
Speech Participation and Activity of Children (SPAA-C)

(version 2.0)

Context

These questions have been designed to elicit information about children who are having difficulty speaking. People are encouraged to use these questions to increase their understanding of individual children and the context in which they live. It is intended to embrace the categories of Activity and Participation, Environmental and Personal Factors from the International Classification of Functioning, Disability and Health (ICF) (World Health Organization, 2001).

The questionnaire was designed by participants within a masterclass titled: *Normal speech development: A framework for assessment and intervention* at the Speech Pathology Australia National Conference, held in Hobart, May 2003 and was revised by participants within a professional development workshop conducted by Speech Pathology Australia, Perth, 2003 and summarized in McLeod (submitted).

McLeod, S. (submitted). Speech pathologists' application of the ICF to children with speech impairment. *Advances in Speech-Language Pathology*.
World Health Organisation. (2001). *ICF: International classification of functioning, disability and health*. Geneva: World Health Organization.

Sections of this questionnaire

- A. Questions for the child**
- B. Questions for friends**
- C. Questions for siblings**
- D. Questions for parents**
- E. Questions for teachers**
- F. Questions for others**

Explanation

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 sheets. 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.

Flexible use of the SPAA-C

The SPAA-C is aimed to be used by speech pathologists and educators for informing their relationship (and subsequent goal setting) with children with speech impairment. People who use the SPAA-C are encouraged to adapt the questions and administration for their context and for individual children and their families. Possible flexible options include:

- ◆ Have a screening version containing key questions as well as an in-depth version. Add some of these questions to your standard case-history questionnaire. Alternatively each time you use the SPAA-C, select and use questions that are relevant for that person.
- ◆ Print questions for each person (e.g., teacher, sibling) on a separate page.
- ◆ Be aware of the literacy levels of the people you are working with. Use verbal or written versions and versions in languages other than English.
- ◆ Be aware that some questions may be perceived as confronting or addressing private issues. When talking with parents, for example, ask if they wish to have their child present. Consider that asking questions of friends may increase awareness of the child's speech difficulty and may have a negative impact on their relationship. Get the child to also ask questions of the speech pathologist (e.g., who do you like talking to?) so that it is a two-way conversation, and promotes the development of a relationship.
- ◆ When asking questions of the children, use puppets, role play, provide pictures of scenarios or use a child-friendly emotions scale (an example is provided in version 2.0). For example, role play an informal interview with a puppet who was having difficulty talking. This may help the child feel more at ease so that they could agree / disagree with the puppet. Scenarios are often useful to provide the context for the child. Brooker (2001) provides excellent guidance regarding interviewing young children.
- ◆ Use the information gained from SPAA-C to cooperatively plan assessment, goal setting, and intervention so that changes can directly impact the child's whole life.

Brooker, L. (2001). Interviewing children. In G. Mac Naughton, S. A. Rolfe, & I. Siraj-Blatchford (Eds.), *Doing early childhood research: International perspectives on theory and practice* (pp. 162-177). Crows Nest, NSW: Allen & Unwin.

A. Questions for the child

Who you are

1. What are your favourite things to do? At home? At school/preschool?
2. What games/sports do you play?
3. What are you good at?
4. Who do you like to play with?
5. If Mum and Dad said "What do you want to do?" what would you do and who would you take?

Your friends

6. Who do you like to play with?

School/preschool

7. What is fun for you at school/preschool?
8. What is the best thing about school/preschool?
9. What is hard for you at school/preschool?
10. Do you ever get teased at school/preschool?

Your talking

11. Who do you like to talk to?
12. When do you like to talk to people?
13. When don't you like to talk to people?
14. Do you think your talking is different from other children's?

	<i>Happy</i>	<i>In the middle</i>	<i>Sad</i>	<i>Another feeling</i>	<i>Don't know</i>
15. How do you feel about the way you talk?	☺	☹	☹	○	?
16. How do you feel when you talk to your best friend?	☺	☹	☹	○	?
17. How do you feel when you talk to your [brothers and sisters]?	☺	☹	☹	○	?
18. How do you feel when you talk to your [mum and dad]?	☺	☹	☹	○	?
19. How do you feel when you talk to your [pre]school teachers?	☺	☹	☹	○	?
20. How do you feel when your teachers ask you a question?	☺	☹	☹	○	?
21. How do you feel when you talk to the whole class?	☺	☹	☹	○	?
22. How do you feel when you play with the children at [pre]school?	☺	☹	☹	○	?
23. How do you feel when you play on your own?	☺	☹	☹	○	?
24. How do you feel when people don't understand what you say?	☺	☹	☹	○	?

25. Do you ever get teased about your talking? What do people say?
 26. Do people often ask you to say things again? How does this make you feel?
 27. What do you do when people don't understand you? (e.g., keep trying, change your message, give up, get cross, etc)
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B. Questions for friends

1. Tell me about your friend
 2. What do you like about your friend?
 3. What do you like doing together?
 4. Is there anything your friend has trouble with?
 5. What do you do when you don't understand your friend?
 6. Have you invited your friend to your house to play? Have you played at your friend's house? Tell me about what you did.
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C. Questions for siblings

1. Tell me about your sister/brother.
 2. What do you like about your sister/brother?
 3. What do you like doing together?
 4. Is there anything your sister/brother has trouble with?
 5. What do you do when you don't understand your sister/brother?
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D. Questions for parents

Your child

1. Tell me about your child.
 2. What does your child like to do?
 3. What is important to your child and your family?
 4. What would be a typical weekly timetable? Who are all the people your child would speak to within a normal week?
 5. Does s/he get invited to play at other children's homes/invited to birthday parties?
 6. Is there anything that makes your child particularly unhappy/sad/angry?
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Your child's speech

7. Describe your child's speech.
8. What differences do you notice about your child's speech compared to his/her siblings and friends regarding:
 - (a) The amount of talking
 - (b) How well s/he is understood
 - (c) Contexts and people where s/he is comfortable talking
 - (d) Contexts and people where s/he uncomfortable talking
9. When your child isn't understood:
 - (a) What does your child do?
 - (b) What do you find helps?
10. What things is your child good at that do not require him/her to speak well?

The impact of your child's speech difficulty

11. What is the biggest impact of your child's speech difficulty at home and school?
12. How does her speech difficulty limit him/her?
13. Has s/he been excluded from social situations because of his/her speech?
14. What things does your family do to ensure your child is included in social situations?
15. How aware/frustrated is she about his/her speech difficulty? Does s/he get embarrassed about his/her speech?
16. Have you observed differences between different confidence levels and communication skills at: mealtimes, school, with friends, with his/her grandparents and other family members, during hobbies and extracurricular activities (e.g., swimming lessons)
17. How do other people react to your child?
18. What have others told you about your child's speech?
19. Do you get frustrated/embarrassed about your child's speech?
20. What goals would you like to achieve with your child's communication skills?

E. Questions for teachers

1. Tell me about this child.
2. Describe his/her speech.
3. How well does this child get his/her message across?
4. 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. Does s/he participate in class/group activities?
6. Does s/he answer questions in class?
7. Does s/he volunteer information in class?
8. Does s/he participate in show and tell/news?
9. Does s/he ask for help?
10. Does s/he initiate conversations with other children and teachers?
11. Does his/her speech affect his/her learning and literacy (reading and spelling)?
12. Does his/her speech limit his/her involvement in school?
13. How does the child explain things to you/to others?
14. What helps you understand what s/he says?
15. What do you do when you don't understand him/her?
16. Is s/he teased at school?
17. How does this child react to conflict?
18. Does this child have a preferred modality of learning or a particular learning style?
19. How can we collaboratively work together to support this child's communication competence at school?

F. Questions for others

1. Tell me about this child.
2. How does this child interact with you and others?
3. How well does this child get his/her message across?
4. Do you have difficulty understanding this child?
5. What helps you understand what s/he says?
6. What do you do when you don't understand him/her?