

Fhɔ́' pɔ́nkhɔ́ ná mbúá fa' pí lah mbā síé ná nǔ ghěnu: Fe'efe'e

Speech Participation and Activity Assessment of children: Fe'efe'e Nte'sínǔ (QUESTIONS) (McLeod, 2004)

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Báá nte'sínǔ ká ndak lá, má nah njū' cwě' ná ngǔā' yi pɔ́nkhɔ́ ná nǔ lah ngéénu kíkēē lá.
Nte'sínǔ lá mangén mbí ntíéntié ntenmvák pɛ (Mōō, Mbā' pí mā, póómā, pansiesi, nsēnnsēn) ná mba yaā paa lá.
Pá pen pǎ' nkǎ'nte'sínǔ lě mbí pɛ báá lá. Yi mvát fǎt ná njaa lá.
Nsí' mbā fa'á bā, pá pen lah ghæé nshǔ pɛ ká sīē lá; ǒ ngú pō nkwen ntám nkǎ'mfa', fa'á lá í, ndáh yaa pǎ'nu, ndó'.
á pen lám pɛ ká ná yii tū, ma pá pō sōg mbe' cwe' kǎ inkōsī lá; ā ntīā nte'sínu kǎ nzatsi lá mbí pō.

The following questions are designed to collect information about the impact of speech difficulties on children's lives. Questions are provided for different significant people (the child, parents, siblings, teachers, and friends) on different pages. You may give these forms to these people if appropriate. Otherwise, you may wish to interview or role-play and record their answers. Select the people who you think will provide the most useful information and select the questions that seem particularly relevant.

Pǎh Nte'sínu (sections for the Questionnaire)

- A. Nte'sínǔ mbí mōō (A. Questions for the child)
- B. Nte'sínǔ mbí Póómā (B. Questions for siblings)
- C. Nte'sínǔ mbí nsēn (C. Questions for friends)
- D. Nte'sínǔ mbí mbā' pí mā (D. Questions for parents)
- E. Nte'sínǔ mbí pansiesi (E. Questions for teachers)
- F. Nte'sínǔ mbí pansiesi (F. Questions for teachers)

Pá pō fhɔ́'sí bē Kǔ'sí pɔ́nkhɔ́ ná mbúá fa' pí lah mbā síé ná nǔ ghěnu le

This version of the *Speech Participation and Activity Assessment of Children* can be copied.

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Fhəa' pəŋkhuā ná mbúá fa' pí lah mbā síé ná nǔ ghěnu: Mōō

Speech Participation and Activity Assessment of Children (SPAA-C): Child

Zén mōō (Child's name): _____

Lié'zí mōō (Child's date of birth): _____ Mbâ'/Mənzhwīē (Male/Female): _____

Ghəə yi ǎ ngéé lá (Language(s) spoken): _____

Líé'nzá ze'e (Current date): _____ Ngǔ'nzá mōō (Child's age): _____

A. Nte'sínǔ mbí mōō (Questions for the child)

1. Ká má yo wū yi ǒ nhā nkwe' lah ngú lá ā? á mbee? á zǎ'ŋwa'ni /si kwēn zǎ'ŋwa'ni?

(What are your favourite things to do? At home? At school/preschool?)

2. Yaā sɛa / sɛā fǎknā tá ó nkwe' e? (What games/sports do you play?)

3. Yo ká tá ó ngá' nā? ǒ njū' tū ó nā ā? (What are you good at?)

4. Wā tá ó nkwe' lah tamsɛa pí yǎā? (Who do you like to play with?)

5. Mbâ' ē pí mā ē fhú ta ndēn mā "Ká tá ó ma nkwe' lah ngú ē?" Ma ká tá ó ghɛ ɛ, ma wā tá ó lah (cēh)?

(If Mum and Dad said "What do you want to do?" what would you do and who would you take?)

Nsēn mbō (Your friends)

6. Wa tá ó ma nkwe' lah ngú sɛa pí yǎā ā? (Who do you like to play with?)

zǎ'ŋwa'ni /mfěnzá zǎ'ŋwa'ni (School/preschool)

7. Ká má mbā zhwiéí yāā ǒ ca'síyáá mbú ó, á zǎ'ŋwa'ni? /mfěnzá zǎ'ŋwa'ni (cápko)? (What is fun for you at school/preschool?)

8. N ntūmbhi mbe' wú má ká ná zǎ'ŋwa'ni? / ná mfěnzá zǎ'ŋwa'ni (cápko)? (What is the best thing about school/preschool?)

9. Ká mā ngǎ' mbú ó ta', á zǎ'ŋwa'ni /á mfěnzá zǎ'ŋwa'ni? (What is hard for you at school/preschool?)

10. Pō mbā mó' ntie' ntisí ó zǎ'ŋwa'ni? á mfěnzá zǎ'ŋwa'ni/ zǎ' kāsí? (Do you ever get teased at school/preschool?)

Yo mbúá ghəənu (Your talking)

11. Wā tá ó ma nkwe' lah ngéé nǔ yāā pí yǎā ā? (Who do you like to talk to?)

12. Sēn tá ó nkwe' nah ngéénǔ mbí pənok? (When do you like to talk to people?)

13. Sēn tá ó sǐ nkwe' nah ngéénǔ mbí pənok bā ā? (When don't you like to talk to people?)

14. O kwa'si má yo mbúá nah ngéénǔ, cópntié ná zimó' pəŋkhuā? (Do you think your talking is different from other children's?)

15. Pó yā' tǐssí ǒ/ngát lǒ/mvā'sí ǒ mbí'tū má ó kongéenu ú? Ká tá pənök ngéé? (Do you ever get teased about your talking? What do people say?)

16. Pənök nsá' mó'līē' ndēn má ó patngéé wū yi ǒ ngəə lǎ í? Yáá ngú ó ma lahā? (Do people often ask you to say things again? How does this make you feel?)

17. Ká tá ó ngá ntie' yi pənök sǐ njū' ǒ lá bā ā? (Fōhni., Nǎh sǐ' nǎh, mfāh nken nō, mbūā nkhu, Nǎ'nthū)

(What do you do when people don't understand you? (e.g., keep trying, change your message, give up, get cross)

Fhua' pũnkhuā ná mbúá fa' pí lah mbā síé ná nũ ghẽnu: Mõõ

Speech Participation and Activity Assessment of Children (SPAA-C): Child

Zén mõi (Child's name): _____

Lié'zĩ mõi (Child's date of birth): _____ Mbā'/Mũnzhwĩē (Male/Female): _____

Ghæ yi ă ngéé lá (Language(s) spoken): _____

Lié'nzá ze'e (Current date): _____ Ngũ'nzá mõi (Child's age): _____

	Ca'si (Happy)	Cicah (In the middle)	Mmwẽn (Sad)	Mó' Yú'nā (Another feeling)	ka' zhĩ (Don't know)
1. Ỗ njũ' ná ó mbú ó ma lahā, ná yo mbúá ghẽnu u ? (How do you feel about the way you talk?)	☺	☹	☹	◯	?
2. Nā ó ngũ ó ma lahā ntie' yi ỗ ngéénũ mbĩ tũmbhĩ mbe' sẽn o lá ā? (How do you feel when you talk to your best friend?)	☺	☹	☹	◯	?
3. Ỗ njũ' ná ó mbú ó ma lahā ntie' yi ỗ ngéénũ mbĩ pómā ē [Mbā' mba pũnzhwĩē]? (How do you feel when you talk to your [brothers and sisters]?)	☺	☹	☹	◯	?
4. Nā ó ngũ ma lahā ntie' yi ỗ mǎngéénũ mbĩ [mā ē mba mbē' lá ā]? (How do you feel when you talk to your [mother and father]?)	☺	☹	☹	◯	?
5. Nā ó ngũ ma lahā ntie' yi ỗ mǎngéénũ mbĩ [nsiensi mbee no lá ā ? (How do you feel when you talk to your [pre]school teachers?)	☺	☹	☹	◯	?
6. Nā ó ngũ ma lahā ntie' yi nsiensi ỗ nté'sí ó nu lá ā? (How do you feel when your teachers ask you a question?)	☺	☹	☹	◯	?
7. Yáá ngúá ó ma lahā ntie' yi ỗ mǎngéénũ mbĩ kwee ndũāṅwa'ni lá ā ? (How do you feel when you talk to the whole class?)	☺	☹	☹	◯	?
8. Nā ó ngũ ma lahā ntie' yi ỗ ngúsua pí pũnkhuā, á mfěnzá zũ'ṅwa'ni lá ā? / á cápko (How do you feel when you play with the children at [pre]school?)	☺	☹	☹	◯	?
(Kwee ☺ Pii) (TOTAL ☺ SCORE) =	/8				
9. Yáá ngúá ó ma lahā ntie' yi ỗ ngúsua ná yo zu' ndők ó lá ā? (How do you feel when you play on your own?)	☺	☹	☹	◯	?
10. Ỗ njũ' ná ó mbú ó ma lahā ntie' yi sĩ njũ' wũ yi ỗ ngéé lá bā ā? (How do you feel when people don't understand what you say?)	☺	☹	☹	◯	?

Pá pō fhuā'sĩ bē Kũ'sĩ pũnkhuā ná mbúá fa' pí lah mbā síé ná nũ ghẽnu le.

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McLeod, S. (2004). [Speech pathologists' application of the ICF to children with speech impairment](#). *International Journal of Speech-Language Pathology*, 6(1), 75-81.

McLeod, S. (2024). (*Kũ'sĩ pũnkhuā ná mbúá fa' pí lah mbā síé ná nũ ghẽnu le* : Fe'efe'e (Speech Participation and Activity Assessment of Children: Fe'efe'e)

(M.F. Cheutcheu, F. Tientcheu & R. Siatou, Trans.) Retrieved from <http://www.csu.edu.au/research/multilingual-speech/spaa-c>. Published online 2025.

Fhɛə' pʌŋkɛə ná mbúá fa' pí lah mbā síé ná nǔ ghěnu: Póómā

Speech Participation and Activity Assessment of Children (SPAA-C): Siblings

Zén mōō (Child's name): _____

Zén Póómā (Sibling's name): _____

Lié'zǐ Póómā (Sibling's date of birth): _____ Mbá'/Mɛnzɛwīē (Male/Female): _____

Ghəə yi ǎ ngéé lá (Language(s) spoken): _____

Lí'nzá ze'e (Current date): _____ Ngǔ'nzá Póómā (Sibling's age): _____

B. Nte'sínǔ mbí Póómā (Questions for siblings)

1. Sōg ā nǔ ná poómā ē, mbâ' mba pʌnzɛwīē lá.

(Tell me about your sister/brother.)

2. Ká tá ó nkwe' ná poómā ē, mbâ' mba pʌnzɛwīē?

(What do you like about your sister/brother?)

3. Wū yi ǒ nkwe' má pen kwéé ntā'sī māngú lá má ká? Ká tá ó nkwe' ntie' yi pen ntā'si ngú lá ā?

(What do you like doing together?)

4. Ta' wú wū, ma mēm̄ma e mbâ'/mɛnzɛwīē ghǔ nca' pí yāā á?

(Is there anything your sister/brother has trouble with?)

5. Ká tá ó ngú ntie' yi o sǐ njū' wū yi poómā ē, mbâ' mba pʌnzɛwīē ghəə lá bā?

(What do you do when you don't understand your sister/brother?)

Fhə' pəŋkhə ná mbúá fa' pí lah mbā síé ná nǔ ghěnu: Nsēn

Speech Participation and Activity Assessment of Children (SPAA-C): Friends

Zén mōō (Child's name): _____

Zén Nsēn (Friend's name): _____

Lié'zǐ Nsēn (Friend's date of birth): _____ Mbā'/Munzhwīē (Male/Female): _____

Ghəə yi ǎ ngéé lá (Language(s) spoken): _____

Lié'nzá ze'e (Current date): _____ Ngǔ'nzá Nsēn (Friend's age): _____

C. Nte'sínǔ mbí nsēn (Questions for friends)

1. Sōg ā nǔ ná sēn o lá. (Tell me about your friend.)
2. Ká má mbé' ó ná sēn o? (What do you like about your friend?)
3. Ka má mbé' ó nah nkweé ngú pí yǎǎ? (What do you like doing together?)
4. Ta' wú sīē ma sēn o ghě nca' pí yāā á? (Is there anything your friend has trouble with?)
5. Ká tá ó ngú ntie' yi o sǐ njū' wū yi sēn o ghəə lá bā? (What do you do when you don't understand your friend?)
6. Ō céh sēn o mbeé pen, á pen ghá sɛə á? Ō tám sɛə mbeé sēn o ó? Sōg ā nǔ ná wū yi pěn ghə lá.
(Have you invited your friend to your house to play? Have you played at your friend's house? Tell me about what you did.)

Fhua' p̄nkhua ná mbúá fa' pí lah mbā síé ná nǔ ghěnu: mbā' pí ma

Speech Participation and Activity Assessment of Children (SPAA-C): Parents

Zén mōō (Child's name): _____

Zén mbā' pí mā ā mōō (Parent's name): _____ Líé'nzá ze'e (Current date): _____

D. Nte'sínǔ mbí mbā' pí mā (Questions for parents)

Mên Yii (Your child)

1. Pen nsōg nǔ ná mên yii lá. (Tell me about your child.)
2. Ká tá á nkwe' lah ngū ǔ? (What does your child like to do?)
3. Ká mā tēnmvǎk mbí mên yii mbǎ mbí tēndūā yī? (What is important to your child and your family?)
4. Pá yaā ndah mā bā nkunku'si yáá tám ngaānzā ā? Pa wā bá kwee p̄ mên yīí ngénu mbí pó tám ta' ngaānzā nkandak lá ā?
(What would be a typical weekly timetable? Who are all the people your child would speak to within a normal week?)
5. Pó cēh í mbeé zimó' pōō ná lah nsá' ngú sua á? /ná ca'sí cōmsílé'zī í?
(Does s/he get invited to play at other children's homes/invited to birthday parties?)
6. Ta' wú sīē ma yáá ngú mên yii bā sica'si í? /mmwēn/njā'nthǔ?
(Is there anything that makes your child particularly unhappy/sad/angry?)

Ghəē mên yii (Your child's speech)

7. Pen sōg mvak ghě mên yīí mbā lá. (Describe your child's speech.)
8. Yaā cópntīē tá pēn lēn ná ghěnu mên yii pí yī póómā ā mba zǐ nsēn mbí t? :
(What differences do you notice about your child's speech compared to his/her siblings and friends regarding:)
 - a. Mvǎk ghəē (The amount of talking)
 - b. Mbāā mvak pó njū' t lá? (How well s/he is understood)
 - c. Ntíé nǔ (kəē nu) yi ǎ njū' pepē' nah nsāh lá, mba p̄ yi ǎ njū' pepē' lah nsāh ngǎk pó lá.
(Contexts and people where s/he is comfortable talking)
 - d. Ntíé nǔ (kəē nu) yi ǎ njū' sipe' nah nsāh lá, mba p̄ yi ǎ njū' sipe' lah nsāh ngǎk pó lá.
(Contexts and people where s/he uncomfortable talking)
9. Ntie' yi mên yīí nsí' njū' lá bā (When your child isn't understood:)
 - a. Mên yii ngú lāhā? (What does your child do?)
 - b. Ka má nkōsī yī? (What do you find helps?)
10. Ká zū (mfa') ta mên yii ngá' nā, yáá la in mā sinkwe'nkwe' má á bā ngénu mbəpē'?
(What things is your child good at that do not require him/her to speak well?)
11. Məāmā ngǎngǎ ná mvak báá mên yīí njīngūā lah ngénu lá má yaā? á mbee mbǎ zǎ'ŋwa'ni?
(What is the biggest impact of your child's speech difficulty at home and school?)

Ngūā' kǎ mfhū ná mvak yi mên yīí ngénu kīkēē lá. (The impact of your child's speech difficulty)

12. Yi ngǎnga lah ngénu lá nǎzhǎ nǎzhǎ mbú í mvak lǎhǎ? (How does her speech difficulty limit him/her?)
13. Pó yǎ' yǒg í cǎh ngwe', yǎā mā mfǎ ná yi mbúá lah ngénu ú?
(Has s/he been excluded from social situations because of his/her speech?)
14. Ká tá tǎ'ndǎ yǐí ngú ná nah nhǎ mǎn cǎh ngwe'ngwe'?
(What things does your family do to ensure your child is included in social situations?)
15. ǎ nǎzhǎ/mbǎh ngǎnga ni lah ngénu mvak lǎhǎ? ǎ mbǎ ngátsí nǎ í ná mvak yi ǎ njǎngǎ' lah ngénu lǎ í?
How aware/frustrated is she about his/her speech difficulty? Does s/he get embarrassed about his/her speech?
16. Pǎn yǐí mó' mvǎk cóptié ná wǎ'nkoo pí zhǎmbǎ ná ghǎnu: Ntiē'záwū, zǎ'ǎwǎ'ni, pí nsǎn, pí mbǎ' ndǎma mba mā ā ndǎma, mba pǎó tǎndǎ, , Ntiē' píéndǎh mbǎ ná mó' mǎ'?'
(Have you observed differences between different confidence levels and communication skills at: mealtimes, school, with friends, with grandparents and other family members, during hobbies, and other activities?)
17. Pǎ shǎ ngúsi mǎ lǎhǎ pí mǎn yǐi? (How do other people react to your child?)
18. Ká tá mó' pǎ ghǎ mbǐí pǎn ná mvak mǎn yǐi njǎngǎ' lah ngénu lǎ ǎ? (What have others told you about your child's speech?)
19. Pǎn mbǎh/nǎ' vǎ'si mvak yi mǎn yǐi ngénu kǐkǐé lǎ í? (Do you get frustrated/embarrassed about your child's speech?)
20. Yǎā túnu(kwǎ'si) tá pǎn ncǎk nah kóm ná ná nu ngǎnga mǎn yǐi lah ngénu?
(What goals would you like to achieve with your child's communication skills?)

Fhua' p̄nkhua ná mbúa fa' pí lah mbā síe ná nũ ghěnu: Pansiesi

Speech Participation and Activity Assessment of Children (SPAA-C): Teachers

Zén mōō (Child's name): _____

Zén nsiesi (Teacher's name): _____ Lié'nzá ze'e (Current date): _____

E. Nte'sínũ mbí pansiesi (Questions for teachers)

1. Nsōg nũ ná mōō le. (Tell me about this child.)
2. Sōg mvak, yi mbúa ghěñũ ndáh mbā lá. (Describe his/her speech.)
3. Kwa' yaā mbúa bá mbú í nah ngú tã pō yū' yi nken? (How well does this child get his/her message across?)
4. Pá o nsōg yōh mó mvāk nu yi yáá ngú má mōō le bā ndáh ghěé zǎ'ɲwa'ni lá? Fōhni, Pí wo, pí zimó' nsiesi, pí zimó' ghǎ'ɲwa'ni, Mbí kwee ndūā ɲwa'ni wa'.
(Can you give me some examples of when this child has to speak at school? For example, with you, with other teachers, with other students, in front of the class.)
5. Ta ā mbā síe ná mfǎ' ndūāɲwa'ni í? / Mǎ' kəə? (Does s/he participate in class/group activities?)
6. Ta ā mbā ndūāɲwa'ni mbá' nte'sínũ? (Does s/he answer questions in class?)
7. Ta ā mba ndūāɲwa'ni ngáá yi zhíwū ma mbe'nthū u? (Does s/he volunteer information in class?)
8. Ta ā mbā síe ná nzhĩnzhi mfǎ' lah ndá'sí póózū mba nsók cwe? (Does s/he participate in show and tell/news?)
9. Ā mbā ngwēn má pō kōssi í? Ā ndōō kōssi í? (Does s/he ask for help?)
10. Ā mbā ntō' nsáhnũ pí mó' p̄nkhua mba pansiensí í? (Does s/he initiate conversations with other children and teachers?)
11. Yi mbúa ghěñũ nhā ī ngǎngǎ ná yi zhí'si pí zhí ɲwa'ni í (Céhwū pí Keētie)?
(Does his/her speech affect his/her learning and literacy (reading and spelling)?)
12. Yi mbúa ghěñũ nzhēā' nzhi mbú, í lah mbā ntám mfǎ' zǎ'ɲwa'ni? (Does his/her speech limit his/her involvement in school?)
13. Ā mbáhsí (ntēhsí/nsēēsi) póózú ma lahā? á mbú o, á mbí mó' p̄u (How does the child explain things to you/to others?)
14. Ká bá nkoōsī yī lah njū' wū yi ā ngéé lá ā? (What helps you understand what s/he says?)
15. Pen ngú ma lahā ntie' pēn nsí'njū' ī / ō njū' wū yi ā ngéé lá bā? (What do you do when you don't understand him/her?)
16. Pó mbā nní'sí í (nzhwēn í) zǎ'ɲwa'ni í? (Is s/he teased at school?)
17. Ā ndáh nā i ma lahā ntie' nca' mbā wū lá ā? (How does this child react to conflict?)
18. Mōō lě ghě ta' maa lah nzhi'sī wū ma ā kwe' ta shuá á? Ō ta' tōmfhu' mbúa lah nzhi'sī wū?
(Does this child have a preferred modality of learning or a particular learning style?)
19. Pá pǎh ā pen fā' ma lahā tā ntōōnsī zhímbúa ghěñũ (sáhnũ) mōō bē le, á zǎ'ɲwa'ni í?
(How can we collaboratively work together to support this child's communication competence at school?)

Fhwa' p̄nkhwa ná mbúá fa' pí lah mbā síé ná nǔ ghěnu: Mbā' pí mā

Speech Participation and Activity Assessment of Children (SPAA-C): Others

Zén mōō (Child's name): _____

Zén P̄ shu (Other person's name): _____

Nkhěnsĩnā pí mōō (Relationship to child): _____

Líé'nzá ze'e (Current date): _____

F. Nte'sínǔ mbí pansiesi (Questions for teachers)

1. Sōg ā nǔ ná mōō bē le lá. (Tell me about this child.)
2. Mōō lě ntěāsnu ma lahā pí wo, mba p̄ shu? (How does this child interact with you and others?)
3. Mōō lě ndáh yaā mbūā tā ngá pō yū' yi ghəə (nken)? (How well does this child get his/her message across?)
4. Pěn mbā njīngā' lah njū' ghəə mōō le é? (Do you have difficulty understanding this child?)
5. Ká bá nkōsī yī lah njū' wū yi ǎ ngéé lá ā? (What helps you understand what s/he says?)
6. Ká tá pěn ngá ntie' pěn sī njū' ī lá bā ā? (What do you do when you don't understand him/her?)

Pá pō fhwa'si bē Kū'si p̄nkhwa ná mbúá fa' pí lah mbā síé ná nǔ ghěnu le

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