



Speech linc

.....Connecting the communication pieces

Speech, language and communication programme

Working with Selective Mutism

Stages of confident speaking -

1) relaxed body language - if she has hunched shoulders, she is worried, so use statements e.g. “I think you are worried/uncomfortable about a question, will you point to the question, then i can SHOW you what to do” “i think you are uncomfortable in this room, let’s go to a quiet corner”

2) Participation – praise any joining in, try and include practical elements in an activity, even just holding the book /pen would help. Remember to praise for doing this “thanks for keeping my pen safe”

3) Non verbal communication - if steps 1 and 2 are achieved then the child is likely to move to 3, so they may use a head nod or shake, thumbs up, a wave or a smile and little more eye contact. “ Try Yes/no questions if a question HAS to be used e.g. “sorry i’ve forgotten which question you are working on - was it X” if there’s no response move quickly on to “sorry, could you show me again”

4) non words – this is where we have sounds but not words, it includes giggling, throat clearing. These are really POSITIVE signs so comment and praise without bringing too much attention to the sounds e.g. “lovely to see you so relaxed” “that was a really great team work, you all look really happy” .

5) words - if the child can work through these 5 small steps in any activity, their anxiety is hugely reduced and words are more likely, they will occur after the above 4 stages have been achieved.

FINDING A POSITIVE IN SOMETHING WILL BOOST CONFIDENCE, THESE PRE WORD STEPS ARE VERY SIGNIFICANT

Areas which cause anxiety

1) Environment

Anxiety increases in certain places, the following is a list showing how anxiety can be managed from home to school. Home being easiest, full classroom being most anxious.

Home

Car to school

Edge of playground

Quiet area of playground

Room with closed door

Room with door ajar

Empty classroom with door closed

Quiet corner of empty classroom

Quiet corner of busier classroom

Full classroom

<p>1) People Anxiety increases with people and groups of people. Anxiety is at its least with mum/dad and at its highest with a new teacher. 1:1 is easier than paired, paired is easier than small group, small group is easier than class</p> <p>Mum/dad Brother /sister Grandparents Aunts/ uncles Family Friends - children Family Friends - adults Friends - often a few very close friendships Familiar staff - TA's Familiar classTeacher New TA New Teacher</p>	
<p>1) Activity The type of task increases anxiety. Tasks which can be completed without speech, help cement relationships and if no questions are asked, then often develop understanding and trust.</p> <p>Practical tasks e.g. Jigsaws, bead making Non speech activities e.g. Blowing bubbles, feathers, banging desk for snap game Sound activities e.g. Phoneme activities Reading is easier than everyday speech Single words are easier than sentences</p>	
<p>Therapy is called the “fading in” or “sliding in” approach. This is where we change one element. It has been designed by Maggie Johnson and Alison Wintgens.</p> <p>Support and resources are also available from the SMIRA website, registration is free. They have parental support groups and downloadable sheets for schools. www.smira.org.uk</p>	
<p>1)</p>	
<p>1)</p>	

CC school, file, home