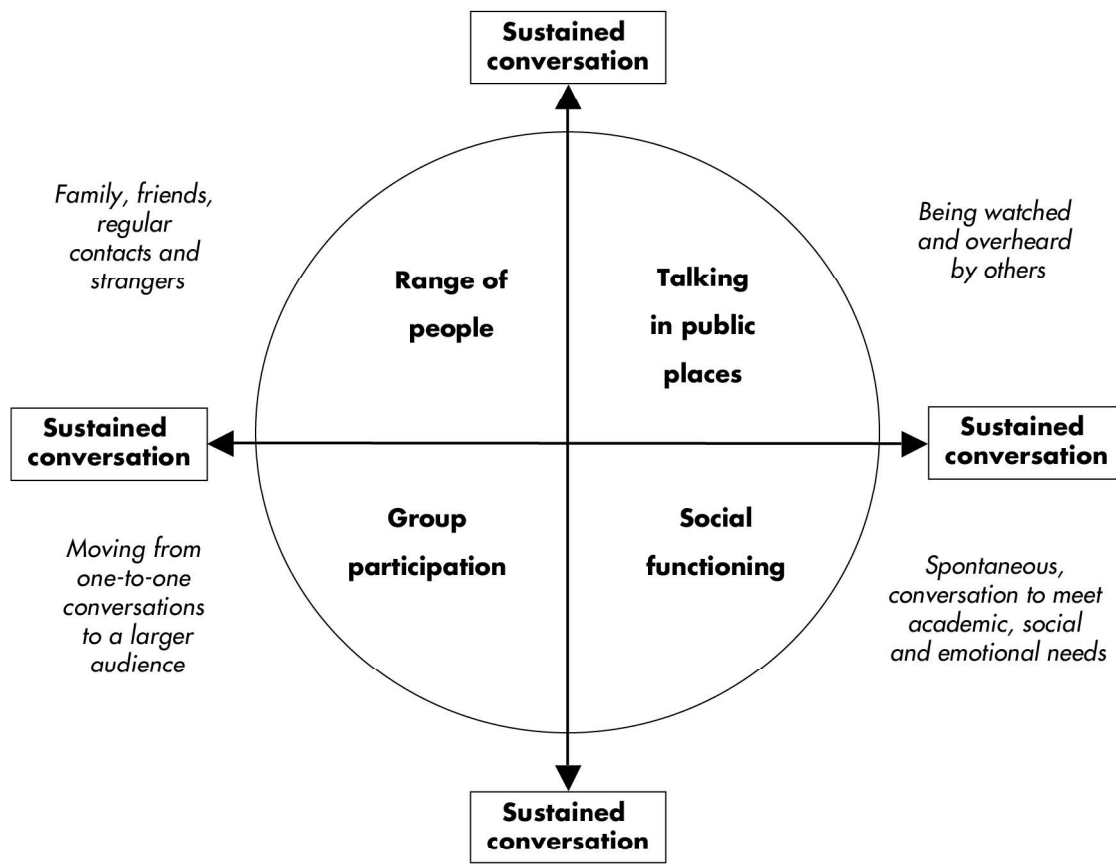


Handout D1 **A multidimensional model of confident talking (Johnson & Wintgens, 2016)**

- 1 Do you know a child who talks confidently to some people but not others?
- 2 Using the four quadrants of the circle, think about the people and situations in your setting where the child does *not* talk.

(Source: *The Selective Mutism Resource Manual*, second edition, 2016, Speechmark Publishing)

Handout D2 **The progressions of confident talking (Johnson & Wintgens, 2016)**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">increasing demand</p>	<p>One-to-one interaction Moving towards relaxed, sustained conversation with each individual</p>	<p>GENERALISATION <i>Note: all aspects are tackled together in a coordinated manner, but at a different rate for each progression</i></p>			
	<p>0 Absent</p>	<p>Range of people People the child can talk to on a one-to-one basis</p>			
	<p>1 Frozen</p>	<p>Family and friends Immediate and extended family and close friends. This group is most likely to include the people with whom the child talks freely</p>	<p>Regular Contacts Familiar people with whom the child is in regular contact, eg teacher, classmates, neighbours, friends' parents, babysitter</p>		
	<p>2 Participation without communication</p>		<p>Strangers People the child is unlikely to see again or sees only fleetingly, eg shop assistants, librarian, school visitors, school crossing patrol, dentist</p>		
	<p>3 Non-verbal and written communication</p>	<p style="text-align: right;">increasing demand →</p>			
	<p>4 Talking via another person</p>	<p>Talking in public places Presence and proximity of bystanders and possibility that talking will be disclosed to other settings</p>			
	<p>5 Using voice</p>	<p>No chance of being overheard</p>	<p>May be overheard by one person outside comfort zone</p>	<p>May be overheard by a few people outside comfort zone</p>	<p>May be overheard by many people outside comfort zone</p>
	<p>6 Single words</p>	<p style="text-align: right;">increasing demand →</p>			
	<p>7 Phrases and sentences</p>	<p>Group participation Group size includes the child and a facilitating adult, if appropriate</p>			
<p>8 Sustained conversation</p>	<p style="text-align: right;">increasing demand →</p>				
		<p>Social functioning Moving towards spontaneous conversation to meet the child's needs</p>			
		<p>Planned</p>		<p>Unplanned</p>	
		<p>Adult-initiated</p>	<p>Child-initiated</p>	<p>Adult-initiated</p>	<p>Child-initiated</p>
		<p>Structured</p>	<p>Unstructured</p>	<p>Structured</p>	<p>Unstructured</p>
		<p>Factual content</p>	<p>Emotive content</p>	<p>Factual content</p>	<p>Emotive content</p>

(Source: *The Selective Mutism Resource Manual*, second edition, 2016, Speechmark Publishing)

Handout D3 **Confident talking – the stages of one-to-one interaction**

Stage	Child's presentation	Example of behaviour
0	Absent	Child or young person stays in the bedroom, hides behind a chair or observes activity from a distance.
1	Frozen	Child sits passively or accepts help without moving (eg does not take a ball that is offered; stands motionless while coat is buttoned up).
2	Participates without communication	Child participates silently in activities such as board games or jigsaw puzzles; takes items that are offered (eg a biscuit or crayons); and complies with requests which do not require an answer (eg deals out cards or draws a picture).
3	Uses non-verbal and written communication	Child responds to questions and may even initiate contact through: pointing; nodding or shaking head; tapping; gesture; drawing or writing. Child is relaxed and responds to the adult with a variety of facial expressions.
Talking bridge	Tolerates voice being heard by a bystander	Child talks to or laughs with parent without hiding their mouth in a visitor's or the therapist's presence; talks to other children in the same room as their teacher; talks to family member using a telephone in a public area. Voice may be quiet but is audible rather than whispered.
4	Talks through another person	Child answers when the parent repeats the therapist's question; asks the parent if a person present can play a game with them; talks in a structured activity with an adult but looks at their friend or parent when they speak. Voice may be quiet but is audible rather than whispered.
5	Uses voice	Child vocalises an audible rather than a whispered sound to express emotion, accompany shared play, participate in an activity or directly communicate (eg laughter, humming, sound of police siren, animal noises, letter sounds, 'mmm' for 'yes'). Child reads familiar material aloud on request (reading is a vocal exercise for proficient readers, rather than communication).
6	Communicates with single words	Child says a single word in response to questions or choices or in structured activities such as games. Voice may be very quiet but is audible rather than whispered.
7	Communicates with sentences	Child uses sentences in response to questions or in structured activities such as games or play readings. Child may: <ul style="list-style-type: none"> occasionally offer a spontaneous comment only ask questions during structured activities. Voice may be very quiet but is audible rather than whispered.
8	Conversation	Child has an adult-led, two-way conversation, provided no one else is perceived to be listening. Child: <ul style="list-style-type: none"> volunteers spontaneous comments but questions may be limited may not initiate contact or seek help outside planned sessions.
Note	<p>Whispering is not included in this progression because it is an avoidance of using voice. For the purposes of keeping records, whispering can be regarded as stage 3+.</p> <p>When the child is completely comfortable, 8+ may be observed, for example: unplanned conversation on most topics; child-initiated questions and requests; social language and conversation-fillers (words and phrases that add no meaning but feature in relaxed, uninhibited conversation).</p>	

(Source: *The Selective Mutism Resource Manual*, second edition, 2016, Speechmark Publishing)

An information sheet for parents and professionals

SELECTIVE MUTISM IS A PHOBIA

Selective mutism is a phobia of talking to certain people in certain situations.

This understanding is central to successful treatment. As with all phobias:

1 Phobias can be overcome

So relax and let children who have selective mutism know you have complete confidence that they will conquer their fear of talking.

2 Phobias are common and nothing to be ashamed of

It helps when people talk openly and non-judgementally about fear and we know what we're dealing with – it's not 'just the way we are'.

3 Applying pressure makes phobias worse

Phobic individuals can't be rushed, and any use of force, disapproval, unrealistic targets or bribery will simply raise their anxiety levels even higher.

4 Facing fears is the key to success

The most successful way to overcome a phobia is to gradually face the fear *at your own pace*. So, after *initially* removing all pressure to talk, we help children *gradually* participate in conversations, one small step at a time. It's like leaving the light on when a child is afraid of the dark, and gradually darkening the room, using a dimmer switch.

5 Avoidance is not an option

The longer you put off facing your fear, the stronger it becomes and the better avoidance feels. So we must find ways to make difficult situations more manageable, rather than avoiding them altogether.

6 Confidence has a ripple effect

Nurture a positive self-image, anxiety-coping strategies and courage!