

Eastern and Coastal Kent PCT
Speech and Language Therapy Department

**SCHOOL ENVIRONMENT CHECKLIST
for ANXIOUS/RELUCTANT COMMUNICATORS**

Child's Name: _____

Date of birth: _____

Setting: _____

Year Group: _____

Completed by: _____

Purpose: - to help identify and eliminate possible causes of anxiety which could be adversely affecting the child, and delaying progress in communication and confidence
- to facilitate communication between home and school.
Aim: - in an ideal situation, staff could agree with each statement.

Communication	Date	Review Date
Using either non-verbal or verbal means (e.g. via member of talking-circle), [N] has a way of: Gaining attention/acknowledgment		
Protesting/indicating dislikes		
Expressing need to go to the toilet		
Obtaining help/clarification for homework/coursework		
Obtaining general help/clarification during school day		
Making lunch selection		
Reporting teasing/bullying		
[N] is using <i>natural</i> alternative forms of communication (e.g. gesture, pointing to words/ pictures/symbols, drawing and writing) rather than learning a formal alternative communication system such as Makaton		
Participation		
Using either verbal or alternative forms of communication, [N] is routinely able to participate in:		
Registration/roll-call		
Circle-time		
Reading activities		
Writing/spelling activities		
Class assembly		
P.E. sessions		
Drama sessions		
Staff do not do things <i>for</i> [N] but <i>with</i> [N], giving whatever support [N] needs in order to manage part of the activity or contribute in some way		

Social Relationships and Self-esteem	Date	Review Date
[N] has at least one special friend in class and is included in class/team activities		
[N] spends break/lunch times with other pupils		
[N] routinely gains success/acknowledgement through realistic targets/desirable behaviour (e.g. kindness/taking lead/physical activity/non-verbal communication/responsibility/participation)		
[N]'s strengths/special interests are recognised/valued by class		
Teasing/bullying occurs rarely if at all, and is addressed to family's satisfaction		
Support		
[N] has been reassured by staff that there is no rush to talk– they will be helped to join in slowly one step at a time at their own pace & have fun		
Peers understand that [N] does not enjoy talking in certain situations & know they can best help by including [N] & not trying to make [N] talk		
[N] has good rapport with at least one adult who is able to regularly offer encouragement/support in classroom/nursery setting		
[N] is given 1:1 time for curriculum differentiation, rapport-building and communication goals as appropriate (little & often rather than 1x week)		
[N] knows that staff will avoid use of direct questions and verbal turn-taking unless [N] volunteers to contribute (until comfortable with talking)		
Should [N] speak, staff are primed to respond warmly but without direct praise/comment (<i>does not include planned programme targets</i>)		
School/home liaison book in place to communicate [N]'s successes/news/concerns/queries etc.		
General		
[N] separates from parent willingly and is confident about collection arrangements		
Apart from rare occasions, [N] smiles frequently (and genuinely - not a fixed smile) and looks relaxed throughout the day		
Seating position allows [N] to observe peers rather than vice versa		
[N] eats lunch with peers		
[N] uses school toilet		
[N] is not given extra attention/privileges for silence/opting out (<i>does not include the 1:1 support necessary to address needs and move forward</i>)		
[N] experiences normal disappointment/frustration as a result of not speaking (e.g. missing out/not being understood)		
Staff have access to a support network		
A plan is in place to address child's speech anxiety, and this has been agreed with child and parent(s)		

**HOME ENVIRONMENT CHECKLIST
for ANXIOUS/RELUCTANT COMMUNICATORS**

Child's name: _____

Date: _____

Purpose: - to help identify and eliminate possible causes of anxiety which could be adversely affecting the child, and delaying progress in communication and confidence
- to facilitate communication between home and school.
Aim: - in an ideal situation, parents could agree with each statement.

Home	Date	Review Date
Talking outside the home is culturally/socially acceptable; and if not, permission has been actively given for appropriate settings		
Socialising is modelled and encouraged within the family		
SM is discussed <i>with</i> [N], rather than in front of [N]		
[N]'s difficulty is openly acknowledged and reassurance given it will not last		
Clear speech is encouraged through modelling, rather than correction		
No distress is caused by teasing/bullying		
[N] is not pressed to talk when clearly uncomfortable, but rather than opting out completely, is helped to participate in other ways		
[N] gets ready for school willingly and separates from parent easily		
[N] has opportunity to play/share activities or communicate with class members out of school hours (includes email, text messaging)		
Parents usually resist urge to do things for [N] but give support so that [N] manages part of the activity or completes task in a different way		
[N] gets no more attention/physical contact when they are anxious/shy/ opting out than when they are succeeding/participating/ playing/helping		
Parent(s) have access to a support network		
A plan is in place to address child's speech anxiety, and this has been agreed with child and school		