

Alberta Language and Development Questionnaire (ALDeQ)©

A. Early Milestones

1. When did your child first begin to walk? _____	3 = < 15 months 0 = > 16 months Score: /3
2. How old was your child when he/she first spoke a word? _____ <i>Examples of the child's first words (with translations):</i>	6 = <15 months (infant) 4 = 16-24 months (older toddler) 0 = >25 months (2 years or older) Score: /6
3. How old was your child when he/she began to put words together to make short sentences? _____ <i>short sentences = two words, example = 'more milk' 'more water'</i> <i>Examples of short sentences (with translations):</i>	6 = <24 months (toddler) 4 = 25 - 30 months (2 to 2 ½ roughly) 0 = > 31 months (closer to age three or older) Score: /6
4. When you think about other children you know at that age, do you think your child was different about when he/she started to use language? <i>If parent says CHI is better or quicker, score as number 3. Only score as different if parent says CHI is behind other children.</i>	
3 = not different at all; 2 = a little different; 1 = quite different; 0 = very different	Score: /3
To calculate the subtotal for Section A, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 18	SUB TOTAL A /

B. Current Abilities in the First Language

**Compare the child to other ELL children, except for question 10*

<p>5. Compared with other children of the same age, how do you think that your child expresses him/herself?</p> <p>0 = not very well; 1 = a little less well; 2 = the same; 3 = very good/better/one of the best</p>	<p>Score: /3</p>
<p>6. Compared with other children of the same age, how do you think your child pronounces words?</p> <p>0 = not very clearly; 1 = sometimes not clear; 2 = same; 3 = very clear, one of the best</p>	<p>Score: /3</p>
<p>7. Is it easy for your family or friends to have a conversation with your child?</p> <p>3 = very easy; 2 = easy enough; 1 = sometimes not easy; 0 = no, very hard</p>	<p>Score: /3</p>
<p>8. Compared with other children of the same age, does your child have difficulty producing correct sentences?</p> <p><i>Example: have appropriate vocabulary, correct grammar, long enough sentences to get the idea across</i></p> <p>3 = no difficulties, maybe better; 2 = same; 1 = some difficulties; 0 = a lot of difficulties</p>	<p>Score: /3</p>
<p>9. Are you satisfied with how your child speaks your mother tongue?</p> <p>3 = completely satisfied; 2 = satisfied; 1 = maybe not satisfied; 0 = not satisfied at all</p>	<p>Score: /3</p>
<p>10. Do you think your child speaks your mother tongue like the children in the home country?</p> <p>0 = not as good as home country; 1 = sort of like home country, with some differences; 2 = mostly yes – close to home country; 3 = yes – better or just like home country</p>	<p>Score: /3</p>
<p>10b. Why are you not satisfied? Why do you think your child is different from children in the home country? Do you think he/she may be losing the mother tongue in favor of English?</p>	
<p>To calculate the subtotal for Section B, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 18</p>	<p>SUB TOTAL B</p> <p>/</p>


C. Behaviour Patterns and Activity Preferences

<p>11. Does your child like to read books or have books read to them?</p> <p>0 = never; 1 = rarely; 2 = sometimes; 3 = very much</p>	<p>Score: /3</p>
<p>12. How does your child read and write (in the mother tongue) compared with other children his/her age?</p> <p><i>If young, read & write = numbers and alphabet/characters and some word recognition. If never been taught, omit this question</i></p> <p>0 = noticeably worse than other children; 1 = not as well as other children; 2 = same as other children; 3 = very well, maybe better</p>	<p>Score: /3</p>
<p>13. What kind of activities does he/she like to do?</p> <p>3 = Language games (ex. reading, writing, playing school)</p> <p>2 = Cognitive games (ex. puzzles, drawing, mind games, computer games, cars)</p> <p>1 = Physical games (ex. soccer, baseball, swimming)</p> <p>0 = Other (ex. television, video games, dress-up, or childish games for age)</p>	<p>(if the parent indicates more than one category, take the total of the scores divided by the number of scores, then round up the answer if necessary)</p> <p>Score: /3</p>
<p>14. How quickly / how easily does your child learn new things?</p> <p><i>Examples: sports; words; games/puzzles; with new toys (learn the rules of a team sport like soccer, put legos together, computer games)</i></p> <p><i>Examples of child learning new things:</i></p> <p>3 = same day/immediately; 2 = a few tries; 1 = needs help and time to learn it; 0 = long time/sometimes never learns it</p>	<p>Score: /3</p>
<p>15. What are the activity patterns shown by your child?</p> <p><i>Explanation: Activities = games, eating, watching TV, playing with toys/crafts, music, dancing. Starts one or more of these and does she/he finish what she/he starts?</i></p> <p>3 = one activity at a time and finishes it; 2 = one or two activities at a time, and finishes one; 1 = two to four activities at a time and finishes one;</p> <p>0 = more than two/many activities at a time, and seldom finishes any of them</p>	

	Score: /3
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16. Does your child get frustrated when he/she cannot communicate his/her ideas?	
3 = not at all; 2 = sometimes; 1 = often; 0 = frequently	Score: /3
To calculate the subtotal for Section C, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 18	SUB TOTAL C /

D. Family History

17a. Can you tell us about your relatives? What kind of education and professions do they have in the home country?	
<i>The purpose of this question is to provide a context for interpreting responses to question 17b</i>	
17b. Did all the members of your family finish high school? If they say no, then why?	3 = Yes 0 = No Score: /3  If parent gives a reason that is environmental or external (ex. war or lack of funds, accessibility) do not score this question

19. Is there anyone among the child's immediate family or other relatives who had difficulties learning to read and write, in speaking and pronunciation, slow to learn to talk? Can you explain?

If parent is open to more detailed questions, and they seem to have a history, then go on using the bottom portion as a guide, either from what they volunteer as descriptions, or by asking the questions directly. You need not ask all of them

	brother or sister	father	mother	relatives of the father	relatives of the mother
Difficulties in school or learning	Y N	Y N	Y N	Y N	Y N
Language or pronunciation problems, like in sentences, words, and grammar or stuttering	Y N	Y N	Y N	Y N	Y N
Special education classes	Y N	Y N	Y N	Y N	Y N
Speech and language therapy	Y N	Y N	Y N	Y N	Y N
Problems following directions or understanding questions	Y N	Y N	Y N	Y N	Y N
Problems reading or learning to read	Y N	Y N	Y N	Y N	Y N
Difficulty learning English	Y N	Y N	Y N	Y N	Y N
Repeated one or more grades in school	Y N	Y N	Y N	Y N	Y N

To calculate the subtotal for Section D, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 9

STOP If parent gives a reason that is environmental or external (ex. trauma or surgery) do not consider these responses for positive family history

Positive family history?
 6 = No indication
 3 = Yes, possibly
 0 = Yes, definitely

Score: /6

SUB TOTAL D

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Calculating the ALDeQ Total Score: Add all numerators and denominators from sections, and calculate a proportion between 0 and 1.0

Section A = / (18)
 Section B = / (18)
 Section C = / (18)
 Section D = / (9)
 Total = / = _____

Norming sample characteristics: 179 English language learners in Canadian cities with a mean age of 70 months (1 standard deviation range = 63 to 77 months), and an average of 17 months exposure to English in preschool or school (1 standard deviation range = 7 to 27 months).

Score Interpretation: An ALDeQ Total Score that is -1.25 standard deviations or lower indicates the child's first language development profile is more consistent with children who have language impairment than children who have typical language development.

ALDeQ Total Score Mean	1 sd range	Score -1.25 sds	Score -1.5 sds	Score -2 sds	Score -2.5 sds	Score -3 sds
.81	.69-.93	.66	.63	.57	.51	.45

Note. "sd" = standard deviation



If a child's score is -1.25 standard deviations or lower, it is advisable to calculate and check the section scores, and the parents' answer to question 10b. If the child has scores for sections A, C and D in the 1 sd range, but section B scores are low, and parents indicated first language loss could be taking place, then it is possible the low ALDeQ Total Score is not suggestive of the presence of language delay/impairment.

Mean Score A	Score -1 sd A	Mean Score B	Score -1 sd B	Mean Score C	Score -1 sd C	Mean Score D	Score -1 sd D
.90	.72	.70	.44	.82	.69	.85	.57