Orthophonie VoxLingue Speech and Language

Printable sheet

What the educator sees: a sheet to note her examples and plan next steps

Bring this sheet to your meeting with the educator and write down her examples, in her words. An observation is not a diagnosis: it is the starting point of a conversation between the two of you.

Meeting date _____ **Educator** _____

My child's languages _____ **Language at daycare** _____

Question to ask	Her examples, in her words	Language	Since when
1 Can you give me a concrete example, and at what time of day?			
2 Since when have you noticed it, and is it changing?			
3 Does my child understand routine instructions, or do you repeat them?			
4 Which language do you speak with my child? Do they use words from our language?			
5 What have you already tried, and what helps?			
6 Did you use the surveillance checklist? What did you note?			
7 Can we also write down what I see at home?			

What I see at home (in each language)

The possible routes

CLSC or doctor

Contact the CLSC or ask the doctor. Agir tôt: free, voluntary, under 7, no prescription needed.

Private assessment

The report is yours. The speech therapist can observe at the daycare or meet the educator.

Both

You can ask for both at the same time. Nothing is lost by asking now.

Your consent. In Québec, the daycare must have your written authorization before sending your child's file to a doctor, a speech therapist or the school. Agir tôt starts only with your permission.

My next step this week

- ☐ A second meeting with the educator, on _____
- ☐ Contact the CLSC or ask the doctor
- ☐ Request a speech and language assessment
- ☐ A notebook or email to share news

Sources: Québec child care regulation (s. 123.0.3 to 123.0.7); Ministère de la Famille, guidance on the developmental surveillance tool (in French); Developmental surveillance tool, CHU Sainte-Justine (2020); Québec.ca, Agir tôt (2026); INSPQ, Mieux vivre (2026). General information: this sheet does not replace an assessment.