



**Outil QLIF 3-6 : questionnaire sur le langage et les impacts fonctionnels pour les enfants de 3 à 6 ans**

**Survey on Language and Functional Impacts in Children Aged 3 to 6**

The purpose of this questionnaire is to document the impacts of language difficulties or of a language disorder on the child's functional communication on a daily basis. Please read each statement carefully and then check the box corresponding to your observation of the child's communication **in comparison to other children of his/her age**. Do not hesitate to report examples related to the statements either in the questionnaire or in the "comments" section at the end of the document.

**Child name:** \_\_\_\_\_

**Date of birth:** \_\_\_\_\_ **(dd/mm/yyyy) Age:** \_\_\_\_\_ **File No.:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_ **Date :** \_\_\_\_\_

	Cannot do at all	A lot of difficulty	Some difficulty	No difficulty	Comments
<b>COMPARED TO OTHER CHILDREN HIS/HER AGE, HE/SHE:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1. Uses words to make requests (e.g. asks for help, objects, food, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Speaks clearly enough to be understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. When not understood, he/she finds another effective way to convey his/her message (e.g. gestures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Participates in conversations and games with other children (e.g. brings a new idea, asks a question).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Participates verbally in group activities (e.g. talks and discussions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Can communicate effectively with:					
- adults who know him/her well ;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- non-family adults (e.g. a new educator, the cashier at the grocery store) ;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- children his/her age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Can take part in a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Can tell stories that make sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Can recount past events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Understands the usual instructions (e.g. when dressing, to the bath)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Understands a change to the usual routine when verbally explained (e.g. an unforeseen change to the routine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Includes new instructions (e.g. new DIY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Responds adequately to questions related to a story told by an adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Shows his lack of understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Understands and expresses emotions with words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. Learns at the same pace as other children in his group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	No help	Some help	Much help	Comments
What level of support does the child need to <b>express him/herself</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How much help does the child need in order to <b>understand</b> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What do you find particularly good about the child's communication ?

What do you find most disturbing about the child's communication?

When your child does not understand, how does he/she react?

Notes :



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