

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

## INSTRUCTIONS AND BACKGROUND

(McLeod, 2004)

The Speech Participation and Activity Assessment of Children (SPAA-C) has 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).

### 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 sound disorders. 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 a standard case-history questionnaire. Alternatively each time the SPAA-C is used, 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 people. 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. 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.
- ◆ 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.

### Sections of the Questionnaire

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

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