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Publishers

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★ Tracking Sheet ★

Instructions: Put a ★ or ✓ every time you meet the goal. At the end of the week, a certain number of checks or stars should equal a prize you and your caregivers have decided on.

Goals	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Answer a question from teacher when they are at my desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell parent my order at the counter in a strong voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have video call with grandparents or cousin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



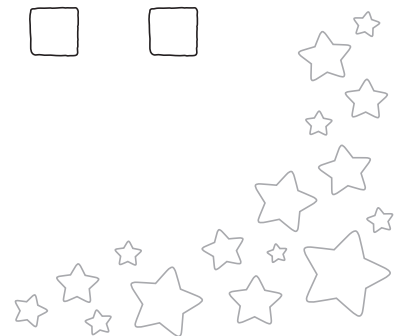
★ Tracking My Bravery at School ★

Week of _____

The reward I am working toward earning right now is _____

Add a tally or check mark to track your progress in reaching your goals!

	Mon	Tues	Weds	Thurs	Fri
Goal 1					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 2					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 3					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



★ Tracking My Bravery ★

Week of _____

The reward I am working on is _____

Goal: _____

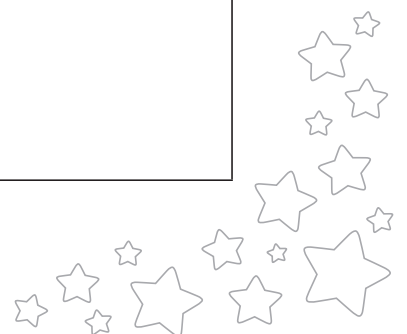
Goal: _____



★ Sample Scavenger Hunt for a Store ★

Add your own items in the blank squares.

Ask where the bathroom is	Find out where the ice cream is	Is there an escalator in the store?	Ask someone where you can return something
Find out if there is a water fountain	Ask where the kids' toys are	Does this store sell video games?	Ask someone how much something costs
If there is a café at the store, order a snack	Ask your caregiver something in front of an employee	Find out where the cleaning products are	Ask someone how old you have to be to work at the store
Ask someone the store hours	Find out if the store sells shoes	Ask where you can find a gift for a baby	Make a purchase and say thank you



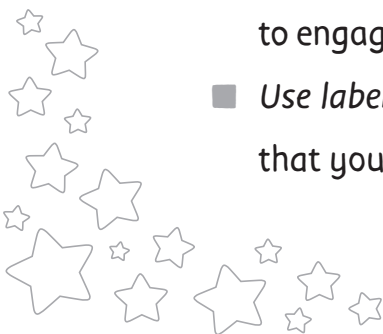
★ Helpful Tips for School Staff ★

SM is an anxiety disorder in which a child, who is often chatty and verbal at home, struggles to speak in places like school, with friends, and even with extended family. SM is more than just “shy,” and it’s not due to defiance. Kids with SM often really *want* to talk, but also find it really hard to do so, even if they like their teacher or school.

Your student is working on their brave talking and this sheet is meant to give you some tips. The Selective Mutism Association has some great tools on its website www.selectivemutism.org just for teachers and it has videos on its YouTube channel too!

Here are a few tips to keep in mind when working with kids with SM. Please connect with your students’ caregivers and also their treatment team (if they have one).

- *Comments over questions:* It’s very helpful to make comments rather than ask your student a lot of questions. This is especially important when you have a student who is not (yet) able to talk to you. Instead of saying, “How are you today?” when they first enter the classroom, say, “It’s so nice to see you!” Rather than asking, “What book do you want to read?” give information like, “The books are on the shelf and you can take one to read.”
- *Describe behaviors:* Show interest in what your student is doing by describing their behavior. You can say, “You are choosing a book” or “I see you putting your things away.” It shows interest and also allows you to engage without questions (yet).
- *Use labeled praise:* Say specifically what you see your student doing that you want to see more of. If your student shows you their drawing,



say, “Thanks for showing me.” If they speak (regardless of volume), say “Thanks for telling me.”

- *Ask forced-choice questions:* If your student is working on speaking, opt for forced-choice questions over yes/no. Yes/no questions often lead to nodding and head shaking. Say, “Do you want to read, draw or do something else?” or “I see you have a book. Is it a chapter book or picture book?”
- *Wait five seconds (or more):* Kids with SM need time to answer questions. Please ask them one at a time and wait. Sometimes you will get a response after five or more seconds. It’s okay to ask the question a second time, and giving that wait time is really helpful. During the wait time, sometimes looking away or being casual helps take the pressure off.

