

ADDRESSING BARRIERS TO LEARNING (ABLE)

Taking a Closer Look at Selective Mutism

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| Child's Name | |
| Date of Birth | |
| School / nursery | |
| Stage/ class | |
| Date | |

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| Names of those involved in ABLe conversation |
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Key: Highlight statements using "traffic light" system

Red - area of concern/difficulty

Orange - emerging skill/some difficulty

Green - fine

Leave blank - not known/not relevant at this time

Comments

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| The Stages of confident speaking | Date | Date | Date | Comments |
|---|-------------|-------------|-------------|-----------------|
| Does not communicate nor participate | | | | |
| <ul style="list-style-type: none"> Observes activity from a distance or sit passively as part of group | | | | |
| <ul style="list-style-type: none"> Accepts help (eg stand while coat is buttoned) but makes no attempt to seek assistance or interaction) | | | | |
| Co-operates but limited communication | | | | |
| <ul style="list-style-type: none"> Participates in non-verbal activities such as: board games or jigsaw puzzles and may signal enjoyment | | | | |
| <ul style="list-style-type: none"> Makes limited choices (eg takes favourite chocolate bar) | | | | |
| <ul style="list-style-type: none"> Complies with requests which are perceived as non-threatening or non-invasive (eg may deal our cards, pass on object or draw a picture, but be unable to copy gestures or point to parts of the body) | | | | |
| Communicates through visual, non-verbal means | | | | |
| Responds and may even initiate contact through: <ul style="list-style-type: none"> Pointing Nodding/shaking head Tapping Mime/gesture Drawing/writing | | | | |
| <ul style="list-style-type: none"> Otherwise silent, even when in pain | | | | |
| Uses non-verbal sounds | | | | |
| May use audible sound to: <ul style="list-style-type: none"> Express emotion Accompany play (eg sound of police sirens, explosion, animals) | | | | |
| May seem very close to speaking, while never actually doing so | | | | |

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| Speaks within earshot of person but not directly to them | | | | |
| • Talks to a parent in same room as another person, either quietly or possibly at normal volume | | | | |
| • Talks to other children in classroom but not to teacher | | | | |
| • Talks to family using telephone in public area | | | | |
| Uses single words with selected people | | | | |
| • Responds to questions/prompts giving minimum of information | | | | |
| • Whispers when standing close | | | | |
| • Reads aloud or in a whisper but use minimal conversational speech | | | | |
| Uses connected speech with selected people | | | | |
| • Comfortable with certain adults and able to communicate fairly well with them provided no-one else is perceived to be listening | | | | |
| • More relaxed, volunteers spontaneous comments during unstructured time | | | | |
| • Talks more to children than adults | | | | |
| Begins to generalise to a range of people | | | | |
| • Continues speaking to 'safe' adult when others enter the room | | | | |
| • Talks normally at home in front of visitors | | | | |
| • Talks to several children/adults in "safe" settings | | | | |
| Begins to generalise to a range of settings | | | | |
| • Speaks to selected 'safe' adults outside "safe" settings within earshot of others | | | | |
| • Talks more easily with family in community settings | | | | |
| Communicates freely | | | | |

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| • Responds to, or approaches strangers in familiar and unfamiliar settings | | | | |
| • Contributes to class discussion | | | | |
| • Volunteers information | | | | |
| Adapted from Maggie Johnson and Alison Wintergens - <u>Selective Mutism Resource Manual</u> | | | | |