

Differentiating Exposures At School: Meaningful Goals For Each Stage of the Child's Journey

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This webinar was made possible thanks
to a generous grant from the
Gordon and Marilyn
Macklin Foundation

Outline of Our Time Together

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CE Housekeeping!

Must view live

Check email for link after event

kleos@selectivemutism.org if you still
want to register for CEs



01

Before You Start



A Caveat

- Audience for this talk→ treating professionals & caregivers
- This presentation will not be covering 504/IEP process
- Before implementing strategies→ have a plan (coordination is key)
- Wash, rinse, repeat
- Recent Webinar- Dr. Brittany Bice-Urbach
<https://www.youtube.com/watch?v=lr1ve1rggl4>
- Can we do this during a pandemic→ yes! Playground, outside, if you don't ask you won't get
- Telehealth with clinician



A Few Things To Consider

Who

Key worker

Teacher

Interventionist

Where

In the classroom

In an office

Somewhere else?

When

The day(s), how long

How often

What

Activities

Reinforcement &
Rewards



Why

Exposure &
generalization

How

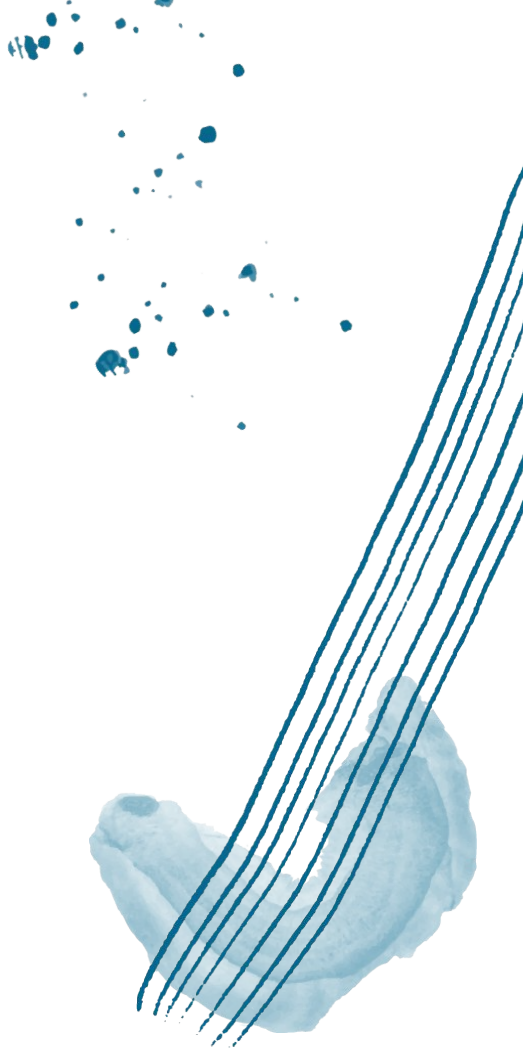
Method of
communication



02

At the Starting Line



For the child who is not (YET)
talking at school



RACHEL'S BRAVERY




Description	Points	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Total
Talked to Mom in my classroom									
Talked to Mom with Ms. Smith at table									
Talked to Mom with Ms. Smith playing too									
Answered teacher's question w Mom there									
Answered teacher's questions w Mom at table									
Answered teacher's questions with Mom in hall									
Week of <input type="text"/>									Total <input type="text"/>



Establish speech with someone the child already talks to

Before having a new conversational partner (NCP) join, establish that the child can speak to parent (or other person) ALONE at school



Repeat this process several times and pair with reinforcement and reward

Start transfer of speech

After establishing that the child can speak with parent (or other person), the NCP starts to join fade in sessions

The pace of the fade in depends on the outcome at each step

Pass talking baton & fade out

Once speaking occurs first in front of the NCP and then to them, the parent starts to fade out

Adjust as needed

What Does a Fade-In Look Like?

1. Child and parent are playing in room alone. Child is verbal with parent. Door is open.
2. NCP walks past open door a few times
3. NCP stands just outside of door
 - a. Parent prompting child and child is responsive
4. NCP enters room and sits/stands just inside the door
 - a. Does not directly engage with child/parent
 - b. Waits until child is verbal with parent, as parent asking forced choice questions
5. NCP moves closer to child/parent
 - a. Waits until child is verbal with parent- as parent prompts
6. NCP moves closer to child/parent
 - a. Waits until child is verbal with parent
 - b. Begins to make occasional behavioral descriptions and/or labeled praises
7. NCP moves close enough to child/parent to engage in play
 - a. Continues to make behavioral descriptions/labeled praise, starts to play
8. Parent continues to engage child verbally. Parent asks child forced-choice or open-ended question.
9. Once child is responding to parent in front of NCP, NCP asks child forced-choice question
 - a. If child answers, NCP continues to engage verbally and parent takes a step back; fades out using the same basic framework
 - b. If child does not answer, parent restates question, gets child verbal, NCP continues behavioral descriptions/labeled praises for a few minutes and then tries again

Fade-In Tips to Remember

- There is no prescription for how many steps it will take
 - Depending on a number of factors, some children will move more quickly and some will need process broken down into more incremental steps
- Fade-ins may need to be repeated more than once with the same NCP before the child is able to successfully be verbal with them
- Consider who is most crucial to fade-in first (i.e., keyworker) - this person will then help facilitate future fade-ins, as they will become the familiar speaking partner
- Variables like facing the child, eye contact and intermediate speaking steps (“tell mom...”) can help

While Waiting For Fade In (Eg) Teacher in Class

- Tempting to ask questions AND we want to avoid giving the child more practice not talking
- Avoid questions (for now)
- Give information
- Use commands for nonverbal communication rather than asking a question and accepting a nonverbal response

“Go ahead and take the book you want”

VS

“What book do you want to read?”

Fade In Is Successful When

- The parent/or other can leave the area and the child continues to talk
- The NCP “tests” this out (choose wisely)
 - Ask child question in same room as fade in
 - Ask question in classroom away from peers
- Parent might need to come back or fade out slowly (don’t just have them disappear)



03

Middle of the Journey



Scaffolding Brave Talking: Responding

Direct Prompts

Forced-Choice

Open-Ended

**Indirect
Prompts/
"Danglers"**

"Go ahead and tell me which color you want."

"Do you want red, blue, or something else?"

"Which color do you want?"

"There are so many colors here, I'm wondering which one you want..."

Scaffolding Brave Talking: Initiating

Direct Prompts

“Go ahead and ask Alex, ‘Can I have the scissors?’”

“Go ahead and ask Alex a question about the scissors.”

Indirect Prompts/ “Danglers”

“You can ask a friend if there is something you need...”

Naturalistic Settings

Setting up the situation so the child has a natural reason to initiate (i.e., no scissors during a craft)

Challenges & Goals

“Remember, your goal today is to ask five questions all by yourself...”

Supporting Transfer of Speech

- If child is asked a question by a new peer/adult that they are not consistently verbal with, teachers/keyworkers have several options to respond/support speech:
 - Wait 5-10 seconds
 - Prompt peer, “Go ahead and ask that question again.”
 - Prompt child, “Go ahead and tell me - what did you do this weekend?”
 - After child tells teacher/keyworker, prompt, “Great job telling me what you did this weekend. Now go ahead and tell Jason.”
 - Prompt peer to ask a forced-choice question (“Go ahead and ask, ‘Did you go to the park this weekend or stay home and watch movies?’”)

Practice, Practice, Practice!


- Important to get as much practice with **successful** speaking opportunities as possible → creating new pathways in the brain!
- Child asks a peer, a small group, or each peer in the class a “Question of the Day”
- Surveys, “Getting to Know You” Bingo
- Child has classroom jobs that require her to ask/answer questions (handing out art supplies and asking which color paper, etc)
- Reading aloud a favorite book to friend, small group, or whole class
- Bringing in a photo or item for “Show and Share” (may start with 1 peer → small group → large group)
- Board/card games that require verbalizations (Taboo, Scattergories, Mad Gab, Go Fish, 5 Second Rule, etc)

What Can Keyworkers/Interventionists Do?

- Fade in/transfer speech to preferred peers, increase number of peers child is verbal with
- Fade in/transfer speech to other teachers (specials, building subs), staff (office staff, nurse, security guard, principal, custodians, cafeteria staff, etc)
- Move from individual, 1:1 sessions to small and then large group sessions/opportunities
- Move from pull-out sessions in separate room (i.e., speech room) to push-in sessions in an empty, and then more full, regular classroom
- Move from structured sessions practicing specific skills to supporting speech in naturalistic settings
- Travel around the building and have the child help with/complete tasks (take messages to office, deliver/gather supplies, request help from custodian, report lunch orders to cafeteria)

Sample Goals

- With a direct prompt from a teacher, Amelia will ask a question to a peer in $\frac{4}{5}$ opportunities across five consecutive days.
- In a small group setting within his classroom, Simon will independently verbally answer questions from peers in $\frac{4}{5}$ opportunities across five consecutive days.
- Within his regular education classroom, Aaron will independently ask an adult for help 3 times per day for five consecutive days.



04

Higher-Level Goals



Higher-Level Goals

- Presenting to small or large group/whole class (Familiar → Unfamiliar)
- Raising hand (Nonverbal response → Verbal response)
- Sharing opinions
- Agreeing/disagreeing/negotiating
- Giving compliments
- Self-advocacy
- Social niceties (Hi, bye, please, thank you, you're welcome, I'm sorry)

Opportunities to Practice

- Being the “speaker” to report out on findings/summarize discussion from small group work (can read from notes)
- Raising hand to vote for something (nonverbal) vs. to be called on/answer question
- Debate/discussion topics with peer buddy/small group/large group that require taking/defending a position (opinion)
- Providing support/modeling for naturalistic peer interactions (negotiating what game to play at recess)
- Writing sticky notes with compliments/“Things I Admire About You” for peers, moving towards reading aloud and then saying independently
- Plays/“Reader’s Theater” that include greetings, social niceties - start with reading from script

Sample Goals

- In a small group setting, when asked a direct question by a teacher or peer, Amir will independently state his opinion in $\frac{4}{5}$ opportunities across three consecutive weeks.
- In a small group setting of no more than 4 people, Emiliano will independently raise his hand and provide a verbal response when called on in $\frac{4}{5}$ opportunities across three consecutive weeks.

Sample Goals

- In a whole group setting, Rayan will independently give a presentation of at least 5 minutes at an audible volume once a week in $\frac{5}{6}$ weeks.
- When greeted by a familiar peer or adult, Rebecca will independently respond with an appropriate verbal greeting (i.e., “Hi,” “Hello,” “How are you?” “Hey,”) in $\frac{4}{5}$ opportunities across three consecutive weeks.
- When provided with a statement by a peer, Jasper will independently use a socially appropriate verbal statement to disagree with the peer in $\frac{4}{5}$ opportunities across three consecutive weeks.

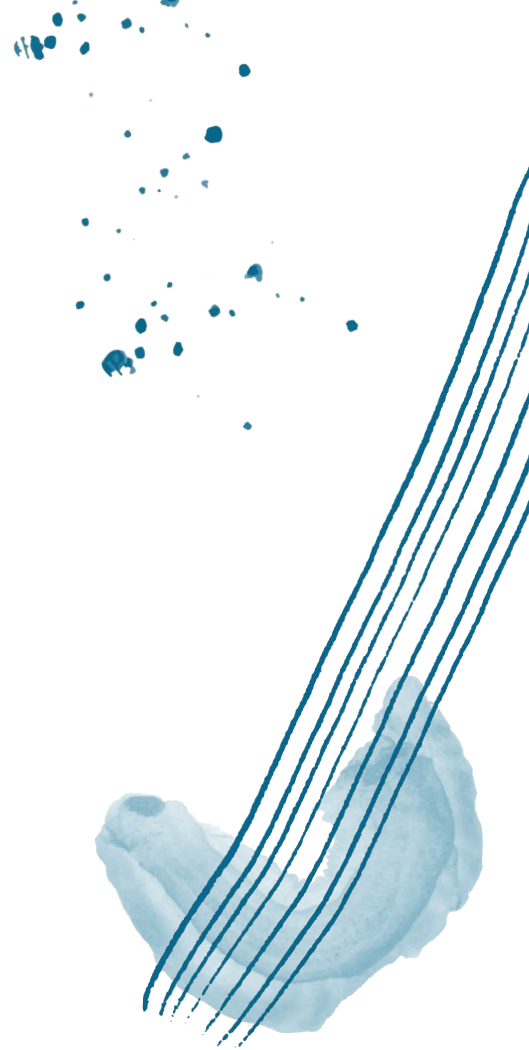
Putting It All Together

- Identify your child's place in the speaking journey to maximize exposures at school
- Fade-ins to pass the talking baton
- Repetition of exposure practice to keep momentum going
- Higher-level goals after initial goals are met and maintained
- Pair practice with rewards and reinforcement
- Collaboration is key



05

Q & A



Resources:

- SMA Toolkit for Educators:
<https://www.selectivemutism.org/resources/archive/online-library/educator-toolkit-pdf/>
- SMA Online Library of Webinars:
<https://www.selectivemutism.org/resources/videos/>
- 504 Plan/IEP Accommodations/Modifications:
<https://www.selectivemutism.org/resources/archive/online-library/504-plan-suggestions/>
- Selective Mutism Training Institute (SMTI)
- Selective Mutism Learning University
<https://www.kurtzpsychology.com/selective-mutism/sm-learning-university/>



Selective Mutism Training Institute (SMTI)

Caregivers- April 23-24, 2022

<http://events.constantcontact.com/register/event?llr=8leg5wn6&oeidk=a07ej0dlufy95a1b99b>

Professionals- June dates to come



Thank You -What Questions Do You Have?

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