Yes	No
E4.3	Does your baby use more kinship terms? Eg. Aunt, Uncle, Elder sister, etc.	Yes	No
C4.1	Do you feel that your baby talks equally good as other babies of the same age?	Yes	No
C4.2	Does your baby remember events in which he/she was a participant & respond to queries about its details? Eg. Where did we go yesterday?	Yes	No
C4.3	Does your baby comprehend one/many distinction? Does he/she counts 1-2-3 as a response to 'How many ?' (counts, but not used meaningfully)	Yes	No

3D LANGUAGE ACQUISITION TEST

R5.1 Does the baby comprehend grammatically more complex 'Who' questions? Eg. Who gave the medicine? Who brought the dress for you?	Yes	No
R5.2 Does your baby understand questions requiring object manipulation? Eg. Will you comb Daddy's hair?	Yes	No
R5.3 Does your baby understand when asked to say something? Eg. Did you say 'thank you'?	Yes	No
E5.1 Does your baby ask questions regarding names of the objects involved in action? Eg. What are you reading?	Yes	No
E5.2 Does your baby use future tense to describe events?	Yes	No
E5.3 Does your baby make assertive negative statements? Eg. You must not do that. Don't touch that.	Yes	No
C5.1 Does your baby remember past event & respond to queries appropriately? Eg. Who had come yesterday? - Aunty	Yes	No
C5.2 Does your baby involve in role switching games as 'mother/father? Eg. Plays using toy cooking set? Pretends to prepare tea or coffee for others. Pretends driving, going to office.	Yes	No
C5.3 Does your baby involve himself/herself in more structured & imaginative play? Eg. Talks over an imaginary telephone, acts as host to imaginary guests.	Yes	No

3D LANGUAGE ACQUISITION TEST

R6.1	Does the child comprehend questions with case markers & respond appropriately? Eg. Whose is this? - Ramya's What happened to Vinod? - Vinod fell down.	Yes	No
R6.2	Does your child comprehend 'where' questions & respond using words / suffixes indicating spatial relations? Eg. Where is he playing? - In the water. Where's the book? -On the table.	Yes	No
R6.3	Does your child comprehend 'How' questions & answer evaluating its quality? Eg. How was that? - It was nice / good / bad, etc.	Yes	No
E6.1	Does your child initiate conversation by asking a question, drawing attention to something in a book? Eg. What is this? Did you use? Is he wearing a cap?	Yes	No
E6.2	Does your child use past and present tense in sentences to describe events?	Yes	No
E6.3	Does your child use some prepositions and adverbs? Eg. Up, down, behind, later, afterwards, etc.	Yes	No
C6.1	Does your child use sophisticated tools? Eg. Pasting a paper, making arrow with paper, using scissors, etc.	Yes	No
C6.2	Does your child name basic colors, such as blue, green, and red?	Yes	No
C6.3	Does your child exhibit social knowledge? i.e., knows that to buy things have to go to a shop, scolds the doll for becoming dirty, etc.,	Yes	No

3D LANGUAGE ACQUISITION TEST

R7.1	Does the child comprehend 'how' questions & respond giving the cause? Eg. How did you get hurt? -'. . . . hit meI fell down'.	Yes	No
R7.2	Does your child comprehend 'what are you going to do?' and answer correctly. Eg. I am going to write.	Yes	No
R7.3	Does your child comprehend 'Why/what for' questions and respond giving reasons? Eg. Why do you want the pen? -I want to write.	Yes	No
E7.1	Does your child use 'if-then' construction? Eg. If the eyes are hurt, then they will put medicine.	Yes	No
E7.2	Does your child express ability / inability to do something and also queries this aspect on others? Eg. I can't do it. Can you do it?	Yes	No
E7.3	Does your child produce a sequence of instructions to get an agent to perform a task? Eg. I am going out. You get up. Put on your chappals.	Yes	No
C7.1	Does your child pretend role switching activities in an extensive way? Eg. Fold clothes, cleans utensils, washes clothes, involves in repair work (hammering, screwing, etc.,)	Yes	No
C7.2	Does your child join blocks and make configurations like chairs, table or build house with bricks, sand, etc.?	Yes	No
C7.3	Does your child imitate the mannerisms of others? Eg. Wears spectacles like grandma/teacher, imitates baby cry, etc.	Yes	No

3D LANGUAGE ACQUISITION TEST

- R8.1 Does your child understand statements or questions of negative type and respond appropriately?
 Eg. Don't go out, its raining. - Alright, I won't go.
 What are you eating? - Nothing
 Where is the box? -I don't know. Yes No
- R8.2 Does your child comprehend 'How many' questions & respond by counting?
 Eg. How many fruits are there? - Two (uses meaningfully) Yes No
- R8.3 Does your child comprehend 'Why' questions which requires reasoning & give correct answer?
 Eg. Why is the eye burning? - Dust fell inside my eyes. Yes No
- E8.1 Does your child use conversation increasingly to describe fantasized events?
 Eg. What if . . . There I will . . . When I am bigYes No
- E8.2 Does your child involve him/herself in conversational episodes for a longer period & with greater self assurance?
 Eg. Child: I want sweets.
 Mother: When we go to market we will buy some.
 Child: When shall we go?
 Mother: In the evening.
 Child: How shall we go - bus or walk? Yes No
- E8.3 Does your child ask 'why' questions asking for reasons?
 Eg. Why are you pouring water from the pipe?
 Why don't you want this? Yes No
- C8.1 Does your child exhibit the concept of reasoning while asking or responding to questions?
 Eg. I won't take bath. I am hungry. I want to eat. Yes No
- C8.2 Does your child exhibit the concept of reasoning while asking or responding to questions?
 Eg. Why don't you want that?
 Child says, ' It fell down, it is dirty' Yes No
- C8.3 Does your child talk about people in their absence?
 Eg. Where is papa? When will he come back? Yes No

3D LANGUAGE ACQUISITION TEST

R9.1	Does your child comprehend questions on imaginary situations? Eg. What will you do if it rains when we go out?	Yes	No
R9.2	Does your child comprehend 2 or 3 sequential verbal instructions? Eg. To draw 'E', draw 1 long line & then 3 short lines.	Yes	No
R9.3	Does your child comprehend descriptive statements about objects / individuals? Eg. Who stops the buses & cars on the road? Who teaches you at school?	Yes	No
E9.1	Does your child possess ability to imitate others behaviors dramatically including their speech?	Yes	No
E9.2	Does your child make use of complex sentence construction? Eg. What shall I do if my dress gets spoilt?	Yes	No
E9.3	Does your child use time-related terms such as 'next week'?	Yes	No
C9.1	Does your child exhibit the concept of job and salary? Eg. If one goes to work, will get salary.	Yes	No
C9.2	Does your child plan about the future? Eg. 'Mama next week we'll go to grandma's place' 'I'll go to school from next month'.	Yes	No
C9.3	Does your child ask questions about language usage? Eg. Asks for equivalent meanings in another language that he knows or asks for help in expressing a particular thing? "How do I say. correctly"?	Yes	No

Final Checklists

Language Acquisition In Multilingual Children - A Survey

Acquisition of language in children has been investigated from many perspectives one of which is its relationship with multilingualism. With the globalization phenomenon in this new millennium, there is an increasing trend towards more and more young children being reared in an environment of diversified and multilingual world. There is a general notion that children exposed to two or more languages in early childhood are 'at-risk' for language acquisition, that is, either they have delayed development of speech or disorders of language. Consequent to this notion, a general trend among the professionals is to advise parents/caregivers to strictly adhere to use one language with their child. Often they are also suggested to bring up their child in a monolingual community. Imposing such changes, so that all speakers in the child's world limit themselves to one and the same language in all circumstances, is not only impossible but also ethically dubious.

The survey 'Language Acquisition In Multilingual children' has been taken up to address this crucial issue. Practically the survey is also aimed at identification of the relationship between multilingualism & language acquisition and the intensity of 'risk-factors' associated with multilingualism in children with language disorders. The results of the survey have their implications for framing language policy for intervention in children with delayed or deviant language.

We seek your participation & co-operation and request you to complete the enclosed questionnaire on the development of your child. We prefer parents/caregivers to answer the questionnaire. We assure you that the information will be kept confidential.

Thank you.

Dr. Y.V.Geetha
(Co-investigator)

Dr.K.S.Prema
(Principal Investigator)

Parent Consent Form

I have no objection to permit my son/daughter to serve as a subject for the survey on 'Language Acquisition in Multilingual Children'. I have been informed about the details of the project.

Name of the parent/caregiver:

Date:

All India Institute of Speech & Hearing, Mysore.
ARF Project - Language Acquisition In Multilingual Children

GENERAL HISTORY

(Information will be kept confidential)

Child's name: Sex: M F Date of birth:

Informant's Name: Relationship:

Phone No.: Mobile: e-mail:

Address:

About the child:

a) Natural (Biological birth) or Adopted:

b) Number of siblings: Brothers: Sisters:

c) Age of siblings:

d) Any serious medical history (injuries, illness, etc.):

e) Does your child attend play - home / crèche:

f) Language used at play - home / crèche:

g) Who looks after the child at home (mother, grandparent, maid/caregiver):

h) Primary languages spoken with the child at home by:

i. Father:

ii. Mother:

iii. Siblings:

iv. Maid/caregiver:

v. Others:

i) Languages used in the community:

ALL INDIA INSTITUTE OF SPEECH AND HEARING

j) Different languages the child is exposed to and the duration:

Languages	Total duration of exposure		Total hours
	- hours/days	- months/years	

About the family:

Mother

Father

a) Name:	<input type="text"/>	<input type="text"/>
b) Place of birth:	<input type="text"/>	<input type="text"/>
c) Mother tongue:	<input type="text"/>	<input type="text"/>
d) Education:	<input type="text"/>	<input type="text"/>
e) Other languages used:	<input type="text"/>	<input type="text"/>
f) Occupation:	<input type="text"/>	<input type="text"/>
g) Family shift if any, region:	<input type="text"/>	<input type="text"/>
Duration:	<input type="text"/>	<input type="text"/>

h) Annual income of the family:

i) Type of family, nuclear/joint:

k) Parents living:

Together:

Separated (due to job placements):

Divorced:

Widowed:

l) Languages spoken by parents to each other:

**LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN
CHECKLIST**

(For the babies between 09 - 12 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/) on either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

LI. Does your baby

LI.1	- Say 'DA DA' or 'PA PA' and 'MA MA'.	YES	NO
LI.2	- Understand atleast two words like, come, sit, etc.,	YES	NO
LI.3	- Give a toy on request.	YES	NO
LI.4	- Wave 'BYE - BYE' or equivalent.	YES	NO
LI.5	- Imitate babble sounds made by others.	YES	NO
LI.6	- Co-operate on verbal request in very simple activities. YES NO (Come when called, point to pictures when asked).		
LI.7	- Give an object in response to an adult's outstretched hands.	YES	NO
LI.8	- Respond to own name by turning towards the person called.	YES	NO
LI.9	- Indicate the desire to be 'talked to', such as smiling at you or trying to respond like, taaa..., baaa... etc.,	YES	NO

BI. Does your baby

BI.1	- Play with simple objects for few minutes without any need of attention.	YES	NO
BI.2	- Remain often restless like throwing things, biting, hitting, etc.	YES	NO
BI.3	- Smile at familiar persons	YES	NO
BI.4	- Look into your eyes when spoken to.	YES	NO
BI.5	- Blink when exposed to bright light.	YES	NO
BI.6	- Whirl, spin, bang objects a lot.	YES	NO
BI.7	- Feel hesitant or shy in front of a 'NEW' person.	YES	NO
BI.8	- Turn to out-of-sight sounds (Clap sound from the other room, cracker sound outside the house, etc.,).	YES	NO
BI.9	- Enjoy shaking a rattle or any noisemaker.	YES	NO

DI. Does your baby

DI.1	- Hold on to you when taken in arms.	YES	NO
DI.2	- Hold neck stiff when tried to pull up to a sitting position.	YES	NO
DI.3	- Pick up small objects like, dry grapes in grabbing motion.	YES	NO
DI.4	- Bear some weight on his legs when held by arms.	YES	NO
DI.5	- Try to get the desired toy that is out of reach, by stretching arms or body.	YES	NO
DI.6	- Walk a few steps with only one hand held.	YES	NO
DI.7	- Grasp a pellet (marble) or bottle promptly.	YES	NO
DI.8	- Stand up from sitting position.	YES	NO
DI.9	- Need mouth and chin cleaned due to no control over saliva	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

(For the babies between 12 - 15 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/) either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L2. Does your baby

L2.1	- Speak 4 - 6 words or names.	YES	NO
L2.2	- Point to a dog or shoe in a picture.	YES	NO
L2.3	- React to own name by turning towards the person called or by pointing to self.	YES	NO
L2.4	- Follow simple commands given once, like, take the ball, come here, etc.	YES	NO
L2.5	- React to other person's facial expression.	YES	NO
L2.6	- Try to imitate 2 -3 recognizable words.	YES	NO
L2.7	-Spontaneously wave 'BYE-BYE'.	YES	NO
L2.8	- Shake head indicating 'NO' or rejection.	YES	NO
L2.9	- Respond to a number of single words, such as, name of the family members, pets, games or social routine, etc.,	YES	NO

B2. Does your baby

B2.1	- Smile at familiar people.	YES	NO
B2.2	- Show 'startle response' to loud sounds	YES	NO
B2.3	- Look into your eyes when spoken to.	YES	NO
B2.4	- Hurt self by biting hand, banging head, etc.	YES	NO
B2.5	- Whirl or turn self round & round for long period of time.	YES	NO
B2.6	- Resist being touched.	YES	NO
B2.7	- Sometimes show no reaction to painful stimuli, like, cuts, injections, bruises, etc.	YES	NO
B2.8	- cry excessively or demand too much of attention most of the time.	YES	NO
B2.9	- Become shy or hesitant in front of a 'NEW person	YES	NO

D2. Does your baby

D2.1	- play well with the toys, i.e., hurling the ball, pushing the toy car, etc.	YES	NO
D2.2	- Climb up a chair.	YES	NO
D2.3	- Masticate (chew) solid or semi-solid food	YES	NO
D2.4	- Pull self to standing position without any help.	YES	NO
D2.5	- Walk a few steps.	YES	NO
D2.6	-Help turn the pages of a book.	YES	NO
D2.7	- Become alert to telephone ring.	YES	NO
D2.8	- Look at TV commercials.	YES	NO
D2.9	- Discriminate edible and non-edible things.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

(For the babies between 15 - 18 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (S) on either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L3. Does your baby

L3.1	- Speak 10 words or names.	YES	NO
L3.2	- Point to pictures and animals in book.	YES	NO
L3.3	- React to own name, when called from another room.	YES	NO
L3.4	- Follow simple commands without requiring repetitions, like, take the ball, put the toy inside the box, etc.	v .	N_
L3.5	- Give a toy when asked for.	YES	NO
L3.6	- Imitate sounds of animals or vehicles on request.	YES	NO
L3.7	- Spontaneously wave 'BYE-BYE'.	YES	NO
L3.8	- Understand 'NO' or 'STOP'	YES	NO
L3.9	- Ask for objects he/she wants to play with like, ball, ring, etc.,	,,,,,	N~

B3. Does your baby

B3.1	- Exhibit joy on seeing parents.	YES	NO
B3.2	- Show 'startle response' to loud sounds.	YES	NO
B3.3	- Look into your eyes when spoken to.	YES	NO
B3.4	- Exhibit aggressive behavior like, biting, hitting, banging YES NO object and toys, etc.		
B3.5	- Frequently laugh or cry with no proper reason.	YES	NO
B3.6	- Remain withdrawn and lethargic or stare into space for YES NO long period of time.		
B3.7	- Squint, frown or cover eyes in the presence of natural light.	YES	NO
B3.8	- Repeat a sound or a word over and over again.	YES	NO
B3.9	- Imitate or follow other children at play.	YES	NO

D3. Does your baby

D3.1	- Play well with the toys, i.e., hurl the ball, push the toy car; feed a doll, etc.	YES	NO
D3.2	- Climb into a chair of small heights.	YES	NO
D3.3	- Masticate (chew) solid food like biscuits.	YES	NO
D3.4	- Put small objects into a container.	YES	NO
D3.5	- Overcome simple obstacles like, opening closed doors, removing the chairs, etc.		
D3.6	- Transfer, pour or remove things from one vessel to another.	YES	NO
D3.7	- Talk on toy telephone; pretend to prepare coffee/tea, etc., as YES NO play activities.		
D3.8	- Scribble spontaneously with a pen/pencil on a book.	YES	NO
D3.9	- Use gestures, varying tones or words to express YES NO him/herself.		

**LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN
CHECKLIST**

(For the babies between 18 - 21 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (✓) on either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L4. Does your baby

L4.1	- Speak 2-3 words spontaneously like, 'DADDY BYE - BYE'; 'MAMA COME HERE' etc.	YES	NO
L4.2	- Imitate sounds of animals or vehicles on request.	YES	NO
L4.3	- Locate the items or people by looking at them on request.	YES	NO
L4.4	- Indicate the wants by pointing, pulling or making pleasant sounds instead of crying or whining. YES NO		
L4.5	- Follow double instructions like, keep the book on the table get the ball from the box, etc.	YES	NO
L4.6	- Use specific words or sounds to refer to certain objects or actions, like Buuuu for 'bus', 'choki' for chocolate, etc.,	YES	NO
L4.7	- Bring objects from another room on request.	YES	NO
L4.8	- Point to his/her toes, eyes and nose.	YES	NO
L4.9	- Tell the names of the familiar people, such as, aunty, uncle, friends, etc.,	YES	NO

B4. Does your baby

B4.1	- Greet the parents with joy when they arrive.	YES	NO
B4.2	- Move hands, legs or body excessively.	YES	NO
B4.3	- Look into your eyes when talked to.	YES	NO
B4.4	- Exhibit aggressive behavior like, biting, hitting, banging object and toys, etc.		
B4.5	- Feel, smell or taste objects in the surroundings.	YES	NO
B4.6	- Remain withdrawn and lethargic.	YES	NO
B4.7	- Squint, frown or cover eyes in presence of natural light	YES	NO
B4.8	- Try to draw attention from others by being smart or by any other show-off behavior.	YES	NO
B4.9	- Imitate or follow other children at play.	YES	NO

D4. Does your baby

D4.1	- Play well with the toys, i.e., hurling the ball, pushing the toy car, teedmg a doll, etc.	YES	NO
D4.2	- Get down from the chair or small heights without help.	YES	NO
D4.3	- Walk up the stairs unassisted.	YES	NO
D4.4	- Discriminate between edible and non-edible things.	YES	NO
D4.5	- Bend, pick up an object on the floor and stand up again.	YES	NO
D4.6	- Kick a large ball on demonstration.	YES	NO
D4.7	- Talk on toy telephone, pretend to prepare coffee/tea, etc., as YES NO play activities.		
D4.8	- Scribble spontaneously with a pen/pencil on a book.	YES	NO
D4.9	- Use gestures, varying tones/pitch or words to express YES NO him/herself.		

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

(For the babies between 21-24 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/) on either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L5. Does your baby

L5.1	- Speak 3 word sentences like, 'WANT MORE MILK', etc.	YES	NO
L5.2	- Use I, ME AND YOU, while speaking.	YES	NO
L5.3	- Point to 3 or more body parts like, hand, leg, head, etc.	YES	NO
L5.4	- Show appropriate facial expression.	YES	NO
L5.5	- Actively participate in conversation.	YES	NO
L5.6	- Use 'MINE' most often while speaking.	YES	NO
L5.7	- Bring objects from another room on request.	YES	NO
L5.8	- Understand 'YES-NO'.	YES	NO
L5.9	- Say sequences of 3 - 4 syllables, like, pa, ka, ta, la, da, etc.,	YES	NO

B5. Does your baby

B5.1	- Cry or feel sad when parents leave.	YES	NO
B5.2	- Move hands, legs or body excessively.	YES	NO
B5.3	- Look into your eyes when spoken to.	YES	NO
B5.4	- Exhibit aggressive behavior like, biting, hitting, banging object and toys, etc.	YES	NO
B5.5	- Prefer to manipulate or remain occupied with inanimate objects like piece of cloth/paper/thread, screws, nuts, etc.	YES	NO
B5.6	- Insist on keeping certain unwanted things with self (E.g., small sticks, stones, piece of wood, etc.)	YES	NO
B5.7	- Like playing with other children.	YES	NO
B5.8	- Try to draw attention of others by being smart or by show-off behavior.	any YES	NO
B5.9	- Match similar objects or pictures to objects.	YES	NO

D5. Does your baby

D5.1	- Indicate toilet urge, with gesture or words.	YES	NO
D5.2	- Turn the book pages one at a time.	YES	NO
D5.3	- Hold a regular cup/glass by self & drink without spilling.	YES	NO
D5.4	- Run or walk across the room without falling or wobbling side-to-side.	YES	NO
D5.5	- Unwrap chocolates & sweets.	YES	NO
D5.6	- Kick a large ball.	YES	NO
D5.7	- Copy household works or imitate other children at play.	YES	NO
D5.8	- Scribble spontaneously with a pen/pencil on a book.	YES	NO
D5.9	- Maintain balance while walking on straight line.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

(For children between 24 - 27 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/) on either YES or NO carefully based on whether your baby has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L6. Does your child

L6.1	- Ask 'WHAT IS THAT?' 'WHERE IS MINE?' questions.	YES	NO
L6.2	- Use 'YES-NO', 'YOU' & T appropriately.	YES	NO
L6.3	- Identify 4 or more body parts like, eyes, hand, leg, head, etc.	YES	NO
L6.4	- Follow instructions like, take off the shoes, keep the plate back, etc.	YES	NO
L6.5	- Carry on conversation with dolls & others.	YES	NO
L6.6	- Use 'MINE' most often while speaking.	YES	NO
L6.7	- Enjoy being read aloud.	YES	NO
L6.8	- Use atleast two negative phrases like, 'DON'T WANT'.	YES	NO
L6.9	- Use single words like 'GO', 'COME' and 'SIT' meaningfully.	YES	NO

B6. Does your child

B6.1	- Attempt to avoid simple hazards like, coming in when rain starts, careful regarding falling from the stairs, etc.	YES	NO
B6.2	- Initiate on his own play activities, like, looking into books, arranging the blocks, etc.	YES	NO
B6.3	- Remain often restless or exhibit excessive body movements.	YESNO	
B6.4	- Stare into space for long period of time or remain aloof.	YES	NO
B6.5	- Get involved in complicated rituals like, lining up things, etc.	YES	NO
B6.6	- Get along with other children.	YES	NO
B6.7	- Cooperate in dressing, like, lifting hands while pulling sleeves, putting legs inside the pant, etc.	YES	NO
B6.8	- Repeat phrases or sounds again and again.	YES	NO
B6.9	- Exhibit joy/happiness when parents arrive.	YES	NO

D6. Does your child

D6.1	- Indicate toilet urge, with gesture or words.	YES	NO
D6.2	- Engage self at play such as, drawing or looking into pictures in a book, etc.	YES	NO
D6.3	- Eat with a spoon & drink water unassisted without spilling.	YES	NO
D6.4	- Jump with one foot off the floor.	YES	NO
D6.5	- Open or close door latches.	YES	NO
D6.6	- Kick a ball in specified direction.	YES	NO
D6.7	- Copy household works or imitate other children at play	YES	NO
D6.8	- Hold a pen or crayon safely to scribble.	YES	NO
D6.9	- Maintain balance while walking on straight line.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

(For the children between 27 - 30 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/) on either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L7. Does your child

L7.1	- Say his/her name.	YES	NO
L7.2	- Talk to other children as well as adults.	YES	NO
L7.3	- Understand what is said to him/her.	YES	NO
L7.4	- Answer 'WHAT IS THIS?' with the name of the object.	YES	NO
L7.5	- Understand & use 'HERE-THERE', 'UP-DOWN', 'MORE-LESS' in the conversation.	YES	NO
L7.6	- Sing & dance to music.	YES	NO
L7.7	- Enjoy being read aloud.	YES	NO
L7.8	- Refer to self as 'ME', rather than by name.	YES	NO
L7.9	- Use negative phrases like, 'DON'T WANT', 'DON'T GO', etc.,	YES	NO

B7. Does your child

B7.1	- Attempt to avoid simple hazards like, coming in when rain starts, careful regarding falling from the stairs, etc.	YES	NO
B7.2	- Show strong reaction to minor changes routine/ environment. Eg. If a toy/furniture is shifted to some other place in the room, if there is slight change in the taste of the food, etc.,	YES	NO
B7.3	- Remain often restless or exhibit excess body movements.	YES	NO
B7.4	- Stare into space for long period of time or remain aloof.	YES	NO
B7.5	- Prefer to play with other children.	YES	NO
B7.6	- Enjoys watching few programmes, like, cartoon, children's programme on TV.	YES	NO
B7.7	- Exhibit happiness, when praised.	YES	NO
B7.8	- Repeat phrases or sounds again and again.	YES	NO
B7.9	- Show difficulty in learning simple tasks like opening the pen cap, wearing the chappals, etc.,	YES	NO

D7. Does your child

D7.1	- Indicate the toilet urge, with gesture or words.	YES	NO
D7.2	- Stand or balance on one foot for 3 - 5 seconds.	YES	NO
D7.3	- Remove or put on buttons or zip.	YES	NO
D7.4	- Jump with both feet off the floor.	YES	NO
D7.5	- March to rhythm or instructions.	YES	NO
D7.6	- Unscrew lid of a bottle.	YES	NO
D7.7	- Copy household works or imitate other children at play.	YES	NO
D7.8	- Hold pen or crayon safely to scribble.	YES	NO
D7.9	- Try to assemble puzzles in a meaningful manner.	YES	NO

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN

CHECKLIST

(For children between 30 - 33 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/) on either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L8. Does your child

- | | | | |
|------|--|-----|----|
| L8.1 | - Enjoy listening to stories. | YES | NO |
| L8.2 | - Understand simple time concepts like, 'LAST NIGHT', 'TOMORROW', etc. | YES | NO |
| L8.3 | - Form few plurals like, 'BOOK-BOOKS', etc. | YES | NO |
| L8.4 | - Answer questions like, 'WHERE HAD YOU BEEN?' 'WHERE IS YOUR TOY CAR?' etc. | YES | NO |
| L8.5 | - Answer 'WHAT IS THIS?' with the name of the object? | YES | NO |
| L8.6 | - Give simple accounts of experience, such as, what he/she did in the morning, etc. | YES | NO |
| L8.7 | - Help pick up the toys, carry the dishes when asked. | YES | NO |
| L8.8 | - Use 'YES-NO', 'YOU-I', appropriately. | YES | NO |
| L8.9 | - Understand if any reasons are given, like, 'Don't go out. It is raining', 'Knife is very sharp, don't touch it', etc., | YES | NO |

B8. Does your child

- | | | | |
|------|---|-----|----|
| B8.1 | - Attempt to avoid simple hazards like, coming in when starts, careful regarding falling from the stairs, etc. | YES | NO |
| B8.2 | - Show strong reaction to minor changes in routine/environment Eg. If toy is shifted to other place, slight change in the taste of the food, etc. | YES | NO |
| B8.3 | - Has awareness of dangers, such as, fire & sharp objects. | YES | NO |
| B8.4 | - Stare into space for long period of time or remain aloof. | YES | NO |
| B8.5 | - Pretend to sell vegetables, flowers, ice creams, etc., as play activities. | YES | NO |
| B8.6 | - Show difficulty focusing attention or is easily distractible. | YES | NO |
| B8.7 | - Exhibit aggressive behavior like, hitting, kicking, breaking, etc. | YES | NO |
| B8.8 | - Repeat questions or statements made by others. | YES | NO |
| B8.9 | - Show difficulty in remembering simple tasks or forget few common words or names. | YES | NO |

D8. Does your child

- | | | | |
|------|---|-----|----|
| D8.1 | - Indicate the toilet urge with gesture or words. | YES | NO |
| D8.2 | - Stand or balance on one foot for 3 - 5 seconds. | YES | NO |
| D8.3 | - Copies cross & plus on seeing others or book. | YES | NO |
| D8.4 | - Engage in physical activities like, jumping, hopping, cycling, etc. | YES | NO |
| D8.5 | - Kick a small ball in forward direction, without any support. | YES | NO |
| D8.6 | - Brush teeth. | YES | NO |
| D8.7 | - Copy household works or imitate other children at play. | YES | NO |
| D8.8 | - Hold pen or crayon with three-finger grip. | YES | NO |
| D8.9 | - Assemble objects meaningfully in the puzzle game. | YES | NO |

LANGUAGE ACQUISITION - IN MULTILINGUAL CHILDREN CHECKLIST

(For children between 33 - 36 months of age)

This checklist is a tool to assess your child's abilities in different areas. This is not an intelligence questionnaire. Read each item and put a right mark (/S) on either YES or NO carefully based on whether your child has or does not have the stated behavior. If you are unsure of any item, answer the most probable one.

L9. Does your child

L9.1	- Enjoy listening to stories.	YES	NO
L9.2	- Relate time to clock.	YES	NO
L9.3	- Form few plurals like, 'BOOK-BOOKS', etc.	YES	NO
L9.4	- Answer questions like, 'WHERE HAD YOU BEEN?' 'WHERE IS YOUR TOY CAR?' etc.		
L9.5	- Say his/her gender.	YES	NO
L9.6	- Give simple accounts of experience, such as, what he/she did in the morning, etc.	YES	NO
L9.7	- Differentiate 'BIG-SMALL', 'FRONT-BACK', 'INSIDE-OUTSIDE' & 'FAST-SLOW'.		
L9.8	- Repeat rhymes & songs.	YES	NO
L9.9	- Attempt to tell stories.	YES	NO

B9. Does your child

B9.1	- Attempt to avoid simple hazards like, coming in when rain starts, careful regarding falling from the stairs, etc.		
B9.2	- Show strong reaction to minor changes in routine/ environment Eg. If a toy/furniture is shifted to some other place in the room, if there is slight change in the taste of the food, etc.,	YES	NO
B9.3	- Remain often restless or exhibit excess body movements.	YES	NO
B9.4	- Stare into space for long period of time or remain aloof.	YES	NO
B9.5	- Frown, squint or cover eyes in natural light.	YES	NO
B9.6	- Know that money can buy things or has value.	YES	NO
B9.7	- Prefers to sit & eat independently.	YES	NO
B9.8	- Repeat questions or statements made by others	YES	NO
B9.9	- Awaits his/her turn in a group play.	YES	NO

D9. Does your child

D9.1	- Try to entertain others by reciting stories, songs or by dancing.	YES YES	NO NO
D9.2	- Stand or balance on one foot for 3 - 5 seconds.	YES	NO
D9.3	- Copy a circle.	YES	NO
D9.4	- Engage in physical activities like, jumping, hopping, etc.	YES	NO
D9.5	- Kick a small ball in forward direction, without any support.	YES	NO
D9.6	- Put on frock or shirt unassisted (need not button).	YES	NO
D9.7	- Copy household works or imitate other children at play.	YES	NO
D9.8	- Hold a pen or crayon in three-finger grip.	YES	NO
D9.9	- Identify primary colors such as, red, green, blue, white, etc.,	YES	NO

3D LANGUAGE ACQUISITION TEST (adapted)

R1			
R1.1	Does the baby point to or indicate in some way when an object / person is named? Eg. Where is the light? Where is Raju? (when object or person is within immediate reach)	YES	NO
R1.2	Does your baby comprehend simple commands such as "Say, bye bye"?	YES	NO
R1.3	Does your baby mime when an action is named? Eg. How does a car go?	YES	NO
E1			
E1.1	Does your baby point to and name father & mother sometimes?	YES	NO
E1.2	Does your baby ask for desired things by pointing, stretching hand, accompanied by 'give'?	YES	NO
E1.3	Does your baby say 'finished' to signify completion of a task (eg. eating) in action or speech, when asked?	YES	NO
C1			
C1.1	Does your baby engage in somewhat structured play? Eg. Hide & seek, throwing/kicking ball accompanied by much vocalization but not verbalization.	YES	NO
C1.2	Does your baby make attempts to sing? (vocalize tunefully)	YES	NO
C1.3	Has your baby begun to play with dolls with vocalization & some verbalizations? Eg. Talking to the doll, putting it to sleep by humming 'em mmmm', etc.,	YES	NO

3D LANGUAGE ACQUISITION TEST (adapted)

R2			
R2.1	Does the baby point to body parts when named?	YES	NO
R2.2	Does your baby point to himself/herself when asked questions such as 'whose shirt is this'?	YES	NO
R2.3	Does your baby follow simple commands that require action or verbalization on his part? Eg. Good, bye, Bring (your) shoes, Sing a song (baby says a-a-a)	YES	NO
E2			
E2.1	Does your baby express need by saying 'give' or naming the object eg. bikki?	YES	NO
E2.2	Has your baby begun naming objects, animals, eatables, etc?	YES	NO
E2.3	Does your baby describe event by naming the person involved along with few actions? Eg. 'Daddy' + waving of hand (to indicate that daddy has gone out)	YES	NO
C2			
C2.1	Does your baby pretend to read books verbalizing name or words like, papa, mama, etc?	YES	NO
C2.2	Does your baby show increased activity in manipulating objects? Eg. turning on the radio, picking up a shoulder bag & swinging it on shoulder, etc.,	YES	NO
C2.3	Does your baby show better structured dance movements in play? Eg. Ring-a-ring-a-roses.	YES	NO

3D LANGUAGE ACQUISITION TEST (adapted)

R3

- | | | | |
|------|---|-----|----|
| R3.1 | Does the baby respond appropriately to 'where" questions?
Eg. Where is mama? ; Where is the ball? (Persons/objects not within immediate reach) | YES | NO |
| R3.2 | Does your baby understand 'who & what' questions?
Eg. Who/what is this? What is in the bottle? | YES | NO |
| R3.3 | Does your baby understand instructions like 'call mummy', 'Wash your face', 'bring a plate', etc.? | YES | NO |

E3

- | | | | |
|------|--|-----|----|
| E3.1 | Does your baby make appropriate animal / vehicle noises when asked? (eg. 'Bow-bow', 'Buuuuu') | YES | NO |
| E3.2 | Does your baby repeat words when asked to repeat? | YES | NO |
| E3.3 | Does your baby signify disappearance of a person with one - two words utterances? Eg. Papa gone. | YES | NO |

C3

- | | | | |
|------|--|-----|----|
| C3.1 | Does your baby identify familiar voices by naming the individual concerned? | YES | NO |
| C3.2 | Does your baby see reflection of self in mirror or spectacle and utter his/her name? | YES | NO |
| C3.3 | Is your baby interested in using a pencil/pen for scribbling on paper or walls? | YES | NO |

3D LANGUAGE ACQUISITION TEST (adapted)

R4			
R4.1	Does the baby comprehend questions regarding action of agents in pictures? Responds either by naming the action in baby talk form or more often by miming. Eg. What is this man doing? - Bathing (speaks in baby talk form).	YES	NO
R4.2	Does your baby comprehend questions concerning habitual behavior of named agents? Responds with one word answer. Eg. What did mummy cook? - Chapati.	YES	NO
R4.3	Does your baby comprehend questions regarding states (attributes) of the objects? Responds with one-word answers. Eg. How does this coffee feel? - Hot. How does this ice cream feel? - Cold.	YES	NO
E4			
E4.1	Does your baby ask for objects using 'where'? Eg. 'Where ball?'	YES	NO
E4.2	Does your baby use possessor or possession relationship? Eg. 'Mummy's chappal', 'Daddy's shirt'.	YES	NO
E4.3	Does your baby use more kinship terms? Eg. Aunt, Uncle, Elder sister, etc.	YES	NO
C4			
C4.1	Do you feel that your baby talks equally good as other babies of the same age?	YES	NO
C4.2	Does your baby remember events in which he/she was a participant & respond to queries about its details? Eg. Where did we go yesterday?	YES	NO
C4.3	Does your baby comprehend one/many distinction? Does he/she counts 1-2-3 as a response to 'How many ?' (counts, but not used meaningfully)	YES	NO

3D LANGUAGE ACQUISITION TEST (adapted)

R5

- | | | | |
|------|--|-----|----|
| R5.1 | Does the baby comprehend grammatically more complex 'Who' questions? Eg. Who gave the medicine? Who brought the dress for you? | YES | NO |
| R5.2 | Does your baby understand questions requiring object manipulation? Eg. Will you comb Daddy's hair? | YES | NO |
| R5.3 | Does your baby understand when asked to say something? Eg. Did you say 'thank you'? | YES | NO |

E5

- | | | | |
|------|---|-----|----|
| E5.1 | Does your baby ask questions regarding names of the objects involved in action? Eg. What are you reading? | YES | NO |
| E5.2 | Does your baby use future tense to describe events? | YES | NO |
| E5.3 | Does your baby make assertive negative statements? Eg. You must not do that. Don't touch that. | YES | NO |

C5

- | | | | |
|------|--|-----|----|
| C5.1 | Does your baby remember past event & respond to queries appropriately? Eg. Who had come yesterday? - Aunty | YES | NO |
| C5.2 | Does your baby involve in role switching games as 'mother/ father? Eg. Plays using toy cooking set? Pretends to prepare tea or coffee for others. Pretends driving, going to office. | YES | NO |
| C5.3 | Does your baby involve himself/herself in more structured & imaginative play? Eg. Talks over an imaginary telephone, acts as host to imaginary guests. | YES | NO |

3D LANGUAGE ACQUISITION TEST (adapted)

R6		
R6.1	Does the child comprehend questions with case markers & respond appropriately? Eg. Whose is this? - Ramya's What happened to Vinod? - Vinod fell down.	YES NO
R6.2	Does your child comprehend 'where' questions & respond using words / suffixes indicating spatial relations? Eg. Where is he playing? - In the water. Where's the book? -On the table.	YES NO
R6.3	Does your child comprehend 'How' questions & answer evaluating its quality? Eg. How was that? - It was nice / good / bad, etc.	YES NO
E6		
E6.1	Does your child initiate conversation by asking a question, drawing attention to something in a book? Eg. What is this? Did you use? Is he wearing a cap?	YES NO
E6.2	Does your child use past and present tense in sentences to describe events?	YES NO
E6.3	Does your child use some prepositions and adverbs? Eg. Up, down, behind, later, afterwards, etc.	YES NO
C6		
C6.1	Does your child use sophisticated tools? Eg. Pasting a paper, making arrow with paper, using scissors, etc.	YES NO
C6.2	Does your child name basic colors, like blue, green, and red?	YES NO
C6.3	Does your child exhibit social knowledge? i.e., knows that to buy things have to go to a shop, scolds the doll for becoming dirty, etc.,	YES NO

3D LANGUAGE ACQUISITION TEST (adapted)

R7			
R7.1	Does the child comprehend 'how' questions & respond giving the cause? Eg. How did you get hurt? -' . . . hit me . . .I fell down'.	YES	NO
R7.2	Does your child comprehend 'what are you going to do?' and answer correctly. Eg. I am going to write.	YES	NO
R7.3	Does your child comprehend 'Why/what for' questions and respond giving reasons? Eg. Why do you want the pen? - I want to write.	YES	NO
E7			
E7.1	Does your child use 'if-then' construction? Eg. If the eyes are hurt, then they will put medicine.	YES	NO
E7.2	Does your child express ability / inability to do something and also queries this aspect on others? Eg. I can't do it. Can you do it?	YES	NO
E7.3	Does your child produce a sequence of instructions to get an agent to perform a task? Eg. I am going out. You get up. Put on your chappals.	YES	NO
C7			
C7.1	Does your child pretend role switching activities in an extensive way? Eg. Fold clothes, cleans utensils, washes clothes, involves in repair work (hammering, screwing, etc.,)	YES	NO
C7.2	Does your child join blocks and make configurations like chairs, table or build house with bricks, sand, etc.?	YES	NO
C7.3	Does your child imitate the mannerisms of others? Eg. Wears spectacles like grandma/teacher, imitates baby cry, etc.	YES	NO

3D LANGUAGE ACQUISITION TEST (adapted)

R8			
R8.1	Does your child understand statements or questions of negative type and respond appropriately? Eg. Don't go out, its raining. - Alright, I won't go. What are you eating? - Nothing Where is the box? - I don't know.	YES	NO
R8.2	Does your child comprehend 'How many' questions & respond by counting? Eg. How many fruits are there? - Two (uses meaningfully)	YES	NO
R8.3	Does your child comprehend 'Why' questions which requires reasoning & give correct answer? Eg. Why is the eye burning? - Dust fell inside my eyes.	YES	NO
E8			
E8.1	Does your child use conversation increasingly to describe fantasized events? Eg. What if . . . There I will . . . When I am big . . .	YES	NO
E8.2	Does your child involve him/herself in conversational episodes for a longer period & with greater self assurance? Eg. Child: I want sweets. Mother: When we go to market we will buy some. Child: When shall we go? Mother: In the evening. Child: How shall we go - bus or walk?	YES	NO
E8.3	Does your child ask 'why' questions asking for reasons? Eg. Why are you pouring water from the pipe? Why don't you want this?	YES	NO
C8			
C8.1	Does your child exhibit the concept of reasoning while asking or responding to questions? Eg. I won't take bath. I am hungry. I want to eat.	YES	NO
C8.2	Does your child exhibit the concept of reasoning while asking or responding to questions? Eg. Why don't you want that? Child says, ' It fell down, it is dirty'	YES	NO
C8.3	Does your child talk about people in their absence? Eg. Where is papa? When will he come back?	YES	NO

3D LANGUAGE ACQUISITION TEST (adapted)

R9

- | | | | |
|------|--|-----|----|
| R9.1 | Does your child comprehend questions on imaginary situations?
Eg. What will you do if it rains when we go out? | YES | NO |
| R9.2 | Does your child comprehend 2 or 3 sequential verbal instructions?
Eg. To draw 'E', draw 1 long line & then 3 short lines. | YES | NO |
| R9.3 | Does your child comprehend descriptive statements about objects / individuals?
Eg. Who stops the vehicles on the road? Who teaches you at school? | YES | NO |

E9

- | | | | |
|------|---|-----|----|
| E9.1 | Does your child possess ability to imitate others behaviors Dramatically including their speech? | YES | NO |
| E9.2 | Does your child make use of complex sentence construction?
Eg. What shall I do if my dress gets spoiled? | YES | NO |
| E9.3 | Does your child use time-related terms such as 'next week'? | YES | NO |

C9

- | | | | |
|------|---|-----|----|
| C9.1 | Does your child exhibit the concept of job and salary?
Eg. If one goes to work, will get salary. | YES | NO |
| C9.2 | Does your child plan about the future?
Eg. 'Mama next week we'll go to grandma's place'
'I'll go to school from next month'. | YES | NO |
| C9.3 | Does your child ask questions about language usage?
Eg. Asks for equivalent meanings in another language that he knows or asks for help in expressing a particular thing? "How do I say. correctly"? | YES | NO |

APPENDIX III

Language Acquisition in Children - A Checklist
SCORE SHEET

Name:

Date:

Age:

Age

Group:

Scores on Checklist for Language Acquisition in Children

Question No.	Response	Question No.	Response	Question No.	Response
L1		B1		D1	
L2		B2		D2	
L3		B3		D3	
L4		B4		D4	
L5		B5		D5	
L6		B6		D6	
L7		B7		D7	
L8		B8		D8	
L9		B9		D9	
Total					

Scores on 3D - LAT (ad)

Question No.	Response	Question No.	Response	Question No.	Response
R1		E1		C1	
R2		E2		C2	
R3		E3		C3	
Total					

Analysis

Domains	Total Score	Remarks
LAC - Language		
LAC - Behavior		
LAC - Development		
3D - LAT -Reception		
3D - LAT - Expression		
3D - LAT - Cognition		
Matching age group		
Advice		

Clinician's Signature

ಮಕ್ಕಳು ಭಾಷಾಙ್ಗನ (ಮಛಾ)

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

Language Acquisition in Children (LAC)

- A Checklist

(Kannada Version)

ಮಕ್ಕಳಲ್ಲಿ ಭಾಷಾಜ್ಞಾನ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(09-12 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆಪಟ್ಟಿಯು ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳಿಯುವ ಪ್ರಶ್ನೆಗಳ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಗಳನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೇ/ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿಖರತೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದನ್ನು ಗುರುತಿಸಿ.

ಭಾ 1. ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|--|------|------|
| ಭಾ 1.1 | 'ಪ ಪ' ಅಥವಾ 'ಡ ಡ' ಮತ್ತು 'ಮ ಮ' ಎಂಬ ಶಬ್ದಗಳನ್ನು ಉಚ್ಚರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.2 | ಕನಿಷ್ಠ ಎರಡು ಪದಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ಬಾ, ಕುಳಿತುಕೋ | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.3 | ಕೇಳಿದಾಗ ಆಟಿಕೆಗಳನ್ನು (ಆಟದ ಸಾಮಾನು) ಕೊಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.4 | 'ಟಾ ಟಾ' ಎಂದು ಕೈ ಬೀಸುವುದು ಅಥವಾ ಅದಕ್ಕೆ ಸಮಾನಾರ್ಥಕವಾದುದನ್ನು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.5 | ಬೇರೆಯವರು ಮಾಡುವ ಬಳಬಳಿಸುವ ಶಬ್ದಗಳನ್ನು ಅನುಕರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.6 | ಸರಳ ಚಟುವಟಿಕೆಗಳನ್ನೊಳಗೊಂಡ ಮಾಖಿಕ ಕೋರಿಕೆಗಳಿಗೆ ಸಹಕರಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಕರೆದಾಗ ಬರುವುದು, ಕೇಳಿದಾಗ ಚಿತ್ರಗಳ ಕಡೆಗೆ ಬೆರಳು ತೋರಿಸುವುದು. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.7 | ಚಾಚಿದ ಕೈಗಳಿಗೆ ಪ್ರತಿಕ್ರಿಯೆಯಾಗಿ ವಸ್ತುಗಳನ್ನು ಕೊಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.8 | ಹಸರು ಕರೆದಾಗ, ಕರೆದ ವ್ಯಕ್ತಿಯ ಕಡೆಗೆ ತಿರುಗುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 1.9 | 'ಮಾತನಾಡಿಸು' ಎಂಬ ಅಭಿಲಾಷೆಯನ್ನು ಸೂಚಿಸುತ್ತದೆಯೇ? ಉದಾ: ನೋಡಿದಾಗ ಮುಗುಳ್ಳುಗುವುದು, ಬಾ..ಬಾ..ಎಂದು ಪ್ರತಿಕ್ರಿಯಿಸಲು ಪ್ರಯತ್ನಿಸುವುದು, ಇತ್ಯಾದಿ | ಹೌದು | ಇಲ್ಲ |

ವ 1. ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|--|------|------|
| ವ 1.1 | ನಿಮ್ಮ ಗಮನದ ಅವಶ್ಯಕತೆ ಇಲ್ಲದೇ ಸರಳ ವಸ್ತುಗಳೊಂದಿಗೆ ಕೆಲವು ನಿಮಿಷಗಳ ಕಾಲ ಆಟವಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 1.2 | ಆಗಾಗ್ಗೆ ಅಶಾಂತವಾಗಿ ವರ್ತಿಸುತ್ತದೆಯೇ?
ಉದಾ: ವಸ್ತುಗಳನ್ನು ಎಸೆಯುವುದು, ಹೊಡೆಯುವುದು, ಕಚ್ಚುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 1.3 | ಪರಿಚಿತ ವ್ಯಕ್ತಿಗಳನ್ನು ಕಂಡಾಗ ಮುಗುಳ್ಳುಗುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 1.4 | ಮಾತನಾಡಿದಾಗ ಕಣ್ಣನ್ನು ದೃಷ್ಟಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 1.5 | ಪ್ರಕಾಶಮಾನವಾದ ಬೆಳಕಿಗೆ ಒಳಪಡಿಸಿದಾಗ ಕಣ್ಣು ಮಿಟುಕಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 1.6 | ವಸ್ತುಗಳನ್ನು ಗರಗರನೆ ತಿರುಗಿಸುವುದು, ಬಡಿಯುವುದು ಈ ರೀತಿ ಹೆಚ್ಚಾಗಿ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 1.7 | 'ಹೊಸ' ವ್ಯಕ್ತಿಯ ಎದುರು ಸಂಕೋಚಿಸುತ್ತದೆಯೇ/ನಾಚಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 1.8 | ದೃಷ್ಟಿ ಬಾಹಿರವಾದ ಶಬ್ದಗಳ ಕಡೆಗೆ ತಿರುಗುತ್ತದೆಯೇ? ಉದಾ: ಬೇರೆ ರೂಮಿನಲ್ಲಿ ಚಪ್ಪಾಳೆ ತಟ್ಟಿದಾಗ, ಮನೆಯ ಹೊರಗೆ ಪಟಾಕಿ ಶಬ್ದವಾದಾಗ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 1.9 | ಬುಡು-ಬುಡಕೆ ಅಥವಾ ಯಾವುದೇ ಶಬ್ದ ಮಾಡುವ ವಸ್ತುಗಳೊಂದಿಗೆ ಸಂಕೋಚವಾಗಿ ಆಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬೆ 1. ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಬೆ 1.1 | ತೋಳಿನಲ್ಲಿ ಎತ್ತುಕೊಂಡಾಗ, ನಿಮ್ಮನ್ನು ಹಿಡಿದುಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.2 | ಕುಳಿತುಕೊಳ್ಳುವ ಸ್ಥಿತಿಗೆ ಮಗುವನ್ನು ಎತ್ತಿದಾಗ, ತನ್ನ ಕತ್ತನ್ನು ಗಟ್ಟಿಯಾಗಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.3 | ಒಣ ದ್ರಾಕ್ಷಿಯಂತಹ ಪುಟ್ಟ ವಸ್ತುಗಳನ್ನು ಬೆರಳುಗಳ ಸಹಾಯದಿಂದ ಆರಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.4 | ತೋಳುಗಳನ್ನು ಹಿಡಿದು ಎತ್ತಿದಾಗ, ತನ್ನ ಕಾಲಿನಮೇಲೆ ಸ್ವಲ್ಪ ತೂಕವನ್ನು ಬಿಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.5 | ತನಗೆ ಬೇಕಾದ ಆಟಿಕೆಯು ದೂರವಿದ್ದಾಗ, ತನ್ನ ಕೈ ಅಥವಾ ದೇಹವನ್ನು ಚಾಚಿ ಅದನ್ನು ಪಡೆದು ಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.6 | ಒಂದು ಕೈ ಹಿಡಿದು, ಕೆಲವು ಹೆಜ್ಜೆಗಳನ್ನು ಹಾಕುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.7 | ಗೋಲಿ ಅಥವಾ ಬಾಟಲಿಯನ್ನು ಭದ್ರವಾಗಿ ಹಿಡಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.8 | ಕುಳಿತಿರುವ ಸ್ಥಿತಿಯಿಂದ ನಿಂತುಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 1.9 | ಜೊಲ್ಲಿಸ ನಿಯಂತ್ರಣವಿಲ್ಲದೆ, ಮಗುವಿನ ಬಾಯಿ ಮತ್ತು ಗಲ್ಲವನ್ನು ಪದೇ ಪದೇ ಶುಚಿಗೊಳಿಸಬೇಕಾಗುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳಲ್ಲಿ ಭಾಷಾಭಿವೃದ್ಧಿ
- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(12-15 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮೂಡಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳಿಯುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಗಳನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೇ, ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿರೀಕ್ಷೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದವನ್ನು ಗುರುತಿಸಿ.

ಭಾ 2 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|--|------|------|
| ಭಾ 2.1 | 4-6 ಪದಗಳು ಅಥವಾ ಹೆಸರುಗಳನ್ನು ಹೇಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.2 | ಚಿತ್ರದಲ್ಲಿ ನಾಯಿ ಅಥವಾ ಪರಿಚಿತ ವಸ್ತುಗಳನ್ನು ತೋರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.3 | ತನ್ನ ಹೆಸರು ಕರೆದಾಗ, ಕರೆದವರ ಕಡೆಗೆ ತಿರುಗುವುದು ಅಥವಾ ತನ್ನನ್ನು ಮುಟ್ಟಿ ತೋರಿಸುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.4 | ಒಮ್ಮೆ ಕೊಟ್ಟ ಸರಳ ಆದೇಶವನ್ನು ಪಾಲಿಸುತ್ತದೆಯೇ? ಉದಾ: ಚಂಡನ್ನು ತೆಗೆದುಕೋ, ಇಲ್ಲಿ ಬಾ... ಇತ್ಯಾದಿ | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.5 | ಬೇರೆಯವರ ಮುಖ ಭಾವಕ್ಕೆ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.6 | 2-3 ಪರಿಚಿತ ಪದಗಳನ್ನು ಅನುಕರಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.7 | ತಾನಾಗಿಯೇ 'ಟಾ ಟಾ' ಎಂದು ಕೈ ಬೀಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.8 | 'ಬೇಡ' ಅಥವಾ ನಿರಾಕರಣೆಯನ್ನು ತಲೆ ಅಡಿಸುವುದರ ಮೂಲಕ ಸೂಚಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 2.9 | ಸಾಕಷ್ಟು ಒಂದು ಪದಗಳಿಗೆ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತದೆಯೇ? ಉದಾ: ಮನೆಯವರ/ಸಾಕು ಪ್ರಾಣಿಗಳ ಹೆಸರು, ಆಟಗಳು ಅಥವಾ ದಿನಚರಿ ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |

ವ 2 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|---|------|------|
| ವ 2.1 | ಪರಿಚಿತ ವ್ಯಕ್ತಿಗಳನ್ನು ಕಂಡಾಗ ಮುಗುಳ್ಳುಗುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.2 | ಜೋರಾದ ಶಬ್ದಗಳಿಗೆ ಬೆಚ್ಚುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.3 | ಮಾತನಾಡಿದಾಗ ನಿಮ್ಮ ಕಣ್ಣನ್ನು ದೃಷ್ಟಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.4 | ತನ್ನ ಕೈ ಕಚ್ಚಿಕೊಳ್ಳುವುದು, ತಲೆ ಬಡಿದುಕೊಳ್ಳುವುದು ಇತ್ಯಾದಿ ಸ್ವ-ಹಿಂಸಾತ್ಮಕ ವರ್ತನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.5 | ಬಹಳ ಹೊತ್ತಿನವರೆಗೆ ನಿಂತಲ್ಲೇ ಗರಗರನೆ ತಿರುಗುವುದು ಅಥವಾ ಸುತ್ತಲೂ ತಿರುಗುವುದು - ಈ ರೀತಿ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.6 | ಮುಟ್ಟಿಸಿಕೊಳ್ಳಲು ಇಷ್ಟಪಡುವುದಿಲ್ಲವೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.7 | ಕೆಲವೊಮ್ಮೆ ನೋವು ಉಂಟು ಮಾಡುವ ಪ್ರಚೋದಕಗಳಿಗೆ ಉದಾ: ಗಾಯ, ಚುಚ್ಚು ಮದ್ದು, ಇತ್ಯಾದಿ, ಪ್ರತಿಕ್ರಿಯಿಸುವುದಿಲ್ಲವೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.8 | ಸಾಮಾನ್ಯವಾಗಿ ಅತಿಯಾಗಿ ಅಳುವುದು ಅಥವಾ ನಿಮ್ಮ ಗಮನವನ್ನು ಅತಿಯಾಗಿ ಸೆಳೆಯುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 2.9 | 'ಹೊಸ' ವ್ಯಕ್ತಿಯ ಎದುರು ಸಂಕೋಚಿಸುತ್ತದೆಯೇ ಅಥವಾ ನಾಚಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬಿ 2 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|--|------|------|
| ಬಿ 2.1 | ಆಟಗಳೊಂದಿಗೆ ಚೆನ್ನಾಗಿ ಆಡುತ್ತದೆಯೇ? ಉದಾ: ಚೆಂಡನ್ನು ಉರುಳಿಸುವುದು, ಕಾರನ್ನು ನೂಕುವುದು, ಇತ್ಯಾದಿ | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.2 | ಕುರ್ಚಿಯನ್ನು ಹತ್ತುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.3 | ಗಟ್ಟಿ ಅಥವಾ ಸ್ವಲ್ಪ ಗಟ್ಟಿಯಾದ ಆಹಾರವನ್ನು ಅಗಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.4 | ಯಾವ ಸಹಾಯವೂ ಇಲ್ಲದೆ ತಾನಾಗಿಯೇ ನಿಂತುಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.5 | ಕೆಲವು ಹೆಜ್ಜೆಗಳು ನಡೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.6 | ಪುಸ್ತಕದ ಹಾಳೆಗಳನ್ನು ತಿರುಗಿಸಲು ಸಹಾಯ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.7 | ಬೆಲಿಫೋನಿನ ಶಬ್ದಕ್ಕೆ ಏಜ್ಜರವಾಗುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.8 | ಟಿ.ವಿ.ಯಲ್ಲಿ ಬರುವ ಜಾಹಿರಾತುಗಳನ್ನು ನೋಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 2.9 | ತಿನ್ನಬಹುದಾದ ಮತ್ತು ಅಲ್ಲದ ವಸ್ತುಗಳನ್ನು ಭೇದಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳ ಛಾಟಾರ್ನ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(15-18 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಛಾಟಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳಿಯುವ ಪ್ರಶ್ನೆಗಳೆ ಅಲ್ಲ, ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಗಳನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೋ, ಇಲ್ಲವೋ ಎಂಬುದರ ಅಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿಖರತೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದವನ್ನು ಗುರುತಿಸಿ.

ಭಾ 3: ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಭಾ 3.1 | 10 ಪದಗಳನ್ನು ಅಥವಾ ಹೆಸರುಗಳನ್ನು ಹೇಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.2 | ಪುಸ್ತಕದಲ್ಲಿ ಚಿತ್ರಗಳನ್ನು ಮತ್ತು ಪ್ರಾಣಿಗಳನ್ನು ತೋರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.3 | ಬೇರೆ ರೂಮಿನಿಂದ ತನ್ನ ಹೆಸರು ಕರೆದಾಗ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.4 | ಮತ್ತೆ ಮತ್ತೆ ಹೇಳಿಸಿಕೊಳ್ಳದೆ ಸರಳ ಆದೇಶಗಳನ್ನು ಪಾಲಿಸುತ್ತದೆಯೇ? ಉದಾ: ಚಂಡನ್ನು ತೆಗೆದುಕೊಂಡು ಬಾ., ಆಟಿಕೆಯನ್ನು ಡಬ್ಬದಲ್ಲಿ ಹಾಕು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.5 | ಕೇಳಿದಾಗ, ಆಟಿಕೆಯನ್ನು ಕೊಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.6 | ಪ್ರಾಣಿಗಳ ಅಥವಾ ವಾಹನಗಳ ಶಬ್ದಗಳನ್ನು ಕೇಳಿದಾಗ ಅನುಕರಿಸುತ್ತದೆಯೇ? ಉದಾ: ಬೂ., ಅಂಬಾ .. ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.7 | ತಾನಾಗಿಯೇ ಟಾ...ಟಾ ಎಂದು ಕೈ ಬೀಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.8 | 'ಬೇಡ' ಅಥವಾ 'ನಿಲ್ಲ' ಎಂಬುದನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 3.9 | ತನಗೆ ಆಡಲು ಬೇಕಾದ ಆಟಿಕೆಯನ್ನು, ಉದಾ: ಚೆಂಡು ಇತ್ಯಾದಿ, ಕೇಳಿ ಪಡೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ವ 3: ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|---|------|------|
| ವ 3.1 | ತಂದೆ ತಾಯಿಯನ್ನು ಕಂಡಾಗ ಸಂತೋಷ ವ್ಯಕ್ತ ಪಡಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.2 | ಜೋರಾದ ಶಬ್ದಗಳಿಗೆ ಬೆಚ್ಚುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.3 | ಮಾತನಾಡಿದಾಗ ನಿಮ್ಮ ಕಣ್ಣನ್ನು ದೃಷ್ಟಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.4 | ಹಿಂಸಾತ್ಮಕ ವರ್ತನೆಗಳನ್ನು ವ್ಯಕ್ತ ಪಡಿಸುತ್ತದೆಯೇ? ಉದಾ: ಕಚ್ಚುವುದು, ಹೊಡೆಯುವುದು, ವಸ್ತು/ ಆಟಿಕೆಗಳನ್ನು ನೆಲಕ್ಕೆ ಅಪ್ಪಳಿಸುವುದು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 3.5 | ಅಗಾಗ್ಗೆ ಸರಿಯಾದ ಕಾರಣವಿಲ್ಲದೇ ನಗು ಅಥವಾ ಅಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.6 | ಬಹಳ ಹೊತ್ತು ಶೂನ್ಯದಲ್ಲಿ ಮುಳುಗಿರುವಂತೆ ಅಥವಾ ಏನೂ ಮಾಡದೆ ಸೋಮಾರಿಯಂತೆ ಕುಳಿತಿರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.7 | ನೈಜ ಬೆಳಕಿನಲ್ಲಿ ಕಣ್ಣು ಮುಚ್ಚುವುದು ಅಥವಾ ಸಿಡುಕುವುದು ಅಥವಾ ಓರೆಗಣ್ಣಿನಿಂದ ನೋಡುವುದು- ಈ ರೀತಿ ವರ್ತಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.8 | ಒಂದು ಶಬ್ದ ಅಥವಾ ಪದವನ್ನು ಮತ್ತೆ ಮತ್ತೆ ಪುನರಾವರ್ತಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 3.9 | ಅಟವಾಡುವಾಗ ಬೇರೆ ಮಕ್ಕಳನ್ನು ಅನುಕರಿಸುವುದು ಅಥವಾ ಅನುಸರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬಿ 3: ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಬಿ 3.1 | ಆಟಿಕೆಗಳೊಂದಿಗೆ ಚೆನ್ನಾಗಿ ಆಡುತ್ತದೆಯೇ? ಉದಾ: ಚೆಂಡನ್ನು ಉರುಳಿಸುವುದು, ಕಾರನ್ನು ನೂಕುವುದು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.2 | ಸ್ವಲ್ಪ ಎತ್ತರವಿರುವ ಕುರ್ಚಿಯನ್ನು ಹತ್ತುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.3 | ಬಿಸ್ಕತ್ತಿಸಂತಹ ಗರಿ ಪದಾರ್ಥಗಳನ್ನು ಅಗಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.4 | ಸಣ್ಣ ಪದಾರ್ಥಗಳನ್ನು ಡಬ್ಬಿಗೆ ಹಾಕುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.5 | ಸಣ್ಣ-ಮಟ್ಟಿ ಅಡಚಣೆಗಳನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಉದಾ: ಮುಚ್ಚಿದ ಬಾಗಿಲನ್ನು ತೆಗೆಯುವುದು, ಅಡ್ಡವಿರುವ ವಸ್ತುವನ್ನು ಸರಿಸುವುದು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.6 | ಒಂದು ಪಾತ್ರೆಯಿಂದ ಇನ್ನೊಂದಕ್ಕೆ ಪದಾರ್ಥಗಳನ್ನು ಹಾಕುವುದು/ಸುರಿಯುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.7 | ಅಟದ ಚಟುವಟಿಕೆಯಾಗಿ, ಕಾಫಿ/ಟೀ ತಯಾರಿಸುವ ಹಾಗೆ ನಟಿಸುವುದು; ಕೃತಕ ಟೆಲಿಫೋನಿನಲ್ಲಿ ಮಾತನಾಡುವುದು - ಈ ರೀತಿ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.8 | ತಾನಾಗಿಯೇ ಪುಸ್ತಕದಲ್ಲಿ ಪೆನ್ ಅಥವಾ ಪೆನ್ಸಿಲಿನಿಂದ ಗೀಚುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 3.9 | ತನ್ನನ್ನು ತಾನು ಮಾತಿನ ಮೂಲಕ ವ್ಯಕ್ತ ಪಡಿಸಿಕೊಳ್ಳಲು, ಬೇರೆ ಬೇರೆ ರೀತಿಯ ಭಾವಾಭಿನಯ ಅಥವಾ ಧ್ವನಿಯಲ್ಲಿ ಏರಿಳಿತಗಳನ್ನು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳ ಭಾಷಾರ್ಜನೆ

- ಒಂದು ತಾಕೆವಣ್ಣ

(18-21 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳೆಯುವ ಪ್ರಶ್ನೆಗಳ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಯನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೇ, ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿಖರತೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದನ್ನು ಗುರುತಿಸಿ.

ಭಾ 4 ನಿಮ್ಮ ಮಗುವು

- ಭಾ 4.1 2-3 ಪದಗಳನ್ನು ನಿರರ್ಗಳವಾಗಿ ತಾನಾಗಿಯೇ ಹೇಳುತ್ತದೆಯೇ? ಉದಾ: 'ಅಪ್ಪಾ ಟಾ ಟಾ'; 'ಅಮ್ಮ ಬಾ ಇಲ್ಲಿ' ಇತ್ಯಾದಿ ಹೌದು ಇಲ್ಲ
- ಭಾ 4.2 ಪ್ರಾಣಿಗಳ ಮತ್ತು ವಾಹನಗಳ ಶಬ್ದಗಳನ್ನು ಅನುಕರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಭಾ 4.3 ಕೇಳಿದಾಗ ವಸ್ತುಗಳನ್ನು ಅಥವಾ ವ್ಯಕ್ತಿಗಳನ್ನು ಕಣ್ಣಿನಿಂದಲೇ ಹುಡುಕುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಭಾ 4.4 ಅಳುವುದು ಅಥವಾ ಚೀರುವ ಬದಲು ತನಗೆ ಬೇಕಾದ ವಸ್ತುವಿನ ಕಡೆಗೆ ತೋರಿಸುವ/ಮಧುರ ಶಬ್ದ ಶಬ್ದಗಳನ್ನು ಮಾಡುವ ಮೂಲಕ ಕೇಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಭಾ 4.5 'ಪುಸ್ತಕವನ್ನು ಟೇಬಲಿನ ಮೇಲೆ ಇಡು'; 'ಡಬ್ಬದಲ್ಲಿರುವ ಚೆಂಡನ್ನು ತೆಗೆದುಕೊಂಡು ಬಾ'- ಇಂತಹ ಎರಡು ಸೂಚನೆಗಳನ್ನು ಆದೇಶವನ್ನು ಪಾಲಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಭಾ 4.6 ಕೆಲವು ನಿಶ್ಚಿತ ವಸ್ತುಗಳು ಅಥವಾ ಕಾರ್ಯಗಳಿಗೆ, ನಿರ್ದಿಷ್ಟ ಪದ ಅಥವಾ ಶಬ್ದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಉದಾ: ಬಸ್ಸಿಗೆ 'ಬೂ...' ಎಂದು, ಚಾಕ್ಲೆಟ್‌ಗೆ 'ಚಾಕ್' ಎಂದು ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಭಾ 4.7 ಕೇಳಿದಾಗ ಬೇರೆ ರೂಮಿನಿಂದ ವಸ್ತುವನ್ನು ತರುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಭಾ 4.8 ತನ್ನ ಕಣ್ಣು, ಮೂಗು, ಕಾಲುಗಳನ್ನು ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಭಾ 4.9 ಪರಿಚಿತ ವ್ಯಕ್ತಿಗಳ ಹೆಸರನ್ನು ಹೇಳುತ್ತದೆಯೇ? ಉದಾ: ಚಿಕ್ಕಪ್ಪ, ಚಿಕ್ಕಮ್ಮ, ಸ್ನೇಹಿತರು ಇತ್ಯಾದಿ ಹೌದು ಇಲ್ಲ

ಬೆ 4 ನಿಮ್ಮ ಮಗುವು

- ಬೆ 4.1 ತಂದೆ ತಾಯಿ ಬಂದಾಗ ಸಂತೋಷವಾಗಿ ಬರ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.2 ತನ್ನ ಕೈ-ಕಾಲು ದೇಹವನ್ನು ಅತಿಯಾಗಿ ಚಲನೆ ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.3 ಮಾತನಾಡಿದಾಗ ನಿಮ್ಮ ಕಣ್ಣನ್ನು ದೃಷ್ಟಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.4 ಹಿಂಸಾತ್ಮಕ ವರ್ತನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಉದಾ: ಕಚ್ಚುವುದು, ಹೊಡೆಯುವುದು, ವಸ್ತು/ ಆಟಕಗಳನ್ನು ನೆಲಕ್ಕೆ ಅಪ್ಪಳಿಸುವುದು ಇತ್ಯಾದಿ ಹೌದು ಇಲ್ಲ
- ಬೆ 4.5 ಸುತ್ತಮುತ್ತಲಿನ ವಸ್ತುಗಳನ್ನು ಮುಟ್ಟುವುದು, ವಾಸನೆ ನೋಡುವುದು, ಅಥವಾ ರುಚಿ ನೋಡುವುದು - ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.6 ಸೋಮಾರಿಯಂತೆ ಮತ್ತು ಯಾವುದೋ ವಿಷಯದಲ್ಲಿ ಮುಳುಗಿರುವಂತೆ ಕುಳಿತಿರುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.7 ನೈಟ ಬೆಳಕಿನಲ್ಲಿ ಕಣ್ಣು ಮುಚ್ಚುವುದು, ಸಿಡುಕುವುದು ಅಥವಾ ಓರೆಗಣ್ಣಿನಿಂದ ನೋಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.8 ಬೇರೆಯವರ ಗಮನ ಸೆಳೆಯಲು ಚತುರನಂತೆ ವರ್ತಿಸುತ್ತದೆಯೇ ಅಥವಾ ತನ್ನ ಸಾಮರ್ಥ್ಯ ಪ್ರದರ್ಶಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬೆ 4.9 ಅಟವಾಡುವಾಗ ಬೇರೆ ಮಕ್ಕಳನ್ನು ಅನುಕರಿಸುವುದು ಅಥವಾ ಅನುಸರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಬಿ 4 ನಿಮ್ಮ ಮಗುವು

- ಬಿ 4.1 ಆಟಕಗಳೊಂದಿಗೆ ಚೆನ್ನಾಗಿ ಆಡುತ್ತದೆಯೇ? ಉದಾ: ಚೆಂಡನ್ನು ಉರುಳಿಸುವುದು; ಕಾರನ್ನು ನೂಕುವುದು, ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಬಿ 4.2 ಯಾವ ಸಹಾಯವೂ ಇಲ್ಲದೆ, ಸ್ವಲ್ಪ ಎತ್ತರದ ಕುರ್ಚಿಯಿಂದ ಇಳಿಯುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.3 ಸಹಾಯವಿಲ್ಲದೆ ಮೆಟ್ಟಿಲುಗಳನ್ನು ಹತ್ತುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.4 ತಿನ್ನಬಹುದಾದ ಮತ್ತು ಅಲ್ಲದ ವಸ್ತುಗಳನ್ನು ಭೇದಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.5 ನೆಲದ ಮೇಲೆ ಬಿದ್ದಿರುವ ವಸ್ತುವನ್ನು ಬಿಗ್ಗೆ, ಎತ್ತುಕೊಂಡು, ಮತ್ತೆ ನಿಲ್ಲುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.6 ಬೇರೆಯವರನ್ನು ಅನುಕರಣೆ ಮಾಡಿ, ದೊಡ್ಡ ಚೆಂಡನ್ನು ಕಾಲಿನಿಂದ ಒದೆಯುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.7 ಆಟದ ಚಟುವಟಿಕೆಯಾಗಿ, ಕಾಫಿ/ಟೀ ತಯಾರಿಸುವ ಹಾಗೆ ನಟಿಸುವುದು, ಕೃತಕ ಟೆಲಿಫೋನಿನಲ್ಲಿ ಮಾತನಾಡುವುದು - ಈ ರೀತಿ ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.8 ಪುಸ್ತಕದ ಮೇಲೆ ತಾನಾಗಿಯೇ ಪೆನ್/ಪೆನ್ಸಿಲಿನಿಂದ ಗೀಚುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಬಿ 4.9 ತನ್ನನ್ನು ತಾನು ವ್ಯಕ್ತಪಡಿಸಿಕೊಳ್ಳಲು, ಬೇರೆ ಬೇರೆ ರೀತಿಯ ಭಾವಾಭಿನಯ ಅಥವಾ ಧ್ವನಿಯಲ್ಲಿ ಏರಿಳಿತವನ್ನು ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಮಕ್ಕಳ ಭಾಷಾಭಿವೃದ್ಧಿ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(21-24 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳೆಯುವ ಪ್ರಶ್ನೆಗಳ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಗಳನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೇ, ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿರೀಕ್ಷೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದವನ್ನು ಗುರುತಿಸಿ.

ಭಾ 5 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|--|------|------|
| ಭಾ 5.1 | ಮೂರು ಪದಗಳಿರುವ ವಾಕ್ಯವನ್ನು ಹೇಳುತ್ತದೆಯೇ? ಉದಾ: ನನಗೆ ಹಾಲು ಬೇಕು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.2 | 'ನಾನು', 'ನನಗೆ', 'ನೀನು' - ಎಂಬ ಪದಗಳನ್ನು ಮಾತನಾಡುವಾಗ ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.3 | ಮೂರು ಅಥವಾ ಹೆಚ್ಚು ದೇಹದ ಭಾಗಗಳನ್ನು ತೋರಿಸುತ್ತದೆಯೇ? ಉದಾ: ಕೈ, ಕಾಲು, ತಲೆ ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.4 | ಸೂಕ್ಷ್ಮವಾದ ಮುಖಭಾವವನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.5 | ಸಂಭಾಷಣೆಯಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.6 | ಮಾತನಾಡುವಾಗ ಹೆಚ್ಚಾಗಿ 'ನನ್ನದು' ಎಂಬ ಪದವನ್ನು ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.7 | ಕೇಳಿದಾಗ ಬೇರೆ ರೂಮಿನಿಂದ ವಸ್ತುವನ್ನು ತರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.8 | 'ಹೌದು-ಇಲ್ಲ' ಎಂಬುದನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 5.9 | ಪ,ಕ,ಟ,ಲ,ಡಿ, ಇತ್ಯಾದಿ 3 - 4 ಅಕ್ಷರಗಳನ್ನು ಅನುಕ್ರಮವಾಗಿ ಹೇಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ವ 5 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|---|------|------|
| ವ 5.1 | ತಂದೆ-ತಾಯಿ ಹೊರಗೆ ಹೊರಟಾಗ ದುಃಖ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ ಅಥವಾ ಅಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 5.2 | ತನ್ನ ಕೈ-ಕಾಲು, ದೇಹವನ್ನು ಅತಿಯಾಗಿ ಚಲನೆ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 5.3 | ಮಾತನಾಡಿದಾಗ ನಿಮ್ಮ ಕಣ್ಣನ್ನು ದೃಷ್ಟಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 5.4 | ಹಿಂಸಾತ್ಮಕ ವರ್ತನೆಯನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಉದಾ: ಕಚ್ಚುವುದು, ಹೊಡೆಯುವುದು, ವಸ್ತು/ಆಟಿಕೆಯನ್ನು ನೆಲಕ್ಕೆ ಅಪ್ಪಳಿಸುವುದು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 5.5 | ಬಟ್ಟೆಯ ತುಂಡು, ಕಾಗದದ ಚೂರು, ದಾರ, ಸೂಕ್ಷ್ಮ ಇತ್ಯಾದಿ ನಿರ್ಜೀವ ವಸ್ತುಗಳೊಂದಿಗೆ ಬಹಳ ಹೊತ್ತು ಆಡಲು ಇಷ್ಟಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 5.6 | ಬೇಡದ ವಸ್ತುಗಳನ್ನು ತನ್ನೊಂದಿಗೆ ಇಟ್ಟುಕೊಳ್ಳಲು ಹಠ ಮಾಡುತ್ತದೆಯೇ? ಉದಾ: ಕಡ್ಡಿಗಳು, ಕಲ್ಲಿನ ಚೂರು, ಮರದ ತುಂಡು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 5.7 | ಬೇರೆ ಮಕ್ಕಳೊಂದಿಗೆ ಆಡಲು ಇಷ್ಟಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 5.8 | ಬೇರೆಯವರ ಗಮನ ಸೆಳೆಯಲು ಚತುರನಂತೆ ವರ್ತಿಸುತ್ತದೆಯೇ ಅಥವಾ ತನ್ನ ಸಾಮರ್ಥ್ಯ ಪ್ರದರ್ಶಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 5.9 | ಒಂದೇ ತರಹ ಇರುವ ಚಿತ್ರಗಳನ್ನು ವಸ್ತುಗಳೊಂದಿಗೆ ಹೊಂದಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬಿ 5 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಬಿ 5.1 | ಸನ್ನೆ ಅಥವಾ ಪದಗಳ ಮೂಲಕ ಮೂತ್ರ ವಿಸರ್ಜನೆ ಮಾಡುವುದರ ಬಗ್ಗೆ ಸೂಚಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.2 | ಪುಸ್ತಕದ ಒಂದೊಂದೇ ಹಾಳೆಗಳನ್ನು ತಿರುಗಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.3 | ಒಂದು ಲೋಟ/ಕಪ್‌ನ್ನು ಹಿಡಿದು, ಚೆಲ್ಲಿಕೊಳ್ಳದೇ ತಾನಾಗಿಯೇ ಕುಡಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.4 | ಬೀಳದೆ ಹಾಗೂ ಪಾಲದೆಯೇ ಒಂದು ರೂಮಿನ ಸುತ್ತ ನಡೆಯುತ್ತದೆಯೇ ಅಥವಾ ಓಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.5 | ಬಾಕ್ಸೆಟ್ ಅಥವಾ ಸಿಹಿ ತಿಂಡಿಗಳ ಸುತ್ತ ಇರುವ ಕಾಗದವನ್ನು ಬಿಚ್ಚುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.6 | ದೊಡ್ಡ ಚೆಂಡನ್ನು ಒಡೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.7 | ಮನೆಗೆಲಸವನ್ನು ಅನುಕರಣೆ ಮಾಡುವುದು ಅಥವಾ ಆಟದಲ್ಲಿ ಬೇರೆ ಮಕ್ಕಳನ್ನು ಅನುಕರಿಸುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.8 | ಪುಸ್ತಕದ ಮೇಲೆ ಪೆನ್/ಪೆನ್ಸಿಲಿನಿಂದ ಗೀಚುತ್ತಿದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 5.9 | ನೆಟ್ಟನೆಯ ಗೆರೆಯ ಮೇಲೆ ನಡೆಯುವಾಗ ಸಮತೋಲನ ಕಾಪಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳಲ್ಲಿ ಭಾಷಾಜ್ಞಾನ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(24 - 27 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳೆಯುವ ಪ್ರಶ್ನೆಗಳ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಯನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೇ, ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿಖರತೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದನ್ನು ಗುರುತಿಸಿ.

ಭಾ 6 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಭಾ 6.1 | 'ಅದು ಏನು?' 'ನಿನ್ನದು ಎಲ್ಲಿ?' , ಇತ್ಯಾದಿ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.2 | ಮಾತನಾಡುವಾಗ 'ಹೌದು-ಇಲ್ಲ', 'ನಾನು-ನೀನು' ಎಂಬುದನ್ನು ಸೂಕ್ತವಾಗಿ ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.3 | 4 ಕ್ಕಿಂತ ಹೆಚ್ಚು ದೇಹ ಭಾಗಗಳನ್ನು ಗುರುತಿಸುತ್ತದೆಯೇ? ಉದಾ: ಕೈ, ಕಾಲು, ತಲೆ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.4 | 'ಬೂಟುಗಳನ್ನು ತೆಗೆದಿಡು', 'ತಟ್ಟೆಯನ್ನು ಹಿಂದಕ್ಕೆ ಇಡು' ಇತ್ಯಾದಿ ಸೂಚನೆಗಳನ್ನು ಪಾಲಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.5 | ಗೊಂಬೆಗಳೊಂದಿಗೆ ಮತ್ತು ಇತರರೊಂದಿಗೆ ಸಂಭಾಷಣೆ ಮುಂದುವರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.6 | ಮಾತನಾಡುವಾಗ ಹೆಚ್ಚಾಗಿ 'ನನ್ನದು' ಎಂಬ ಪದವನ್ನು ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.7 | ಜೋರಾಗಿ ಓದಿ ಹೇಳುವುದನ್ನು ಕೇಳಲು ಇಷ್ಟ ಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.8 | ಕನಿಷ್ಠ ಎರಡು ನಕಾರಾತ್ಮಕ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಉದಾ: 'ನನಗೆ ಬೇಡ' ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 6.9 | 'ಬಾ', 'ಹೋಗು', 'ಕುಳಿತುಕೋ' ಎಂಬ ಒಂಟಿ ಪದಗಳನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ವ 6 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|--|------|------|
| ವ 6.1 | ಸರಳವಾದ ತೊಂದರೆಗಳನ್ನು/ಅಪಾಯಗಳನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಮಳೆ ಬಂದಾಗ ಒಳಗೆ ಬರುವುದು; ಮೆಟ್ಟಿಲು ಇಳಿಯುವಾಗ ಎಚ್ಚರ ವಹಿಸುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 6.2 | ಆಟದ ಚಟುವಟಿಕೆಗಳನ್ನು ತಾನಾಗಿಯೇ ಪ್ರೇರೇಪಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಉದಾ: ಪುಸ್ತಕದಲ್ಲಿನ ಚಿತ್ರಗಳನ್ನು ವೀಕ್ಷಿಸುವುದು, ಬ್ಲಾಕ್ ಗಳನ್ನು ಜೋಡಿಸುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 6.3 | ಹೆಚ್ಚಿನ ಸಮಯ ಅಶಾಂತವಾಗಿರುವುದು ಅಥವಾ ಕೈ ಕಾಲುಗಳನ್ನು ಅತಿಯಾಗಿ ಚಲನೆ ಮಾಡುವುದೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 6.4 | ಬಹಳ ಹೊತ್ತು ಒಂಟಿಯಾಗಿರುವುದೇ ಅಥವಾ ಶೂನ್ಯದಲ್ಲಿ ನೋಡುತ್ತಾ ಕೂರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 6.5 | ಗೊಂಬೆಗಳೊಂದಿಗೆ ಮತ್ತು ಇತರರೊಂದಿಗೆ ಸಂಭಾಷಣೆ ಮುಂದುವರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 6.6 | ಮಾತನಾಡುವಾಗ ಹೆಚ್ಚಾಗಿ 'ನನ್ನದು' ಎಂಬ ಪದವನ್ನು ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 6.7 | ಜೋರಾಗಿ ಓದಿ ಹೇಳುವುದನ್ನು ಕೇಳಲು ಇಷ್ಟ ಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 6.8 | ಕನಿಷ್ಠ ಎರಡು ನಕಾರಾತ್ಮಕ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಉದಾ: 'ನನಗೆ ಬೇಡ' ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 6.9 | ತಂದೆ-ತಾಯಿಯರು ಬಂದಾಗ ಸಂತೋಷ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬಿ 6 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಬಿ 6.1 | ಸನ್ನೆ ಅಥವಾ ಪದಗಳ ಮೂಲಕ ಮೂತ್ರ ವಿಸರ್ಜನೆ ಮಾಡುವುದರ ಬಗ್ಗೆ ಸೂಚಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.2 | ಆಟದ ಚಟುವಟಿಕೆಗಳನ್ನು ತಾನಾಗಿಯೇ ಪ್ರೇರೇಪಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ಪುಸ್ತಕದಲ್ಲಿನ ಚಿತ್ರಗಳನ್ನು ವೀಕ್ಷಿಸುವುದು, ಬ್ಲಾಕ್‌ಗಳನ್ನು ಜೋಡಿಸುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.3 | ಅತಿಯಾಗಿ ಚೆಲ್ಲಿಕೊಳ್ಳದೆ ಚಮಚದಲ್ಲಿ ತಿನ್ನುವುದು, ಲೋಟದಲ್ಲಿ ಕುಡಿಯುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.4 | ನಲದಿಂದ ಒಂದು ಕಾಲನ್ನು ಎತ್ತಿ ಹಾರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.5 | ಬಾಗಿಲಿನ ಚಿಲಕ ಹಾಕಿ-ತೆಗೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.6 | ನಿರ್ದಿಷ್ಟ ದಿಕ್ಕಿನ ಕಡೆಗೆ ಚೆಂಡನ್ನು ಒದೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.7 | ಮನೆಗೆಲಸವನ್ನು ಅನುಕರಣೆ ಮಾಡುವುದು ಅಥವಾ ಆಟದಲ್ಲಿ ಬೇರೆ ಮಕ್ಕಳನ್ನು ಅನುಕರಿಸುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.8 | ಗೀಚುವಾಗ ಪೆನ್ ಅಥವಾ ಕ್ರಯಾಸ್ಸನ್ನು ಸರಿಯಾಗಿ ಹಿಡಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 6.9 | ನೆಟ್ಟನೆಯ ಗೆರೆಯ ಮೇಲೆ ನಡೆಯುವಾಗ ಸಮತೋಲನ ಕಾಪಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳಲ್ಲಿ ಭಾಷಾಭಾಷನೆ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(27 - 30 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳಿಯುವ ಪ್ರಶ್ನೆಗಳೆ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಯನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೋ, ಇಲ್ಲವೋ ಎಂಬುದರ ಅಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿರೀಕ್ಷೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದನ್ನು ಗುರುತಿಸಿ.

ಭಾ 7 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಭಾ 7.1 | ತನ್ನ ಹೆಸರು ಹೇಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.2 | ಬೇರೆ ಮಕ್ಕಳು ಹಾಗೂ ದೊಡ್ಡವರೊಂದಿಗೆ ಮಾತನಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.3 | ತನಗೆ ಹೇಳಿದ ಮಾತುಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.4 | 'ಇದು ಏನು?' ಎಂಬ ಪ್ರಶ್ನೆಗೆ ಆ ವಸ್ತುವಿನ ಹೆಸರು ಹೇಳುವ ಮೂಲಕ ಉತ್ತರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.5 | ಸಂಭಾಷಣೆಯಲ್ಲಿ 'ಇಲ್ಲಿ-ಅಲ್ಲಿ'; 'ಮೇಲೆ-ಕೆಳಗೆ'; 'ಹೆಚ್ಚು-ಕಡಿಮೆ' - ಇಂತಹ ಪದಗಳನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.6 | ಸಂಗೀತಕ್ಕೆ ಹಾಡಿ ಕುಣಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.7 | ಜೋರಾಗಿ ಓದಿ ಹೇಳುವುದನ್ನು ಕೇಳಲು ಇಷ್ಟಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.8 | ತನ್ನನ್ನು ತಾನು ಹೆಸರಿನ ಬದಲು 'ನಾನು' ಎಂಬ ಪದದಿಂದ ಉಲ್ಲೇಖಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 7.9 | ನಕಾರಾತ್ಮಕ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಉದಾ: 'ನನಗೆ ಬೇಡ', 'ಹೋಗಬೇಡ' ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |

ವ 7 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|--|------|------|
| ವ 7.1 | ಸರಳ ತೊಂದರೆ/ಅಪಾಯಗಳನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಮಳೆ ಬಂದಾಗ ಒಳಗೆ ಬರುವುದು; ಮೆಟ್ಟಿಲು ಇಳಿಯುವಾಗ ಎಚ್ಚರ ವಹಿಸುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 7.2 | ದಿನಚರಿ ಅಥವಾ ಸುತ್ತ ಮುತ್ತಲಿನ ಅಲ್ಪ-ಸ್ವಲ್ಪ ವ್ಯತ್ಯಾಸಗಳಿಗೆ ತೀವ್ರವಾಗಿ ಪ್ರತಿಕ್ರಿಯಿಸುವುದೇ?
ಉದಾ: ಆಟಿಕೆ ಅಥವಾ ಕುರ್ಚಿಗಳನ್ನು ರೂಮಿನ ಬೇರೆ ಜಾಗದಲ್ಲಿ ಇಟ್ಟಾಗ, ಆಹಾರದ ರುಚಿಯಲ್ಲಿ ವ್ಯತ್ಯಾಸವಾದಾಗ ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 7.3 | ಹೆಚ್ಚಿನ ಸಮಯ ಅಶಾಂತವಾಗಿರುವುದು ಅಥವಾ ಕೈ-ಕಾಲು ದೇಹವನ್ನು ಅತಿಯಾಗಿ ಚಲನೆ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 7.4 | ಬಹಳ ಹೊತ್ತು ಒಟಿಯಾಗಿರುವುದು ಅಥವಾ ಶೂನ್ಯದಲ್ಲಿ ನೋಡುತ್ತಾ ಕೂರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 7.5 | ಬೇರೆ ಮಕ್ಕಳೊಂದಿಗೆ ಆಡಲು ಇಷ್ಟಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 7.6 | ಟಿ.ವಿ.ಯಲ್ಲಿ ಬರುವ ಕೆಲವು ಕಾರ್ಯಕ್ರಮಗಳು, ಉದಾ: ಕಾರ್ಟೂನ್, ಮಕ್ಕಳ ಕಾರ್ಯಕ್ರಮ, ಇತ್ಯಾದಿ ನೋಡಿ ಸಂತೋಷಪಡುವುದೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 7.7 | ಹೋಗಳಿದಾಗ ಸಂತೋಷ ವ್ಯಕ್ತಪಡಿಸುವುದೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 7.8 | ಕೆಲವು ಶಬ್ದ ಅಥವಾ ಪದಗಳನ್ನು ಮತ್ತೆ ಮತ್ತೆ ಪುನರುಚ್ಚರಿಸುವುದೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 7.9 | ಕೆಲವು ಸರಳ ದಿನಚರಿಯ ಕಾರ್ಯಗಳನ್ನು ಕಲಿಯಲು ಕಷ್ಟಪಡುತ್ತದೆಯೇ? ಉದಾ: ಪೆನ್ನಿನ ಮುಚ್ಚಳ ತೆಗೆಯುವುದು, ಚಪ್ಪಲಿ ಹಾಕಿ ಕೊಳ್ಳುವುದು, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |

ಬೆ 7 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಬೆ 7.1 | ಸನ್ನೆ ಅಥವಾ ಪದಗಳ ಮೂಲಕ ಮೂತ್ರ ವಿಸರ್ಜನೆ ಮಾಡುವುದರ ಬಗ್ಗೆ ಸೂಚಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.2 | 3-5 ಸೆಕೆಂಡುಗಳ ಕಾಲ ಒಟಿ ಕಾಲಿನಲ್ಲಿ ನಿಂತು ಸಮತೋಲನ ಕಾಪಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.3 | ಗುಂಡಿಗಳು ಅಥವಾ ಜಿಪ್ಪನ್ನು ಹಾಕುವುದು, ತೆಗೆಯುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.4 | ನೆಲದಿಂದ ಒಂದು ಕಾಲನ್ನು ಎತ್ತಿ ಹಾಕುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.5 | ತಾಳಕ್ಕೆ ಅಥವಾ ಸೂಚನೆಗೆ ಸರಿಯಾಗಿ ಹೆಜ್ಜೆ ಹಾಕುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.6 | ಬಾಟಲಿಯ ಮುಚ್ಚಳವನ್ನು ತಿರುಗಿಸಿ ತೆರೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.7 | ಮನೆಗೆಲಸಗಳನ್ನು ನಕಲು ಮಾಡುತ್ತದೆಯೇ ಅಥವಾ ಆಟವಾಡುವಾಗ ಬೇರೆ ಮಕ್ಕಳನ್ನು ಅನುಕರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.8 | ಗೀಚುವಾಗ ವೆನ್ ಅಥವಾ ಕ್ರಯಾನ್ಯನ್ನು ಸರಿಯಾಗಿ ಹಿಡಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬೆ 7.9 | ಒಗಟು ಅಥವಾ ಆಟದ ಸಮಸ್ಯೆಗಳನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಬಗೆಹರಿಸಲು ಪ್ರಯತ್ನಿಸುವುದೇ? | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳ ಭಾಷಾರ್ಜನೆ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(30 - 33 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳೆಯುವ ಪ್ರಶ್ನೆಗಳೆ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಗಳನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೋ, ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿರೀಕ್ಷೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದವನ್ನು ಗುರುತಿಸಿ.

ಭಾ ೮ ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|--|------|------|
| ಭಾ 8.1 | ಕಥೆಗಳನ್ನು ಸಂತೋಷದಿಂದ ಅಲಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.2 | ಸಮಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಕೆಲವು ಸರಳ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ನಿನ್ನ ರಾತ್ರಿ, ನಾಳೆ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.3 | ಕೆಲವು ಬಹುವಚನಗಳನ್ನು ರೂಪಿಸುತ್ತದೆಯೇ? ಉದಾ: ಪುಸ್ತಕ-ಪುಸ್ತಕಗಳು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.4 | 'ನೀನು ಎಲ್ಲಿಗೆ ಹೋಗಿದ್ದೆ?' 'ನಿನ್ನ ಅಟದ ಕಾರು ಎಲ್ಲಿ?' ಇಂತಹ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.5 | 'ಇದು ಏನು'? ಎಂಬ ಪ್ರಶ್ನೆಗೆ ಆ ವಸ್ತುವಿನ ಹೆಸರು ಹೇಳುವ ಮೂಲಕ ಉತ್ತರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.6 | ತನಗೆ ಆದ ಕೆಲವು ಸರಳ ಅನುಭವಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ಬೆಳಗಿನಿಂದ ತಾನು ಏನೇನು ಮಾಡಿದೆ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.7 | ಕೇಳಿಕೊಂಡಾಗ, ಆಟದ ಸಾಮಾನು ತೆಗೆದಿಡುವುದು, ತಂದು ಕೊಡುವುದು ಇತ್ಯಾದಿ ಸಹಾಯ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.8 | 'ಹೌದು-ಇಲ್ಲ' 'ನಾನು-ನೀನು' ಈ ಪದಗಳನ್ನು ಸರಿಯಾಗಿ ಬಳಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 8.9 | ಕಾರಣಗಳನ್ನು ಹೇಳಿದರೆ ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಉದಾ: ಮಳೆ ಬರುತ್ತಿದೆ, ಹೊರಗೆ ಹೋಗಬೇಡ; ಚಾಕು ಚೂಪಾಗಿದೆ, ಮುಟ್ಟಬೇಡ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |

ವ ೮ ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|--|------|------|
| ವ 8.1 | ಸರಳ ತೊಂದರೆ/ಅಪಾಯಗಳನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಮಳೆ ಬಂದಾಗ ಒಳಗೆ ಬರುವುದು; ಮೆಟ್ಟಿಲು ಇಳಿಯುವಾಗ ಎಚ್ಚರ ವಹಿಸುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 8.2 | ದಿನಚರಿ ಅಥವಾ ಸುತ್ತ ಮುತ್ತಲಿನ ಅಲ್ಪ-ಸ್ವಲ್ಪ ವ್ಯತ್ಯಾಸಗಳಿಗೆ ಮಗುವು ತೀವ್ರವಾಗಿ ಪ್ರತಿಕ್ರಿಯಿಸುವುದೇ? ಉದಾ: ಆಟಿಕೆ ಅಥವಾ ಕುರ್ಚಿಗಳನ್ನು ರೂಮಿನ ಬೇರೆ ಜಾಗದಲ್ಲಿ ಇಟ್ಟಾಗ ಆಹಾರದ ರುಚಿಯಲ್ಲಿ ವ್ಯತ್ಯಾಸವಾದಾಗ ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 8.3 | ಅಪಾಯಗಳ ಅರಿವು ಇದೆಯೇ? ಉದಾ: ಬೆಂಕಿ, ಚೂಪಾದ ಪದಾರ್ಥಗಳು, ಇತ್ಯಾದಿ | ಹೌದು | ಇಲ್ಲ |
| ವ 8.4 | ಬಹಳ ಹೊತ್ತು ಒಂಟಿಯಾಗಿರುವುದು ಅಥವಾ ಶೂನ್ಯದಲ್ಲಿ ನೋಡುತ್ತಿರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.5 | ಆಟದ ಚಟುವಟಿಕೆಯಾಗಿ ತರಕಾರಿ, ಹೂವು, ಏನ್ ಕ್ರೀಂ ಮಾರುವವರಂತೆ ನಟನೆ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.6 | ಗಮನವನ್ನು ಕೇಂದ್ರೀಕರಿಸಲು ಕಷ್ಟಪಡುತ್ತದೆಯೇ ಅಥವಾ ಸುಲಭವಾಗಿ ವಿಚಲಿತಗೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.7 | ಹಿಂಸಾತ್ಮಕ ವರ್ತನೆಯನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಉದಾ: ಹೊಡೆಯುವುದು, ಒದೆಯುವುದು, ಮುರಿಯುವುದು ಇತ್ಯಾದಿ | ಹೌದು | ಇಲ್ಲ |
| ವ 8.8 | ಬೇರೆಯವರು ಹೇಳಿದ ವಾಕ್ಯ ಅಥವಾ ಪ್ರಶ್ನೆಯನ್ನೇ ಮತ್ತೇ ಮತ್ತೇ ಪುನರುಚ್ಚರಿಸುವುದೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.9 | ಕೆಲವು ಸರಳ ಕಾರ್ಯಗಳನ್ನು ನೆನಪಿನಲ್ಲಿಟ್ಟುಕೊಳ್ಳಲು ಕಷ್ಟಪಡುತ್ತದೆಯೇ ಅಥವಾ ಸಾಮಾನ್ಯವಾದ ಹೆಸರು/ಪದಗಳನ್ನು ಮರೆತು ಬಿಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬಿ ೮ ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಬಿ 8.1 | ಸನ್ನೆ ಅಥವಾ ಪದಗಳ ಮೂಲಕ ಮೂತ್ರ ವಿಸರ್ಜನೆ ಮಾಡುವುದರ ಬಗ್ಗೆ ಸೂಚಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.2 | 3-5 ಸೆಕೆಂಡುಗಳ ಕಾಲ ಒಂಟಿ ಕಾಲಿನಲ್ಲಿ ನಿಂತು ಸಮತೋಲನ ಕಾಪಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.3 | ಕ್ರಾಸ್/ಪ್ಲೇಸ್ ಚಿಹ್ನೆಯನ್ನು ನಕಲು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.4 | ಹಾರುವುದು, ಕುಪ್ಪಳಿಸುವುದು, ಸೈಕಲ್ ಓಡಿಸುವುದು, ಇತ್ಯಾದಿ ದೈಹಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.5 | ಯಾವ ಆಧಾರವೂ ಇಲ್ಲದೇ, ಮುಂದಿನ ದಿಕ್ಕಿನಡೆಗೆ ಒಂದು ಚಿಕ್ಕ ಚೆಂಡನ್ನು ಒದೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.6 | ಹಲ್ಲು ಉಚ್ಚುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.7 | ಮನೆಗೆಲಸಗಳಲ್ಲಿ ಅಥವಾ ಆಟಗಳಲ್ಲಿ ಬೇರೆಯವರನ್ನು ಅನುಕರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.8 | ಮೂರು ಬೆರಳಿನ ಹಿಡಿತದಲ್ಲಿ ಪೆನ್ ಅಥವಾ ಕ್ರಯಾನ್ಸ್‌ನ್ನು ಹಿಡಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 8.9 | ಸಮಸ್ಯೆ ಬಗೆಹರಿಸುವ ಆಟಗಳಲ್ಲಿ ವಸ್ತುಗಳನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಜೋಡಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಚಿತ್ರಗಳನ್ನು ಜೋಡಿಸುವ ಆಟ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |

ಮಕ್ಕಳಲ್ಲಿ ಭಾಷಾಣನ

- ಒಂದು ತಾಳೆಪಟ್ಟಿ

(33 - 36 ತಿಂಗಳ ಮಕ್ಕಳಿಗೆ)

ಈ ತಾಳೆ ಪಟ್ಟಿಯು ವಿವಿಧ ನಿಮ್ಮ ಮಗುವಿನ ಭಾಷಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಮಾಪಿಸುವ ಒಂದು ಸಾಧನ. ಇದು ಬುದ್ಧಿಶಕ್ತಿ ಅಳೆಯುವ ಪ್ರಶ್ನೆಗಳ ಅಲ್ಲ. ಪ್ರತಿಯೊಂದು ಪ್ರಶ್ನೆಯನ್ನೂ ಸರಿಯಾಗಿ ಓದಿ ಹಾಗೂ ಅದರಲ್ಲಿ ಉಲ್ಲೇಖಿಸಿರುವ ವರ್ತನೆಯು ನಿಮ್ಮ ಮಗುವಿನಲ್ಲಿ ಇದೆಯೋ, ಇಲ್ಲವೋ ಎಂಬುದರ ಆಧಾರದ ಮೇಲೆ 'ಹೌದು' ಅಥವಾ 'ಇಲ್ಲ' ಎಂಬುದರ ಮೇಲೆ (✓) ಚಿಹ್ನೆಯನ್ನು ಹಾಕಿರಿ. ಯಾವುದಾದರೂ ಅಂಶದ ಬಗ್ಗೆ ನಿಮಗೆ ನಿರೀಕ್ಷೆ ಇಲ್ಲವಾದರೆ, ಹೆಚ್ಚಾಗಿ ಸಂಭವಿಸಬಹುದಾದದ್ದನ್ನು ಗುರುತಿಸಿ.

ಭಾ 9 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|---|------|------|
| ಭಾ 9.1 | ಕಥೆಗಳನ್ನು ಸಂತೋಷದಿಂದ ಆಲಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.2 | ಸಮಯವನ್ನು ಗಡಿಯಾರಕ್ಕೆ ಸಂಬಂಧಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.3 | ಕೆಲವು ಬಹುವಚನಗಳನ್ನು ರೂಪಿಸುತ್ತದೆಯೇ? ಉದಾ: ಪುಸ್ತಕ-ಪುಸ್ತಕಗಳು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.4 | 'ನೀನು ಎಲ್ಲಿಗೆ ಹೋಗಿದ್ದೇ?' 'ನಿನ್ನ ಅಟದ ಕಾರು ಎಲ್ಲಿ?' ಇಂತಹ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.5 | ತನ್ನ ಲಿಂಗವನ್ನು ಹೇಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.6 | ತನಗೆ ಆದ ಕೆಲವು ಸರಳ ಅನುಭವಗಳನ್ನು ಹಂಚಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಉದಾ: ಬೆಳಗಿನಿಂದ ತಾನು ಏನೇನು ಮಾಡಿದೆ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.7 | 'ದೊಡ್ಡದು-ಚಿಕ್ಕದು' 'ಮುಂದೆ-ಹಿಂದೆ'; 'ಒಳಗೆ-ಹೊರಗೆ' 'ವೇಗ-ನಿಧಾನ' ಇವುಗಳ ಅಂತರ ತಿಳಿದುಕೊಂಡಿದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.8 | ಹೇಳಿಕೊಟ್ಟ ಪದ್ಯಗಳು ಮತ್ತು ಹಾಡುಗಳನ್ನು ಪುನರುಚ್ಚರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಭಾ 9.9 | ಕಥೆಗಳನ್ನು ಹೇಳಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ವ 9 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|-------|--|------|------|
| ವ 8.1 | ಸರಳ ತೊಂದರೆ/ಅಪಾಯಗಳನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ? ಉದಾ: ಮಳೆ ಬಂದಾಗ ಒಳಗೆ ಬರುವುದು; ಮೆಟ್ಟಿಲು ಇಳಿಯುವಾಗ ಎಚ್ಚರ ವಹಿಸುವುದು ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 8.2 | ದಿನಚರಿ ಅಥವಾ ಸುತ್ತ ಮುತ್ತಲಿನ ಅಲ್ಪ-ಸ್ವಲ್ಪ ವ್ಯತ್ಯಾಸಗಳಿಗೆ ಮಗುವು ತೀವ್ರವಾಗಿ ಪ್ರತಿಕ್ರಿಯಿಸುವುದೇ? ಉದಾ: ಆಟಿಕೆ ಅಥವಾ ಕುರ್ಚಿಗಳನ್ನು ರೂಪಿಸಿದ ಬೇರೆ ಜಾಗದಲ್ಲಿ ಇಟ್ಟಾಗ, ಆಹಾರದ ರುಚಿಯಲ್ಲಿ ವ್ಯತ್ಯಾಸವಾದಾಗ, ಇತ್ಯಾದಿ. | ಹೌದು | ಇಲ್ಲ |
| ವ 8.3 | ಅಗಾಗ್ಗೆ ಅಶಾಂತವಾಗಿರುತ್ತದೆಯೇ ಅಥವಾ ಕೈ-ಕಾಲು ದೇಹವನ್ನು ಅತಿಯಾಗಿ ಚಲನೆ ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.4 | ಬಹಳ ಹೊತ್ತು ಒಂಟಿಯಾಗಿರುವುದು ಅಥವಾ ಶೂನ್ಯದಲ್ಲಿ ನೋಡುತ್ತಿರುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.5 | ನೈಟಿ ಬೆಳಕಿನಲ್ಲಿ ಕಣ್ಣು ಮುಚ್ಚಿಕೊಳ್ಳುವುದು, ಸಿಡುಕುವುದು ಅಥವಾ ಓರೆಗೆಣ್ಣಿನಿಂದ ನೋಡುವುದು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.6 | ದುಡ್ಡಿನಿಂದ ವಸ್ತುಗಳನ್ನು ಖರೀದಿಸಬಹುದು ಅಥವಾ ದುಡ್ಡಿನ ಬೆಲೆಯ ಬಗ್ಗೆ ತಿಳಿವಳಿಕೆಯಿದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.7 | ತಾನೇ ಸ್ವತಂತ್ರವಾಗಿ ಕೂತು, ತಿನ್ನಲು ಇಷ್ಟಪಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.8 | ಬೇರೆಯವರು ಹೇಳಿದ ವಾಕ್ಯ ಅಥವಾ ಪ್ರಶ್ನೆಯನ್ನೇ ಮತ್ತೇ ಮತ್ತೇ ಪುನರುಚ್ಚರಿಸುವುದೇ? | ಹೌದು | ಇಲ್ಲ |
| ವ 8.9 | ಗುಂಪು ಆಟಗಳಲ್ಲಿ ತನ್ನ ಸರದಿಗಾಗಿ ಕಾಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

ಬಿ 9 ನಿಮ್ಮ ಮಗುವು

- | | | | |
|--------|--|------|------|
| ಬಿ 9.1 | ಕಥೆ, ಹಾಡು ಅಥವಾ ನೃತ್ಯದ ಮೂಲಕ ಬೇರೆಯವರನ್ನು ರಂಜಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.2 | 3-5 ಸೆಕೆಂಡುಗಳ ಕಾಲ ಒಂಟಿಕಾಲಿನಲ್ಲಿ ನಿಂತು ಸಮತೋಲನ ಕಾಪಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.3 | ಗೋಲಾಕಾರ ಅಥವಾ ವೃತ್ತವನ್ನು ನಕಲು ಮಾಡುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.4 | ಹಾರುವುದು, ಕುಣಿಯುವುದು- ಇಂತಹ ದೈಹಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.5 | ಯಾವ ಆಧಾರವೂ ಇಲ್ಲದೇ, ಚಿಕ್ಕ ಚೆಂಡನ್ನು ಮುಂದಿನ ದಿಕ್ಕಿನಲ್ಲಿ ಒದೆಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.6 | ಫ್ರಾಕ್ ಅಥವಾ ಶರ್ಟನ್ನು ಯಾವ ಸಹಾಯವೂ ಇಲ್ಲದೇ ಹಾಕಿಕೊಳ್ಳುತ್ತದೆಯೇ? (ಗುಂಡಿ ಹಾಕದಿದ್ದರೂ ಪರವಾಗಿಲ್ಲ) | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.7 | ಮನೆಗೆಲಸಗಳಲ್ಲಿ ಅಥವಾ ಆಟಗಳಲ್ಲಿ ಬೇರೆಯವರನ್ನು ಅನುಕರಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.8 | ಮೂರು ಬೆರಳಿನ ಹಿಡಿತದಲ್ಲಿ ಪೆನ್ ಅಥವಾ ಕ್ರಯಾನ್ಸ್ನ್ನು ಹಿಡಿಯುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |
| ಬಿ 9.9 | ಮೊವ-ಬಣ್ಣಗಳಾದ ಕೆಂಪು, ನೀಲಿ, ಹಳದಿ, ಬಿಳಿ, ಕಪ್ಪು, ಇತ್ಯಾದಿ ಗುರುತಿಸುತ್ತದೆಯೇ? | ಹೌದು | ಇಲ್ಲ |

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತೀ 1

- ಸ್ತೀ1.1 ನಿಮ್ಮ ಮಗುವು ಒಂದು ವಸ್ತು ಅಥವಾ ಪರಿಚಿತ ವ್ಯಕ್ತಿಯನ್ನು ಹೆಸರಿಸಿದಾಗ, ಅವರಿದ್ದ ಕಡೆಗೆ ತಿರುಗುತ್ತದೆಯೇ ಅಥವಾ ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಸ್ತೀ1.2 ನಿಮ್ಮ ಮಗುವು ಸರಳ ಆದೇಶಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಉದಾ: ಟಾ ಟಾ ಹೇಳು; ಬೈ ಬೈ ಮಾಡು ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಸ್ತೀ1.3 ನಿಮ್ಮ ಮಗುವು ಒಂದು ಕಾರ್ಯವನ್ನು ಹೆಸರಿಸಿದಾಗ, ಅದನ್ನು ನಟನೆ ಅಥವಾ ಮೂಕಾಭಿನಯದ ಮೂಲಕ ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಉದಾ: ಕಾರು ಹೇಗೆ ಚಲಿಸುತ್ತದೆ?

ವ್ಯ 1

- ವ್ಯ1.1 ನಿಮ್ಮ ಮಗು ಕೇಳಿದಾಗ ತಂದೆ ಮತ್ತು ತಾಯಿಗಳನ್ನು ತೋರಿಸುವುದು ಅಥವಾ ಹೆಸರಿಸುವುದು ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ವ್ಯ1.2 ನಿಮ್ಮ ಮಗುವು ತನಗೆ ಬೇಕಾದ ವಸ್ತುವನ್ನು ಪಡೆಯಲು 'ಕೊಡು' ಎನ್ನುವುದರ ಜೊತೆ ಅದರ ಕಡೆ ತೋರಿಸುವುದು ಅಥವಾ ಕೈ ಮುಂದೆ ಚಾಚುವುದು ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ವ್ಯ1.3 ನೀವು ಕೇಳಿದಾಗ ನಿಮ್ಮ ಮಗುವು ಒಂದು ಕಾರ್ಯವು ಪೂರ್ಣವಾಯಿತು ಎಂಬುದರ ಜೊತೆ ಅದರ ಕಡೆ ತೋರಿಸುವುದು ಅಥವಾ ಕೈ ಮುಂದೆ ಚಾಚುವುದು ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಜ್ಞಾ1

- ಜ್ಞಾ1.1 ನಿಮ್ಮ ಮಗುವು ವ್ಯವಸ್ಥಿತವಾದ ಆಟಗಳಲ್ಲಿ ತನ್ನನ್ನು ತೊಡಗಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಉದಾ: (ಪದಗಳಲ್ಲದಿದ್ದರೂ, ಶಬ್ದಗಳೊಂದಿಗೆ)ಕಣ್ಣು ಮುಚ್ಚಾಲೆ, ಚಂಡಾಟ ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ1.2 ನಿಮ್ಮ ಮಗುವು ಹಾಡಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ1.3 ಕೆಲವು ಶಬ್ದಗಳನ್ನು ಮತ್ತು ಮಾತುಗಳನ್ನು ಬಳಸುತ್ತಾ ನಿಮ್ಮ ಮಗುವು ಗೊಂಬೆಗಳೊಂದಿಗೆ ಆಟವಾಡುತ್ತದೆಯೇ? ಉದಾ: ಗೊಂಬೆಯೊಂದಿಗೆ ಮಾತಾಡುವುದು; ಗೊಂಬೆಯನ್ನು ಊಂ_____ ಎಂದು ಹಾಡಿ ಮಲಗಿಸುವುದು..... ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ

3ಅ-ಭಾಷೆ /12-14/02

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತ್ರೀ 2

- ಸ್ತ್ರೀ 2.2 ನಿಮ್ಮ ಮಗುವು ನೀವು ಹೆಸರಿಸಿದ ದೇಹದ ಭಾಗಗಳನ್ನು ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಸ್ತ್ರೀ 2.2 ನಿಮ್ಮ ಮಗುವು 'ಈ ಶರ್ಟ್ ಯಾರದು?' - ಇಂತಹ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿದಾಗ ತನ್ನದು ಎಂದು ಸೂಚಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಸ್ತ್ರೀ 2.3 ಮಾತು ಅಥವಾ ಕೃತ್ಯಗಳನ್ನು ಬಳಸಬೇಕಾದಂತಹ ಸರಳ ಆದೇಶಗಳನ್ನು ನಿಮ್ಮ ಮಗುವು ಅನುಸರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ನಿನ್ನ ಶೂ ತೆಗೆದುಕೊಂಡು ಬಾ, ಒಂದು ಹಾಡು ಹೇಳು (ಮಗುವು ಅ...ಅ...ಎನ್ನುತ್ತದೆ)

ವ್ಯ 2

- ವ್ಯ 2.1 ನಿಮ್ಮ ಮಗುವು 'ಕೊಡು' ಎನ್ನುವ ಮೂಲಕ ಅಥವಾ ಹೆಸರಿಸುವ ಮೂಲಕ ತನಗೆ ಬೇಕಾದ ವಸ್ತುವನ್ನು ಕೇಳಿ ಪಡೆಯುತ್ತದೆಯೇ? ಉದಾ: ಬಿಕ್ಕಿ (ಬಿಸ್ಕತ್ತು) ಹೌದು ಇಲ್ಲ
- ವ್ಯ 2.2 ನಿಮ್ಮ ಮಗುವು ವಸ್ತುಗಳನ್ನು, ಪ್ರಾಣಿಗಳನ್ನು, ತಿನಿಸುಗಳನ್ನು ಹೆಸರಿಸಲು ಪ್ರಾರಂಭಿಸಿದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ವ್ಯ 2.3 ನಿಮ್ಮ ಮಗುವು ಒಂದು ಘಟನೆಯನ್ನು ವಿವರಿಸಲು ವ್ಯಕ್ತಿಯನ್ನು ಹೆಸರಿಸುವುದರ ಜೊತೆಗೆ ಅಭಿನಯವನ್ನು ಮಾಡಿ ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: (ತಂದೆ ಹೊರಗೆ ಹೋದರು ಎಂದು ಸೂಚಿಸಲು) ಅಪ್ಪ ಎಂದು ಹೇಳಿ ಕೈ ಬೀಸುವುದು.

ಜ್ಞಾ 2

- ಜ್ಞಾ 2.1 ಅಪ್ಪ, ಅಮ್ಮ ಅಥವಾ ಬೇರೆ ಪದಗಳನ್ನು ಬಳಸುತ್ತಾ, ನಿಮ್ಮ ಮಗುವು ಪುಸ್ತಕ ಓದುವ ಹಾಗೆ ನಟಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ 2.2 ನಿಮ್ಮ ಮಗುವು ವಿವಿಧ ವಸ್ತುಗಳನ್ನು ಆಡಿಸುವುದರಲ್ಲಿ ತನ್ನ ಕೈಚಳಕ ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ : ರೇಡಿಯೋ ತಿರುಗಿಸುವುದು, ಬ್ಯಾಗನ್ನು ಹೆಗಲಿಗೆ ಹಾಕಿಕೊಳ್ಳುವುದು ಇತ್ಯಾದಿ.
- ಜ್ಞಾ 2.3 ನಿಮ್ಮ ಮಗುವು ಆಟಗಳಲ್ಲಿ ನರ್ತಿಸುವಂತೆ ಸರಿಯಾಗಿ ಹೆಜ್ಜೆ ಹಾಕುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ರತ್ತೋ ರತ್ತೋ ರಾಯನ ಮಗಳೇ..... ; ಆನೆ ಬಂತು ಆನೆ ಇತ್ಯಾದಿ.

3 ಆಯಾಮ ಭಾಷಾರ್ಥನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತೀ 3

- ಸ್ತೀ3.1 ನಿಮ್ಮ ಮಗುವು 'ಎಲ್ಲಿ' ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಅಮ್ಮ ಎಲ್ಲಿ? ಚೆಂಡು ಎಲ್ಲಿದೆ? (ವ್ಯಕ್ತಿ ಅಥವಾ ವಸ್ತು ಹತ್ತಿರ ಇಲ್ಲದಿದ್ದಾಗ) ಹೌದು ಇಲ್ಲ
- ಸ್ತೀ3.2 ನಿಮ್ಮ ಮಗುವು 'ಯಾರು ಮತ್ತು ಏನು' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ಬಾಟಲು ಎಲ್ಲಿದೆ? ಯಾರು ಬಂದರು? ಕೈಯಲ್ಲಿ ಏನದು? ಹೌದು ಇಲ್ಲ
- ಸ್ತೀ3.3 ನಿಮ್ಮ ಮಗುವು, 'ಅಮ್ಮನನ್ನು ಕೂಗು', 'ಮುಖ ತೋಳೆದುಕೊ', 'ತಟ್ಟೆ ತೆಗೆದುಕೊಂಡು ಬಾ' ಇತ್ಯಾದಿ ಆದೇಶಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ವ್ಯ 3

- ವ್ಯ3.1 ನಿಮ್ಮ ಮಗುವು, ಬೇರೆಯವರು ಕೇಳಿದಾಗ ಪ್ರಾಣಿ/ವಾಹನಗಳ ಶಬ್ದವನ್ನು ಸರಿಯಾಗಿ ಅನುಕರಿಸುತ್ತದೆಯೇ? (ಉದಾ: ಬಾ.....ಬಾ; ಬೂ.....) ಹೌದು ಇಲ್ಲ
- ವ್ಯ3.2 ನಿಮ್ಮ ಮಗುವು, ಬೇರೆಯವರು ಕೇಳಿಕೊಂಡಾಗ ಪದಗಳನ್ನು ಮತ್ತೆ ಪುನರುಚ್ಚರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ವ್ಯ3.3 ನಿಮ್ಮ ಮಗುವು, ಬೇರೆಯವರು ಕಾಣದಾದಾಗ, ಅದನ್ನು ಒಂದು ಅಥವಾ ಎರಡು ಪದಗಳ ಮೂಲಕ ಸೂಚಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಅಪ್ಪಾ ಹೋದರು.

ಜ್ಞಾ 3

- ಜ್ಞಾ3.1 ನಿಮ್ಮ ಮಗುವು ಪರಿಚಿತ ಧ್ವನಿಗಳನ್ನು ಆ ವ್ಯಕ್ತಿಯ ಹೆಸರು ಹೇಳುವ ಮೂಲಕ ಗುರುತಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ3.2 ನಿಮ್ಮ ಮಗುವು ಕನ್ನಡಿಯಲ್ಲಿ ತನ್ನ ಪ್ರತಿಬಿಂಬವನ್ನು ನೋಡಿ ತನ್ನ ಹೆಸರನ್ನು ಹೇಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ3.3 ನಿಮ್ಮ ಮಗುವು ಪೆನ್ಸಿಲ್ ಅಥವಾ ಪೆನ್ ಬಳಸಿ, ಕಾಗದ ಅಥವಾ ಗೋಡೆಗಳ ಮೇಲೆ ಗೀಚುವ ಆಸಕ್ತಿ ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತೀ 4.

ಸ್ತೀ 4.1 ನಿಮ್ಮ ಮಗುವು, ಚಿತ್ರಗಳಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಕಾರ್ಯಗಳನ್ನು ಕುರಿತ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಅದನ್ನು ತೊದಲು ಮಾತಿನ ಮೂಲಕ ಅಥವಾ ಮೂಕಾಭಿನಯದ ತೋರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಈ ವ್ಯಕ್ತಿಯು ಏನು ಮಾಡುತ್ತಿದ್ದಾನೆ? - ಸ್ನಾನ ಮಾಡುತ್ತಿದ್ದಾನೆ. ಇತ್ಯಾದಿ.

ಸ್ತೀ 4.2 ನಿಮ್ಮ ಮಗುವು, ಹೆಸರಿನಲ್ಲದಿದ್ದರೆ ವ್ಯಕ್ತಿಗಳು ನಡೆಸುವ ಸ್ವಾಭಾವಿಕ ವರ್ತನೆಗಳ ಕುರಿತಾದ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಅದಕ್ಕೆ ಒಂದು ಪದ ಉತ್ತರವನ್ನು ಕೊಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಅಮ್ಮ ಏನು ತಿಂಡಿ ಮಾಡಿದ್ದಳು? - 'ಚಪಾತಿ'

ಸ್ತೀ 4.3 ನಿಮ್ಮ ಮಗುವು ವಸ್ತುಗಳ ಸ್ಥಿತಿಗೆ (ಲಕ್ಷಣಗಳ) ಕುರಿತಾದ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಅದಕ್ಕೆ ಒಂದು ಪದ ಉತ್ತರವನ್ನು ಕೊಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಕಾಫಿ ಮುಟ್ಟಿದರೆ ಹೇಗೆನಿಸುತ್ತದೆ? 'ಬಿಸಿ'

ಏನ್ ಕ್ರೀಂ ಮುಟ್ಟಿದರೆ ಹೇಗೆನಿಸುತ್ತದೆ? 'ತಣ್ಣಗಿದೆ'.

ವ್ಯ 4

ವ್ಯ 4.1 ನಿಮ್ಮ ಮಗುವು ವಸ್ತುಗಳನ್ನು ಕುರಿತು 'ಎಲ್ಲಿ' ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಚೆಂಡು ಎಲ್ಲಿ?

ವ್ಯ 4.2 ನಿಮ್ಮ ಮಗುವು ಒಡತನ ಸಂಬಂಧಿತ ಪದಗಳನ್ನು ಬಳಸಿ ಮಾತಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: 'ಅಮ್ಮನ ಚಪ್ಪಲಿ' 'ಅಪ್ಪನ ಶರ್ಟ್' ಇತ್ಯಾದಿ.

ವ್ಯ 4.3 ನಿಮ್ಮ ಮಗುವು ನೆಂಟಿಸ್ತಿಕೆ ಕುರಿತಂತಹ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಅಕ್ಕ, ಅಣ್ಣ, ಚಿಕ್ಕಪ್ಪ, ಮಾವ..... ಇತ್ಯಾದಿ.

ಜ್ಞಾ 4

ಜ್ಞಾ 4.1 ಇದೇ ವಯಸ್ಸಿನ ಬೇರೆ ಮಕ್ಕಳಿಗೆ ಹೋಲಿಸಿದಾಗ ನಿಮ್ಮ ಮಗುವು ಅವರಂತೆಯೇ ಚೆನ್ನಾಗಿ ಮಾತನಾಡುತ್ತದೆ ಎಂದು ನಿರ್ಮಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಜ್ಞಾ 4.2 ನಿಮ್ಮ ಮಗುವು ತಾನು ಭಾಗವಹಿಸಿದ ಘಟನೆಗಳನ್ನು ಜ್ಞಾಪಿಸಿಕೊಂಡು ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ನಿನ್ನ ನಾವು ಎಲ್ಲಿಗೆ ಹೋಗಿದ್ದೆವು?

ಜ್ಞಾ 4.3 ನಿಮ್ಮ ಮಗುವು ಒಂದು ಮತ್ತು ಹಲವು - ಇದರ ವ್ಯತ್ಯಾಸ ತಿಳಿದಿದೆಯೇ? ಎಷ್ಟು ಎನ್ನುವ ಪ್ರಶ್ನೆಗೆ 1-2-3 ಎಣಿಸುವ ಮೂಲಕ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತದೆಯೇ? (ಅರ್ಥಪೂರ್ಣವಾಗಿ ಎಣಿಸದಿದ್ದರೂ) ಹೌದು ಇಲ್ಲ

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತೀ 5

ಸ್ತೀ5.1 ನಿಮ್ಮ ಮಗುವು, ವ್ಯಾಕರಣದಲ್ಲಿ ಹೆಚ್ಚು ಸಂಕೀರ್ಣವಾದ 'ಯಾರು' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಔಷಧ ಯಾರು ಕೊಡುತ್ತಾರೆ? ನಿನಗೆ ಬಟ್ಟೆ ಯಾರು ತಂದು ಕೊಟ್ಟರು? ಇತ್ಯಾದಿ.

ಸ್ತೀ 5.2 ನಿಮ್ಮ ಮಗುವು, ಕೈಚಳಕ ತೋರಿಸಬೇಕಾದಂತಹ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಅಪ್ಪನ ಕೂದಲು ಬಾಚುತ್ತೀಯಾ? ಲೋಟ ತೆಗೆದುಕೊಂಡು ಬಾ. . . . ಇತ್ಯಾದಿ.

ಸ್ತೀ 5.3 ನಿಮ್ಮ ಮಗುವು, ಏನನ್ನಾದರೂ ಹೇಳು ಎಂದು ಕೇಳಿಕೊಂಡಾಗ ಹೇಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಧನ್ಯವಾದ ಅಂತ ಹೇಳು: ದಯವಿಟ್ಟು ಅಂತ ಕೇಳಿಕೋ. ಇತ್ಯಾದಿ.

ವೈ 5

ವೈ5.1 ನೀವು ಚಟುವಟಿಕೆಯಲ್ಲಿ ತೋಡಗಿರುವಾಗ, ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿರುವ ವಸ್ತುವನ್ನು ಕುರಿತಂತೆ ಪಶ್ಚೆಯನ್ನು ಕೇಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ನೀನು ಏನು ಓದುತ್ತಿದೀಯಾ ?

ವೈ5.2 ಘಟನೆಗಳನ್ನು ವಿವರಿಸುವಾಗ ನಿಮ್ಮ ಮಗುವು, ಭವಿಷ್ಯಕಾಲದ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ವೈ5.3 ನಿಮ್ಮ ಮಗುವು, ನಕಾರಾತ್ಮಕ ಹೇಳಿಕೆಗಳನ್ನು ಪ್ರತಿಪಾದಿಸುವಂತೆ ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ನೀನು ಹೀಗೆ ಮಾಡಬೇಡ. ಇದನ್ನು ಮುಟ್ಟಬೇಡ..... ಇತ್ಯಾದಿ.

ಜ್ಞಾ 5

ಜ್ಞಾ5.1 ನಿಮ್ಮ ಮಗುವು ಹಳೆಯ ಘಟನೆಗಳನ್ನು ನೆನಪಿನಲ್ಲಿಟ್ಟುಕೊಂಡು, ಅದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಜ್ಞಾ5.2 ನಿಮ್ಮ ಮಗುವು ಅಮ್ಮನ ಹಾಗೆ, ಅಪ್ಪನ ಹಾಗೆ- ಪಾತ್ರ ಬದಲಿಸುವ ಆಟಗಳನ್ನು ಆಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಅಡಿಗೆ ಆಟಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು ಅಡುವುದು, ಬೇರೆಯವರು ಬಂದಾಗ ಕಾಫಿ/ಟೀ ತಯಾರಿಸುವಂತೆ ನಟಿಸುವುದು; ಕಾರು ಓಡಿಸಿಕೊಂಡು ಆಫೀಸ್‌ಗೆ ಹೋಗುವಂತೆ.....ಇತ್ಯಾದಿ.

ಜ್ಞಾ5.3 ನಿಮ್ಮ ಮಗುವು ಕಾಲ್ಪನಿಕ ಹಾಗೂ ವ್ಯವಸ್ಥಿತ ಆಟಗಳಲ್ಲಿ ತನ್ನನ್ನು ತೊಡಗಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಉದಾ: ಕಾಲ್ಪನಿಕ ಟೆಲಿಫೋನಿನಲ್ಲಿ ಮಾತಾಡುವ ಹಾಗೆ; ಕಾಲ್ಪನಿಕ ಅತಿಥಿಗಳಿಗೆ ಆತಿಥ್ಯ ಮಾಡುವ ಹಾಗೆ ಇತ್ಯಾದಿ.

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತೀ 6

- ಸ್ತೀ 6.1 ನಿಮ್ಮ ಮಗುವು ವಿಭಕ್ತಿ ಹೊಂದಿರುವ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು, ಅದಕ್ಕೆ ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಇದು ಯಾರದು? - ರಮ್ಮಳದು; ವಿನೋದನಿಗೆ ಏನಾಯಿತು? - ಅವನು ಬಿದ್ದು ಬಿಟ್ಟ ಇತ್ಯಾದಿ.
- ಸ್ತೀ 6.2 ನಿಮ್ಮ ಮಗುವು 'ಎಲ್ಲಿ' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ ಮತ್ತು ಆ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸ್ಥಳ ಸಂಬಂಧಿತ ಪದಗಳನ್ನು ಬಳಸಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಅವನು ಎಲ್ಲಿ ಆಟ ಆಡುತ್ತಿದ್ದಾನೆ? - ನೀರಿನ ಒಳಗೆ.
 ಪುಸ್ತಕ ಎಲ್ಲಿದೆ? - ಬೇಬಲಿನ ಮೇಲೆ.
- ಸ್ತೀ 6.3 ನಿಮ್ಮ ಮಗುವು 'ಹೇಗೆ' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು, ವಸ್ತುವಿನ ಗುಣವನ್ನು ಅಳವಡಿಸಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ತಿಂಡಿ ಹೇಗಿದೆ? - ಚೆನ್ನಾಗಿದೆ ; ಹಾಲು ಹೇಗಿದೆ? - ಬಿಸಿಯಾಗಿದೆ. . . ಇತ್ಯಾದಿ.

ವ್ಯ 6

- ವ್ಯ 6.1 ನಿಮ್ಮ ಮಗುವು ಪ್ರಶ್ನೆ ಕೇಳುವ ಮೂಲಕ ತಾನಾಗಿಯೇ ಸಂವಾದ ಶುರು ಮಾಡುವುದು, ಪುಸ್ತಕದಲ್ಲಿರುವ ಯಾವುದಾದರೂ ವಿಷಯದ ಕಡೆಗೆ ಗಮನ ಎಳೆಯುವುದು - ಈ ರೀತಿ ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಅಮ್ಮ ಇದು ಏನು? ನೀನು ಏನು ಮಾಡುತ್ತಿದ್ದೀಯ ? . . . ಇತ್ಯಾದಿ.
- ವ್ಯ 6.2 ನಿಮ್ಮ ಮಗುವು ಘಟನೆಗಳನ್ನು ವಿವರಿಸುವಾಗ ಭೂತಕಾಲ ಹಾಗೂ ಪ್ರತ್ಯಕ್ಷ ಕಾಲದ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ನಿನ್ನೆ, ಇವತ್ತು, ಆಗ, ಈಗ. . . ಇತ್ಯಾದಿ.
- ವ್ಯ 6.3 ನಿಮ್ಮ ಮಗುವು ಉಪಸರ್ಗ ಹಾಗೂ ಕ್ರಿಯಾ ವಿಶೇಷಣ ಪದಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಮೇಲೆ, ಕೆಳಗೆ, ಹಿಂದೆ, ಸಂತರ, ಅಮೇಲೆ. . . . ಇತ್ಯಾದಿ

ಜ್ಞಾ 6

- ಜ್ಞಾ 6.1 ನಿಮ್ಮ ಮಗುವು ಸಾಧನ/ಸಲಕರಣೆಗಳನ್ನು ಅಚ್ಚುಕಟ್ಟಾಗಿ (ಸರಿಯಾದ ರೀತಿಯಲ್ಲಿ) ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಕಾಗದವನ್ನು ಅಂಟಿಸುವುದು, ಕತ್ತರಿ ಉಪಯೋಗಿಸಿ ಕಾಗದದಿಂದ ಬಾಣ ತಯಾರಿಸುವುದು, ಇತ್ಯಾದಿ.
- ಜ್ಞಾ 6.2 ನಿಮ್ಮ ಮಗುವು ಪ್ರಾಥಮಿಕ ಬಣ್ಣಗಳಾದ ನೀಲಿ, ಹಸಿರು, ಕೆಂಪು - ಇವುಗಳನ್ನು ಗುರುತಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ 6.3 ನಿಮ್ಮ ಮಗುವು ಸಾಮಾಜಿಕ ಜ್ಞಾನವನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಅಂಗಡಿಯಲ್ಲಿ ಏನಾದರೂ ಕೊಳ್ಳುವುದಿದ್ದರೆ ಹಣ ಇರಬೇಕು; ಕೊಳಕು ಮಾಡಿಕೊಂಡಿದಕ್ಕಾಗಿ ಗೊಂಬೆಗೆ ಬಯ್ಯುವುದು, ಇತ್ಯಾದಿ.

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತೀ 7

- ಸ್ತೀ7.1 ನಿಮ್ಮ ಮಗುವು 'ಹೇಗೆ' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡು, ಅದಕ್ಕೆ ಕಾರಣ ಕೊಡುವಂತೆ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ನೀನು ಹೇಗೆ ಗಾಯ ಮಾಡಿಕೊಂಡೆ? ನನ್ನನ್ನು ತಳ್ಳಿದ..... ನಾನು ಬಿದ್ದೆ.
- ಸ್ತೀ7.2 ನಿಮ್ಮ ಮಗುವು 'ನೀನು ಈಗ ಏನು ಮಾಡುತ್ತೀಯಾ?' ಪ್ರಶ್ನೆಯನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು, ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ನಾನು ಈಗ ಬರೆಯುತ್ತೇನೆ..... ಇತ್ಯಾದಿ.
- ಸ್ತೀ7.3 ನಿಮ್ಮ ಮಗುವು 'ಯಾಕೆ/ಯಾತಕ್ಕಾಗಿ' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡು ಸರಿಯಾದ ಕಾರಣ ಕೊಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ನಿನಗೆ ಪೆನ್ನು ಯಾಕೆ ಬೇಕು? - ನಾನು ಬರೆಯಬೇಕು, ಇತ್ಯಾದಿ.

ವ್ಯ 7

- ವ್ಯ7.1 ನಿಮ್ಮ ಮಗುವು ಮಾತನಾಡುವಾಗ 'ಒಂದು ವೇಳೆ - ಹಾಗಾದರೆ' ರಚನೆಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಒಂದು ವೇಳೆ ಕಣ್ಣಿಗೆ ಗಾಯವಾದರೆ, ಅವರು ಔಷಧ ಹಾಕುತ್ತಾರೆ..... ಇತ್ಯಾದಿ.
- ವ್ಯ7.2 ನಿಮ್ಮ ಮಗುವು ಯಾವುದಾದರೂ ವಿಷಯದಲ್ಲಿ ತನ್ನ ಸಾಮರ್ಥ್ಯ/ಅಸಾಮರ್ಥ್ಯವನ್ನು ವ್ಯಕ್ತ ಪಡಿಸಿ, ಅದೇ ವಿಷಯ ಕುರಿತು ಬೇರೆಯವರ ಬಗ್ಗೆ ಪ್ರಶ್ನಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ನನಗೆ ಮಾಡಲು ಆಗುವುದಿಲ್ಲ , ನೀನು ಮಾಡುತ್ತೀಯಾ?
- ವ್ಯ7.3 ನಿಮ್ಮ ಮಗುವು ಬೇರೆಯವರಿಂದ ಕೆಲಸ ನಿರ್ವಹಿಸಲು, ಅದೇಶ/ನಿರ್ದೇಶನಗಳನ್ನು ಅನುಕ್ರಮವಾಗಿ ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಸಾವು ಹೊರಗೆ ಹೋಗೋಣ. ನೀನು ಏಳು. ಚಪ್ಪಲಿ ಧರಿಸು..... ಇತ್ಯಾದಿ.

ಜ್ಞಾ 7

- ಜ್ಞಾ7.1 ನಿಮ್ಮ ಮಗುವು, ಪಾತ್ರ ಬದಲಾಯಿಸುವ ಚಟುವಟಿಕೆಗಳನ್ನು ವಿಸ್ತಾರವಾದ ರೀತಿಯಲ್ಲಿ ನಟಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಬಟ್ಟೆ ಮಡಿಸುವುದು, ಪಾತ್ರೆಗಳನ್ನು ತೊಳೆಯುವುದು; ಬಟ್ಟೆ ಒಗೆಯುವುದು; ರಿಪೇರಿ ಮಾಡುವುದು (ಕುಟ್ಟುವುದು, ತಿರುಗಿಸುವುದು ಇತ್ಯಾದಿ.)
- ಜ್ಞಾ7.2 ನಿಮ್ಮ ಮಗುವು, ಮರದ ತುಂಡುಗಳನ್ನು (ಬ್ಲಾಕ್ಸ್) ಜೋಡಿಸಿ, ಕುರ್ಚಿ, ಟೇಬಲ್ ಇತ್ಯಾದಿ ಆಕಾರಗಳನ್ನು ಮಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ7.3 ನಿಮ್ಮ ಮಗುವು ಬೇರೆಯವರ ನಡವಳಿಗಳನ್ನು ಅನುಕರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
ಉದಾ: ಅಜ್ಜಿಯಂತೆ ಕನ್ನಡಕ ಹಾಕಿಕೊಳ್ಳುವುದು, ಮುಟ್ಟು ಮಗುವಿನಂತೆ ಅಳುವುದು, ಇತ್ಯಾದಿ.

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ತಂ 8

- ಸ್ತಂ 8.1 ನಿಮ್ಮ ಮಗುವು ಸಕಾರಾತ್ಮಕ ರೀತಿಯ ಪ್ರಶ್ನೆ/ ಹೇಳಿಕೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ ಮತ್ತು ಅದಕ್ಕೆ ಸರಿಯಾಗಿ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಹೊರಗೆ ಹೋಗಬೇಡ, ಮಳೆ ಬರುತ್ತಿದೆ- ಆಯಿತು, ಹೋಗುವುದಿಲ್ಲ.
 ಏನು ತಿನ್ನುತ್ತಿದ್ದೀಯಾ? - ಏನೂ ಇಲ್ಲ.
 ಡಬ್ಬಿ ಎಲ್ಲಿದೆ? - ನನಗೆ ಗೊತ್ತಿಲ್ಲಇತ್ಯಾದಿ.
- ಸ್ತಂ 8.2 ನಿಮ್ಮ ಮಗುವು 'ಎಷ್ಟು' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು, ಅದಕ್ಕೆ ಎಣಿಸುವ ಮೂಲಕ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಎಷ್ಟು ಹಣ್ಣುಗಳಿವೆ?- ಎರಡು (ಅರ್ಥಪೂರ್ಣವಾಗಿ ಎಣಿಸುವುದು)
- ಸ್ತಂ 8.3 ನಿಮ್ಮ ಮಗುವು, ಕಾರಣ ಕೊಡಬೇಕಾದಂತಹ 'ಯಾಕೆ' ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಂಡು, ಅದಕ್ಕೆ ಸರಿಯಾಗಿ ಉತ್ತರಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಕಣ್ಣು ಏಕೆ ಉರಿಯುತ್ತಿದೆ? - ನನ್ನ ಕಣ್ಣಲ್ಲಿ ಧೂಳು ಬಿದ್ದಿತು.

ವ್ಯ 8

- ವ್ಯ 8.1 ನಿಮ್ಮ ಮಗುವು ಕಾಲ್ಪನಿಕ ಘಟನೆಗಳನ್ನು ವಿವರಿಸಲು ಸಂವಾದವನ್ನು ಹೆಚ್ಚಾಗಿ ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಒಂದು ವೇಳೆ ... ನಾನು ಅಲ್ಲಿ ... ನಾನು ದೊಡ್ಡವನಾದಾಗ...ಇತ್ಯಾದಿ.
- ವ್ಯ 8.2 ನಿಮ್ಮ ಮಗುವು ಹೆಚ್ಚಿನ ಆತ್ಮ ಭರವಸೆಯಿಂದ ಸಂವಾದ ಪ್ರಸಂಗಗಳನ್ನು ಹೆಚ್ಚಿನ ಕಾಲದವರೆಗೆ ಬಳಸುವುದರಲ್ಲಿ ತನ್ನನ್ನು ತೊಡಗಿಸಿಕೊಳ್ಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಮಗು: ನನಗೆ ಸಿಹಿ ತಿಂಡಿ ಬೇಕು
 ಅಮ್ಮ: ಮಾರ್ಕೆಟಿಗೆ ಹೋಗಿ ಕೊಂಡುಕೊಳ್ಳೋಣ
 ಮಗ: ಯಾವಾಗ ಹೋಗೋಣ?
 ಅಮ್ಮ: ಇಂದು ಸಂಜೆ
 ಮಗು: ಹೇಗೆ ಹೋಗೋಣ - ನಡೆದೋ ಅಥವಾ ಬಸ್ಸಿನಲ್ಲೋ..... ಇತ್ಯಾದಿ.
- ವ್ಯ 8.3 ನಿಮ್ಮ ಮಗುವು, ಕಾರಣಗಳನ್ನು ತಿಳಿಯುವ 'ಯಾಕೆ' ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ನೀನು ಪೈಪಿನಲ್ಲಿ ನೀರು ಯಾಕೆ ಹಾಕುತ್ತಿದ್ದೀಯಾ? ನಿನಗೆ ಯಾಕೆ ಬೇಡ? ಇತ್ಯಾದಿ.

ಜ್ಞಾ 8

- ಜ್ಞಾ 8.1 ನಿಮ್ಮ ಮಗುವು ತರ್ಕಬದ್ಧತೆಯನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ನನಗೆ ಸ್ನಾನ ಬೇಡ, ನನಗೆ ಹಸಿವಾಗುತ್ತಿದೆ. ನನಗೆ ತಿನ್ನಲು ಕೊಡು ಇತ್ಯಾದಿ.
- ಜ್ಞಾ 8.2 ನಿಮ್ಮ ಮಗುವು ಬೇರೆಯವರ ಪ್ರಶ್ನೆಗೆ ಪ್ರತಿಕ್ರಿಯಿಸುವಾಗ ತರ್ಕಬದ್ಧತೆಯನ್ನು ವ್ಯಕ್ತಪಡಿಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ನಿನಗೆ ಇದು ಯಾಕೆ ಬೇಡ? - ಅದು ಕೆಳಗೆ ಬಿದ್ದು ಕೊಳೆಯಾಗಿದೆ.
- ಜ್ಞಾ 8.3 ನಿಮ್ಮ ಮಗುವು ವ್ಯಕ್ತಿಗಳು ಇಲ್ಲದ ಸಮಯದಲ್ಲಿ, ಅವರ ಬಗ್ಗೆ ಮಾತನಾಡುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
 ಉದಾ: ಅಪ್ಪ ಎಲ್ಲಿಗೆ ಹೋಗಿದ್ದಾರೆ? ಯಾವಾಗ ಬರುತ್ತಾರೆ..... ಇತ್ಯಾದಿ.

3 ಆಯಾಮ ಭಾಷಾರ್ಜನೆ ಪರೀಕ್ಷೆ (ಅಳವಡಿಸಿದ್ದು)

ಸ್ವೀ 9

- ಸ್ವೀ 9.1 ನಿಮ್ಮ ಮಗುವು, ಕಾಲ್ಪನಿಕ ಸನ್ನಿವೇಶಗಳ ಬಗೆಗಿನ ಪ್ರಶ್ನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ನಾವು ಹೊರಗೆ ಹೋದಾಗ, ಮಳೆ ಬಂದರೆ ಏನು ಮಾಡುವುದು? ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಸ್ವೀ 9.2 ನಿಮ್ಮ ಮಗುವು 2-3 ಅನುಕ್ರಮಿತ ಮೌಖಿಕ ನಿರ್ದೇಶನಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: 'E' ಬರೆಯಲು, ಒಂದು ಉದ್ದನೆಯ ಗೆರೆ ಹಾಗೂ ಮೂರು ಚಿಕ್ಕ ಗೆರೆಗಳನ್ನು ಬರೆಯಬೇಕು..... ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಸ್ವೀ 9.3 ನಿಮ್ಮ ಮಗುವು, ವ್ಯಕ್ತಿ/ವಸ್ತುವಿನ ಬಗ್ಗೆ ವಿವರಣಾತ್ಮಕ ಹೇಳಿಕೆಗಳನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುತ್ತದೆಯೇ?
ಉದಾ: ಬಸ್ಸು ಮತ್ತು ಕಾರುಗಳನ್ನು ರೋಡಿನಲ್ಲಿ ಯಾರು ನಿಲ್ಲಿಸುತ್ತಾರೆ?
ಶಾಲೆಯಲ್ಲಿ ಯಾರು ಪಾಠ ಹೇಳಿ ಕೊಡುತ್ತಾರೆ?.....ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ

ವ್ಯ 9

- ವ್ಯ 9.1 ನಿಮ್ಮ ಮಗುವು, ಬೇರೆಯವರ ವರ್ತನೆಗಳನ್ನು, ಮಾತನಾಡುವ ರೀತಿಯನ್ನು ನಾಟಕೀಯವಾಗಿ ಅನುಕರಿಸುವ ಸಾಮರ್ಥ್ಯ ಹೊಂದಿದೆಯೇ?
ಉದಾ: ನನ್ನ ಬಟ್ಟೆ ಕೊಳೆಯಾದರೆ ಏನು ಮಾಡುವುದು?.....ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ವ್ಯ 9.2 ನಿಮ್ಮ ಮಗುವು, ಸಂಕೀರ್ಣ ವಾಕ್ಯ ರಚನೆಗಳನ್ನು ಬಳಸುತ್ತದೆಯೇ?
ಉದಾ: ಮುಂದಿನ ವಾರ, ನಾಳೆ, ನಿನ್ನೆ ಇತ್ಯಾದಿ-ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ
- ವ್ಯ 9.3 ನಿಮ್ಮ ಮಗುವು ಸಮಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪದಗಳನ್ನು, ಉದಾ: ಮುಂದಿನ ವಾರ, ನಾಳೆ, ನಿನ್ನೆ ಇತ್ಯಾದಿ-ಬಳಸುತ್ತದೆಯೇ? ಹೌದು ಇಲ್ಲ

ಜ್ಞಾ 9

- ಜ್ಞಾ 9.1 ನಿಮ್ಮ ಮಗುವಿಗೆ ಕೆಲಸ ಮತ್ತು ಸಂಬಳ-ಇವುಗಳ ಪರಿಕಲ್ಪನೆ ಇದೆಯೇ?
ಉದಾ: ಕೆಲಸಕ್ಕೆ ಹೋದರೆ, ಸಂಬಳ ಕೊಡುತ್ತಾರೆ ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ 9.2 ನಿಮ್ಮ ಮಗುವು, ಭವಿಷ್ಯದ ಬಗ್ಗೆ ಯೋಚನೆಗಳನ್ನು ರೂಪಿಸುತ್ತದೆಯೇ?
ಉದಾ: ಮುಂದಿನ ವಾರ ಅಜ್ಜಿ ಮನೆಗೆ ಹೋಗೋಣ. ಮುಂದಿನ ತಿಂಗಳು ನಾನು ಶಾಲೆಗೆ ಹೋಗುತ್ತೇನೆ.....ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ
- ಜ್ಞಾ 9.3 ನಿಮ್ಮ ಮಗುವು ಭಾಷೆಯ ಬಳಕೆಯ ಬಗ್ಗೆ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುತ್ತದೆಯೇ?
ಉದಾ: ಬೇರೆ ಭಾಷೆಯಲ್ಲಿ ಒಂದು ಪದದ ಸಮಾನಾರ್ಥಕ ಪದವನ್ನು ಕೇಳುವುದು ಅಥವಾ ಒಂದು ವಿಷಯವನ್ನು ವ್ಯಕ್ತ ಪಡಿಸಲು ಕಷ್ಟವಾದಾಗ ಸಹಾಯ ಕೇಳುವುದು.
'..... ಇದನ್ನು ನಾನು ಸರಿಯಾಗಿ ಹೇಗೆ ಹೇಳಲಿ?'ಇತ್ಯಾದಿ. ಹೌದು ಇಲ್ಲ

APPENDIX V

Codes and descriptions in LAMC checklist

Codes	Description
LAMC	Language Acquisition in Children
09.1 - 12.0	Children between 09.1 - 12.0 months - age group 01
12.1-15.0	Children between 12.1 - 15.0 months - age group 02
15.1 - 18.0	Children between 15.1-18.0 months - age group 03
18.1 -21.0	Children between 18.1 - 21.0 months - age group 04
21.1 -24.0	Children between 21.1- 24.0 months - age group 05
24.1-27.0	Children between 24.1 - 27.0 months - age group 06
27.1 - 30.0	Children between 27.1 - 30.0 months - age group 07
30.1 -33.0	Children between 30.1 - 33.0 months - age group 08
33.1 -36.0	Children between 33.1 - 36.0 months - age group 09
LI*	Language domain for age group 01
B1*	Behavior domain for age group 01
D1*	Developmental domain for age group 01
L1.1 **	Question item number 1 for language domain of 01 age group
B1.1 **	Question item number 1 for behavior domain of 01 age group
D1.1 **	Question item number 1 for developmental domain of 01 age group
* Similarly all the three domains have been coded for other age groups i.e. upto 09.	
** Similarly it has been coded for all 9 question items of other groups i.e., upto 09.	

APPENDIX V

Codes and description in 3D-LAT (ad)

Codes	Description
3D-LAT (ad)	3 Dimensional Language Acquisition Test (ed)
09- 11	Children between 09 - 11 months - age group 01
12- 14	Children between 12- 14 months - age group 02
15-17	Children between 15-17 months - age group 03
18-20	Children between 18-20 months - age group 04
21 -23	Children between 21-23 months - age group 05
24-26	Children between 24 - 26 months - age group 06
27-29	Children between 27 - 29 months - age group 07
30-32	Children between 30 - 32 months - age group 08
33-35	Children between 33-35 months - age group 09
R1*	Language reception sub-domain for age group 01
E1*	Language expression sub-domain for age group 01
CI*	Language cognition sub- domain for age group 01
R1.1 **	Question item number 1 for language domain of 01 age group
E1.1 **	Question item number 1 for behavior domain of 01 age group
CI.1 **	Question item number 1 for developmental domain of 01 age group
* Similarly it has been coded for other age groups i.e. up to 09.	
** Similarly it has been coded for all three question items of other groups i.e., up to 09.	

APPENDIX - VI

Language Acquisition in Multilingual Children - A Checklist

Scoring Key for LAMC

(1 mark for expected & 0 mark for deviant response)

Question no	Age group	Question no	Age group	Question no	Age group
	01 (09.1-12.0)		02 (12.1-15.0)		03 (15.1-18.0)
L1.1	YES	L2.1	YES	L3.1	YES
L1.2	YES	L2.2	YES	L3.2	YES
L1.3	YES	L2.3	YES	L3.3	YES
L1.4	YES	L2.4	YES	L3.4	YES
L1.5	YES	L2.5	YES	L3.5	YES
L1.6	YES	L2.6	YES	L3.6	YES
L1.7	YES	L2.7	YES	L3.7	YES
L1.8	YES	L2.8	YES	L3.8	YES
L1.9	YES	L2.9	YES	L3.9	YES
B1.1	YES	B2.1	YES	B3.1	YES
B1.2	NO	B2.2	YES	B3.2	YES
B1.3	YES	B2.3	YES	B3.3	YES
B1.4	YES	B2.4	NO	B3.4	NO
B1.5	YES	B2.5	NO	B3.5	NO
B1.6	NO	B2.6	NO	B3.6	NO
B1.7	YES	B2.7	NO	B3.7	NO
B1.8	YES	B2.8	NO	B3.8	NO
B1.9	YES	B2.9	YES	B3.9	YES
D1.1	YES	D2.1	YES	D3.1	YES
D1.2	YES	D2.2	YES	D3.2	YES
D1.3	YES	D2.3	YES	D3.3	YES
D1.4	YES	D2.4	YES	D3.4	YES
D1.5	YES	D2.5	YES	D3.5	YES
D1.6	YES	D2.6	YES	D3.6	YES
D1.7	YES	D2.7	YES	D3.7	YES
D1.8	YES	D2.8	YES	D3.8	YES
D1.9	NO	D2.9	YES	D3.9	YES

SCORES	ANALYSIS
0 - 5	Poor performance
6 & 7	At-risk performance
8 & 9	Satisfactory performance

Language Acquisition in Multilingual Children - A Checklist

Response Key for LAMC (continued...)
(1 mark for expected & 0 mark for deviant response)

Question no	Age group	Question no	Age group	Question no	Age group
	04 (18.1-21.0)		05 (21.1-24.0)		06 (24.1-27.0)
L4.1	YES	L5.1	YES	L6.1	YES
L4.2	YES	L5.2	YES	L6.2	YES
L4.3	YES	L5.3	YES	L6.3	YES
L4.4	YES	L5.4	YES	L6.4	YES
L4.5	YES	L5.5	YES	L6.5	YES
L4.6	YES	L5.6	YES	L6.6	YES
L4.7	YES	L5.7	YES	L6.7	YES
L4.8	YES	L5.8	YES	L6.8	YES
L4.9	YES	L5.9	YES	L6.9	YES
B4.1	YES	B5.1	NO	B6.1	YES
B4.2	NO	B5.2	NO	B6.2	YES
B4.3	YES	B5.3	YES	B6.3	NO
B4.4	NO	B5.4	NO	B6.4	NO
B4.5	NO	B5.5	NO	B6.5	NO
B4.6	NO	B5.6	NO	B6.6	YES
B4.7	NO	B5.7	YES	B6.7	YES
B4.8	YES	B5.8	YES	B6.8	NO
B4.9	YES	B5.9	YES	B6.9	YES
D4.1	YES	D5.1	YES	D6.1	YES
D4.2	YES	D5.2	YES	D6.2	YES
D4.3	YES	D5.3	YES	D6.3	YES
D4.4	YES	D5.4	YES	D6.4	YES
D4.5	YES	D5.5	YES	D6.5	YES
D4.6	YES	D5.6	YES	D6.6	YES
D4.7	YES	D5.7	YES	D6.7	YES
D4.8	YES	D5.8	YES	D6.8	YES
D4.9	YES	D5.9	YES	D6.9	YES

SCORES	ANALYSIS
0-5	Poor performance
6&7	At-risk performance
8&9	Satisfactory performance

Language Acquisition in Multilingual Children - A Checklist

Response Key for LAMC (continued...)
(1 mark for expected & 0 mark for deviant response)

Question no	Age group	Question no	Age group	Question no	Age group
	07 (27.1-30.0)		08 (30.1-33.0)		09 (33.1-36.0)
L7.1	YES	L8.1	YES	L9.1	YES
L7.2	YES	L8.2	YES	L9.2	YES
L7.3	YES	L8.3	YES	L9.3	YES
L7.4	YES	L8.4	YES	L9.4	YES
L7.5	YES	L8.5	YES	L9.5	YES
L7.6	YES	L8.6	YES	L9.6	YES
L7.7	YES	L8.7	YES	L9.7	YES
L7.8	YES	L8.8	YES	L9.8	YES
L7.9	YES	L8.9	YES	L9.9	YES
B7.1	YES	B8.1	YES	B9.1	YES
B7.2	NO	B8.2	NO	B9.2	NO
B7.3	NO	B8.3	YES	B9.3	NO
B7.4	NO	B8.4	NO	B9.4	NO
B7.5	YES	B8.5	YES	B9.5	NO
B7.6	YES	B8.6	NO	B9.6	YES
B7.7	YES	B8.7	NO	B9.7	YES
B7.8	NO	B8.8	NO	B9.8	NO
B7.9	YES	B8.9	NO	B9.9	YES
D7.1	YES	D8.1	YES	D9.1	YES
D7.2	YES	D8.2	YES	D9.2	YES
D7.3	YES	D8.3	YES	D9.3	YES
D7.4	YES	D8.4	YES	D9.4	YES
D7.5	YES	D8.5	YES	D9.5	YES
D7.6	YES	D8.6	YES	D9.6	YES
D7.7	YES	D8.7	YES	D9.7	YES
D7.8	YES	D8.8	YES	D9.8	YES
D7.9	YES	D8.9	YES	D9.9	YES

SCORES	ANALYSIS
0-5	Poor performance
6&7	At-risk performance
8&9	Satisfactory performance

APPENDIX VI

Language Acquisition in Children - A Checklist
Scoring Key for 3D-LAT (ad)
 (1 mark for YES & 0 mark for NO)

QUESTION NO	AGE GROUP 01 (09-11)	QUESTION NO	AGE GROUP 02 (12-14)	QUESTION NO	AGE GROUP 03 (15-17)
R1.1	YES	R2.1	YES	R3.1	YES
R1.2	YES	R2.2	YES	R3.2	YES
R1.3	YES	R2.3	YES	R3.3	YES
E1.1	YES	E2.1	YES	E3.1	YES
E1.2	YES	E2.2	YES	E3.2	YES
E1.3	YES	E2.3	YES	E3.3	YES
C1.1	YES	C2.1	YES	C3.1	YES
C1.2	YES	C2.2	YES	C3.2	YES
C1.3	YES	C2.3	YES	C3.3	YES

QUESTION NO	AGE GROUP 04 (18-20)	QUESTION NO	AGE GROUP 05 (21-23)	QUESTION NO	AGE GROUP 06 (24-26)
R4.1	YES	R5.1	YES	R6.1	YES
R4.2	YES	R5.2	YES	R6.2	YES
R4.3	YES	R5.3	YES	R6.3	YES
E4.1	YES	E5.1	YES	E6.1	YES
E4.2	YES	E5.2	YES	E6.2	YES
E4.3	YES	E5.3	YES	E6.3	YES
C4.1	YES	C5.1	YES	C6.1	YES
C4.2	YES	C5.2	YES	C6.2	YES
C4.3	YES	C5.3	YES	C6.3	YES

QUESTION NO	AGE GROUP 07 (27-29)	QUESTION NO	AGE GROUP 08 (30-32)	QUESTION NO	AGE GROUP 09 (33-35)
R7.1	YES	R8.1	YES	R9.1	YES
R7.2	YES	R8.2	YES	R9.2	YES
R7.3	YES	R8.3	YES	R9.3	YES
E7.1	YES	E8.1	YES	E9.1	YES
E7.2	YES	E8.2	YES	E9.2	YES
E7.3	YES	E8.3	YES	E9.3	YES
C7.1	YES	C8.1	YES	C9.1	YES
C7.2	YES	C8.2	YES	C9.2	YES
C7.3	YES	C8.3	YES	C9.3	YES

SCORES	ANALYSIS
0 & 1	Poor performance
2	'At-risk' performance
3	Satisfactory performance

APPENDIX VI

Language Acquisition in Children - A Checklist

Scoring Key for 3D-LAT (ad)

(1 mark for YES & 0 mark for NO)

QUESTION NO	AGE GROUP 01 (09-11)	QUESTION NO	AGE GROUP 02 (12-14)	QUESTION NO	AGE GROUP 03 (15-17)
R1.1	YES	R2.1	YES	R3.1	YES
R1.2	YES	R2.2	YES	R3.2	YES
R1.3	YES	R2.3	YES	R3.3	YES
E1.1	YES	E2.1	YES	E3.1	YES
E1.2	YES	E2.2	YES	E3.2	YES
E1.3	YES	E2.3	YES	E3.3	YES
C1.1	YES	C2.1	YES	C3.1	YES
C1.2	YES	C2.2	YES	C3.2	YES
C1.3	YES	C2.3	YES	C3.3	YES

QUESTION NO	AGE GROUP 04 (18-20)	QUESTION NO	AGE GROUP 05 (21-23)	QUESTION NO	AGE GROUP 06 (24-26)
R4.1	YES	R5.1	YES	R6.1	YES
R4.2	YES	R5.2	YES	R6.2	YES
R4.3	YES	R5.3	YES	R6.3	YES
E4.1	YES	E5.1	YES	E6.1	YES
E4.2	YES	E5.2	YES	E6.2	YES
E4.3	YES	E5.3	YES	E6.3	YES
C4.1	YES	C5.1	YES	C6.1	YES
C4.2	YES	C5.2	YES	C6.2	YES
C4.3	YES	C5.3	YES	C6.3	YES

QUESTION NO	AGE GROUP 07 (27-29)	QUESTION NO	AGE GROUP 08 (30-32)	QUESTION NO	AGE GROUP 09 (33-35)
R7.1	YES	R8.1	YES	R9.1	YES
R7.2	YES	R8.2	YES	R9.2	YES
R7.3	YES	R8.3	YES	R9.3	YES
E7.1	YES	E8.1	YES	E9.1	YES
E7.2	YES	E8.2	YES	E9.2	YES
E7.3	YES	E8.3	YES	E9.3	YES
C7.1	YES	C8.1	YES	C9.1	YES
C7.2	YES	C8.2	YES	C9.2	YES
C7.3	YES	C8.3	YES	C9.3	YES

SCORES	ANALYSIS
0 & 1	Poor performance
2	'At-risk' performance
3	Satisfactory performance

APPENDIX VII

Operational definitions of a few terms adopted for the study

1. Monolingual population

Children who are exposed to a single language at home are considered as monolingual population for the study. The parents of such children use same native language at home. The language of communication at home and community/outside (if going to play home/creche, the medium of instruction) is necessarily the same.

2. Multilingual population

Children exposed to two or more languages are considered as multilingual population. Most of such children's parents are users of different native language at home. Otherwise the home language is different from the community language. The medium of instruction of children attending play home/creche have both local community language as well as English. Both bilingual and multilingual children are considered under multilingual population.

3. Clinical population

The population of children who have been diagnosed to have poor language development due to associated clinical condition are considered under clinical population. The associated clinical conditions are, mental retardation, autism, hearing impairment, cerebral palsy, specific language disorder, attention deficit hyperactivity disorder etc., This population is selected from therapy clinic of All India Institute of Speech and Hearing, Mysore, hospitals and pediatric clinics, rehabilitation centers, and through other referrals.

4. Normal population

The population of children who have no complaints of physical or any other associated clinical problems and have achieved age appropriate normal developmental milestones are considered under this group. They were selected from hospitals and pediatric clinics, play homes/creche and other referrals.