How Can SLPs Help Enhance Communication Skills in Selective Mutism?

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Disclosures

All proceeds from the sale of EXPRESS are donated and go directly from the publishing company to the Selective Mutism Research Institute to support training and research.

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Non-Financial Disclosure: Co-author of the EXPRESS (EXPanding Receptive and Expressive Skills Through Stories) Program. Volunteer: Provides lectures to universities pro bono specific to Selective Mutism and Augmentative and Alternative Communication and Public Relations Committee Chair for NJ Speech Language and Hearing Association (NJSHA) and member of the NJSHA Board of Directors.

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Learning Outcomes

1. Participants will be able to list three defining characteristics of selective mutism.
2. Participants will be able to list five levels of communication comfort for expanding vocalization and verbalization with children who have selective mutism.
3. Participants will be able to use the levels of communication comfort and literacy and Lexile levels to identify a starting point for building communication skills.
4. Participants will be able to list five strategies to assist in the treatment of communication deficits in selective mutism.
Diagnostic Profile of the Child With Selective Mutism from DSM-5

- Consistent failure to speak in specific social situations where speech is expected despite speaking in other situations.
- Duration of at least one month (after first month of school).
- Disturbance interferes with educational or occupational achievement or with social communication.
- Failure to speak is not attributed to a lack of knowledge of, or comfort with, the spoken language required in the social situation.
- The disturbance is not better accounted for by a communication disorder, pervasive developmental disorder, or mental disorder.


Common Observations of Children With SM

- Vocalizations vary with people and settings
- Age of onset is typically between 3 and 6 years of age
- Prevalence for SM is .47 (1 in 213 children) to .76 (1 in 132 children) (Viana, Beidel, & Rabian, 2009)
- History of anxiety in the family
- Genetic predisposition for anxiety with overactive amygdala causing a fight or flight or freeze response
- Sensory sensitivities in the children with SM
- Inhibited temperament
- Expresses a desire to talk but has difficulty doing so relating to increased vocal tension (Ruiz & Klein, 2014).

Children With SM Usually Want to Talk

Verbal vs. Vocal

Considerations in Communication

- Language: Comprehension and expression (semantics, syntax, morphology, and pragmatics)
- Speech: Production of speech sounds to convey our thoughts via words through articulation and fluency
- Voice: The ability to initiate phonation (from the larynx) for speech purposes

Primary Communication Problems Identified

1. Using sufficient words per sentence
2. Using compound & complex sentences
3. Retelling a story (narrative language)
4. Making up a story about a picture
5. Using imagination to convey thoughts
6. Conveying information using decontextualized language

Percentage of Communication Deficits Found in 146 Children With SM

- Ages 5.0-11.11 years
  - Language Only: 21%
  - Language & Speech: 21%
  - Speech incl. Voice & Fluency: 25%
  - No Deficits: 19%

(Armstrong & Klein, 2014)
If we do not treat the speech, language, voice and fluency needs of children with selective mutism (SM), their anxiety about speaking can impede their working memory and further impact communication.

It is not only about getting children with SM to talk, it is about what they say once they begin talking!

Situations are more stressful for kids with SM when...
- more people are watching.
- direct eye contact is expected.
- unfamiliar people are present.
- in unfamiliar places.
- performance demands are present.
- complex language is expected.
- direct questions are asked.
- a non-primary language is used.


Recommended Strategies for Interacting With Children Who Have SM
1. Limit direct speech to the child; a more passive demeanor is best.
2. Reduce eye contact and do not focus on the child but rather focus on the materials.
3. Do not call attention to talking or not talking.
4. Do not speak about the child in front of the child.
5. Never coerce or try to trick the child into speaking.

Recommended Strategies, cont’d
6. Reduce the number of people in the environment and expectations.
7. Any type of communication (nonverbal or whispering) is acceptable.
8. When asking a question, wait 5 seconds, and then if there is no reply, ask again.
9. If unable to answer open-ended questions (Wh-type), move to choice questions (give 2 or 3 options), then to yes-no questions.
**Acknowledge the Child’s Level of Communication Comfort**

- Begin by telling the child that getting thoughts out in words is not always easy. Provide a tool (such as below) for the child to indicate how difficult something is to do.
- Do not push the child to do things that are too difficult. Let the child know that you will not have her do anything that she can’t or doesn’t want to do.

![Emotion Scale](image)

**Motivators: Reward Charts are Very Important**

- Seeing their progress is reinforcing to students
- Use highly motivating items with small goals that are attainable

![Reward Chart](image)

**From Vocalization to Verbalization**

Due to anxiety and limited social engagement, we cannot assume that once children can vocalize, they will be able to speak comfortably in all situations.

![Picture drawn by a child with SM](image)

Whether a child can or cannot speak in any given situation does not mean that he or she can communicate effectively in all social and educational contexts. A new program for expanding communication in children with selective mutism may assist in the challenge.

![EXPRESS](image)

EXPRESS is a story-based program that does more than get children with SM to talk! It supports social communication comfort while promoting:

- Receptive Language
- Expressive Language
- Pragmatic Language
- Literacy

EXPRESS supports pragmatic language by...

- Adding vocabulary
- Responding to questions
- Engaging in turn-taking
- Making comments
- Initiating communication
- Maintaining a topic
- Developing a story
- Engaging in conversation
Questions About EXPRESS

- What prompted EXPRESS?
  - The need for speech-language pathologists (SLPs) and others to help children with SM expand their language using a systematic, story-based approach.

- What are the steps to implement it?
  - Read stories, teach vocabulary words, teach simple-compound-complex sentences, teach question-answer routines, and expand sentence formulation to engage in story generation and conversation.

- How do the communication comfort levels progress?
  - From communication that is nonvocal to vocalization that is indirect (limited), then scripted, and finally spontaneous in nature.

- How do the EXPRESS stories progress?
  - All 25 stories are in this book.

EXPRESS: 5 Levels of Communication Comfort

Level 1: Non-vocal Communication - Communicates by pointing, gesturing, nodding, drawing, or writing

Level 2: Indirect Vocalization - Speaks using a recording device, familiar person, stuffed animal, doll, or action figure (in separate area or with a barrier)

Level 3: Direct Vocalization - Makes sounds, phonemes, syllables, and words with yes/no words with the Reader

Level 4: Scripted Vocalization - Speaks with rehearsed words, phrases, and sentences using imitation, repetition, and choral speaking/reading

Level 5: Spontaneous Vocalization - Speaks spontaneously using a cloze sentence completion, wait-times, and forced-choice options.

Where do we start?

Guidelines for choosing a Starting Level in EXPRESS

Information gleaned from the EXPRESS Selective Mutism Communication Questionnaire

- Level 1 - Child is not speaking with the Reader
- Level 2 - Child speaks in front of the Reader
- Level 3 - Child uses only sounds, yes/no words with the Reader
- Level 4 - Child speaks with the Reader when words are provided
- Level 5 - Child engages in spontaneous vocalization with Reader

Skills in the Common Core State Standards are Targeted in EXPRESS

- As early as 1st grade – children are expected to retell stories with key details, describing characters, settings, and major events in stories (CCSS:ELA - literacy – RL.1.2)
- By 2nd grade – acknowledge differences in points of view of characters (CCSS:ELA - literacy – RL.2.3)
- By 3rd grade – describe character traits, motivations, and feelings (CCSS:ELA - literacy – RL.3.3)
- By 4th grade – describe character’s thoughts, words, and actions (CCSS:ELA - literacy – RL.4.3)

Complex cognitive-linguistic skills underlie narrative abilities and conversation. (Gillam & Gillam, 2016)

Stories Include Lexile Levels by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reader Measures, Mid-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25th percentile to 75th percentile (QR)</td>
</tr>
<tr>
<td>1</td>
<td>1 to 280L</td>
</tr>
<tr>
<td>2</td>
<td>220L to 580L</td>
</tr>
<tr>
<td>3</td>
<td>300L to 720L</td>
</tr>
<tr>
<td>4</td>
<td>400L to 830L</td>
</tr>
<tr>
<td>5</td>
<td>600L to 930L</td>
</tr>
<tr>
<td>6</td>
<td>950L to 1020L</td>
</tr>
<tr>
<td>7</td>
<td>780L to 1080L</td>
</tr>
<tr>
<td>8</td>
<td>830L to 1140L</td>
</tr>
<tr>
<td>9</td>
<td>880L to 1170L</td>
</tr>
<tr>
<td>10</td>
<td>930L to 1200L</td>
</tr>
<tr>
<td>11</td>
<td>945L to 1210L</td>
</tr>
<tr>
<td>12</td>
<td>955L to 1220L</td>
</tr>
</tbody>
</table>

Source: https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/
The EXPRESS Activities

Each Story Unit Has Five Activities

A. Story
   • Read story to child

B. Vocabulary
   • Listen, identify, define, demonstrate, and trace vocabulary words
     with pairing of sounds and letters

Story Unit Activities, continued

C. Questions & Answers
   • Questions are asked about the characters, setting, initiating event,
     resolution (story grammar elements) in the story
   • Child answers questions at his or her current level of communication
     using modifications such as waiting 5 seconds and asking again or
     giving the answer and asking them to imitate
   • Questions range from yes/no questions to choice questions to
     sequential "Wh" questions

D. Sentence Formulation
   • Reader presents simple, compound, and complex sentences for child to
     repeat sounds, imitate words, or complete the sentence using a Cloze
     procedure.

E. Story Generation
   • Child contributes to a story and builds language skills by: vocalizing
     from a distance or behind a barrier, to a sharing buddy or a recorder, by
     making sounds in words, repeating phrases, or co-creating sentences.
Let’s see all 5 activities in one story at Level 2!

<table>
<thead>
<tr>
<th>Level 2: Indirect Vocalization</th>
<th>Level 2: Indirect Vocalization - Speaks through someone or something else, using a recording device, familiar person, puppet, toy, or action figures (with or without a barrier)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Title</td>
<td>Book Author</td>
</tr>
<tr>
<td>Swimmy</td>
<td>Leo Lionni</td>
</tr>
</tbody>
</table>

Level 2 Story Unit: Swimmy
Activity A: Read the Story

Level 2 Story Unit: Swimmy
Activity B: Vocabulary

Level 2 Story Unit: Swimmy
Activity C: Questions & Answers

Level 2 Story Unit: Swimmy
Activity D: Sentence Formulation

Level 2 Story Unit: Swimmy
Activity E: Story Generation
EXPRESS Program – 12 Steps

1. Determine EXPRESS level.
2. Select appropriate story at level.
3. Use Progress Monitoring chart.
4. Establish reward schedule.
5. Follow directions of story module.
6. Read story aloud.
7. Complete vocabulary activity.
8. Complete question and answer activity.
10. Repeat the story or play story video as needed.
11. Provide reward when goals are met.

Let’s watch as the sentence formulation activity is adapted for different communication levels!

Level 1: Nonvocal Communication

- Communicating by: pointing, gesturing, demonstrating actions, tracing letters, nodding, writing, and drawing.

Level 1: Nonvocal Communication

Sentence Formulation Activities Across All 5 EXPRESS Levels

Information about Stories in EXPRESS

Grouped by Communication Level

The following charts provide an overview of the stories used in the EXPRESS Program. Descriptions include: titles, authors, topics, Lexile levels, and guided reading levels according to Scholastic Book Wizard (Scholastic, 2012).
Level 2: Indirect Vocalization

- Using a Recorder or Sharing Buddy.
- Communicating by: pointing, demonstrating actions, tracing, vocalizing to another person or object at a distance, responding to choice questions, and naming.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Book Author</th>
<th>Topics</th>
<th>Lexile Level</th>
<th>Guided Reading Level</th>
<th>Page # in 20th Century Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Am A Bunny</td>
<td>Ole Risom</td>
<td>Seasons, environment</td>
<td>NP (Non-Prose)</td>
<td>Not Available</td>
<td>243</td>
</tr>
<tr>
<td>Titch</td>
<td>Paul Hutchins</td>
<td>Plants, flowers, diversity</td>
<td>340L</td>
<td>Grade 1</td>
<td>103</td>
</tr>
<tr>
<td>Owen</td>
<td>Kevin Henkes</td>
<td>Changes, new experience, parents, friends, school</td>
<td>370L</td>
<td>K-Grade 2</td>
<td>265</td>
</tr>
<tr>
<td>The Stinky Cheese Man</td>
<td>Jon Scieszka</td>
<td>Cleverness, creativity, imagination</td>
<td>520L</td>
<td>Grade 3</td>
<td>178</td>
</tr>
<tr>
<td>Swimmy</td>
<td>Leo Lionni</td>
<td>Cooperation, teamwork, ingenuity</td>
<td>AD640L</td>
<td>(Adult Directed with pictures)</td>
<td>23</td>
</tr>
</tbody>
</table>

Level 3: Direct Vocalization (Limited)

- Communicating by: repeating sounds in words, producing initial sounds in words, answering yes/no questions, tracing, and naming letters.
Level 4: Scripted Vocalization

- Communicating by: repeating responses to questions, matching written sentences to pictures, and verbalizing practiced words, phrases, and sentences.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Book Author</th>
<th>Topics</th>
<th>Lexile Level</th>
<th>Guided Reading Level</th>
<th>Page in 20th Century Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodnight Moon</td>
<td>Margaret Wise Brown</td>
<td>Learning, bedtime, sleep, dreams</td>
<td>NP (Non-Prose)</td>
<td>65</td>
<td>34</td>
</tr>
<tr>
<td>The Snowy Day</td>
<td>Ezra Jack Keats</td>
<td>Snowfall, wonder, weather</td>
<td>350L H</td>
<td>Grade 1</td>
<td>42</td>
</tr>
<tr>
<td>Madeline</td>
<td>Ludwig Bemelmans</td>
<td>Courage, honor, illness, friendship</td>
<td>AD480L (Adult Directed with pictures)</td>
<td>Grade 2</td>
<td>16</td>
</tr>
<tr>
<td>Millions of Cats</td>
<td>Ludwig Bemelmans</td>
<td>Pets, extended families</td>
<td>730L N</td>
<td>Grade 3</td>
<td>76</td>
</tr>
<tr>
<td>Alexander and the Terrible, Horrible, No Good, Very Bad Day</td>
<td>Ludwig Bemelmans</td>
<td>Friendship, school life</td>
<td>AD970L (Adult Directed with pictures)</td>
<td>Grade 2</td>
<td>86</td>
</tr>
</tbody>
</table>

Level 5: Spontaneous Vocalization

- Communicating by: answering direct-choice and open-ended questions, completing sentences given a stem, and generating sentences with turn-taking to develop stories.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Book Author</th>
<th>Topics</th>
<th>Lexile Level</th>
<th>Guided Reading Level</th>
<th>Page in 20th Century Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freight Train</td>
<td>Jerry Pinkney</td>
<td>Colors, railroads</td>
<td>NP (Non-Prose)</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Amelia Bedelia</td>
<td>Peggy Parish</td>
<td>Vocabulary, following directions</td>
<td>140L L</td>
<td>Grade 2</td>
<td>235</td>
</tr>
<tr>
<td>Harry the Dirty Dog</td>
<td>Gene Zion</td>
<td>Cleanliness, bathing, family, recognition</td>
<td>AD700L (Adult Directed with pictures)</td>
<td>Grade 2</td>
<td>249</td>
</tr>
<tr>
<td>Where the Wild Things Are</td>
<td>Maurice Sendak</td>
<td>Cleverness, creativity, imagination, parents, make-believe monsters</td>
<td>AD740L (Adult Directed with pictures)</td>
<td>Grade 2</td>
<td>106</td>
</tr>
<tr>
<td>A Boy, A Dog, and A Frog</td>
<td>Mercer Meyer</td>
<td>Friendship, adventure, animals</td>
<td>No words</td>
<td>Not Available</td>
<td></td>
</tr>
</tbody>
</table>

Level 5: Spontaneous Vocalization

- Communicating by: answering direct-choice and open-ended questions, completing sentences given a stem, and generating sentences with turn-taking to develop stories.
### Progress Monitoring Scoring Sheet

**Swimmy – Communication Level 2 (Indirect Vocalization)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collector:</td>
<td></td>
</tr>
</tbody>
</table>

**Activity A:** (Listening to Story in Book)
Indicate behavior of child: ____________________________

**Activity B:** Vocabulary (place check in one column)

**Activity C:** Questions & Answers (place check in one column)

**Activity D:** Sentence Formation (place check in one column)

**Activity E:** Total Story Generation (place check if accomplished)

### Vocabulary Words from Storybook

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score for Response</th>
<th>Correct (Acceptable)</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>School (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>14.</td>
<td>School (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>15.</td>
<td>School (Trace/Express)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>16.</td>
<td>Swerving (Listen/Identify)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>17.</td>
<td>Swerving (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>18.</td>
<td>Swerving (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>19.</td>
<td>Swerving (Trace/Express)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>20.</td>
<td>Gulp (Listen/Identify)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>21.</td>
<td>Gulp (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>22.</td>
<td>Gulp (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>23.</td>
<td>Gulp (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>24.</td>
<td>Gulp (Trace/Express)</td>
<td>62</td>
<td>63</td>
</tr>
</tbody>
</table>

Comments/Observations: ____________________________

Total Correct: / 24
Total Incorrect: / 24

### Activity B, cont.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score for Response</th>
<th>Correct (Acceptable)</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>School (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>14.</td>
<td>School (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>15.</td>
<td>School (Trace/Express)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>16.</td>
<td>Swerving (Listen/Identify)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>17.</td>
<td>Swerving (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>18.</td>
<td>Swerving (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>19.</td>
<td>Swerving (Trace/Express)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>20.</td>
<td>Gulp (Listen/Identify)</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>21.</td>
<td>Gulp (Define/Demonstrate)</td>
<td>62</td>
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<tr>
<td>22.</td>
<td>Gulp (Define/Demonstrate)</td>
<td>62</td>
<td>63</td>
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<tr>
<td>23.</td>
<td>Gulp (Define/Demonstrate)</td>
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<tr>
<td>24.</td>
<td>Gulp (Trace/Express)</td>
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</table>

Comments/Observations: ____________________________

Total Correct: / 24
Total Incorrect: / 24

### Activity C

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score for Response</th>
<th>Any Attempts</th>
<th>No Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Characters: “Who was in the story?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Setting: “Where did the story take place?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Initiating Event: “What happened to the little red fish?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Internal Response: “How did Swimmy feel after the tuna swallowed the little red fish?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Plan of Action: “What did Swimmy tell the little red fish to do?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Direct Consequence: “How did swimming close together help the school of little red fish to be safe?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Resolution: “What was the moral of this story, or what can someone learn from this story?”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Observations: ____________________________

Total Correct: / 7
Total Incorrect: / 7

### Activity D

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score for Response</th>
<th>Any Attempts (Acceptable)</th>
<th>No Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complex: “A fish named Swimmy lived in the sea.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Simple: “A fierce tuna chased the little red fish.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Simple: “Swimmy saw a rainbow jellyfish and watched a lobster walk.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Simple: “Swimmy saw a long-tailed eel.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Simple: “Swimmy saw a forest of seaweed.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Simple: “Swimmy saw another school of little red fish.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Simple: “The little red fish were hiding in the rocks and weeds.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Complex: “Swimmy taught the little red fish to swim close together.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Simple: “The school of little red fish looked like the biggest fish in the sea.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Observations: ____________________________

Total Correct: / 8
Total Incorrect: / 8

### Activity E

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score for Response</th>
<th>Attempt Made to Vocalize to Sharing Buddy or Recorder</th>
<th>No Attempt Made to Vocalize to Sharing Buddy or Recorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Story: Child speaks to recorder or Sharing Buddy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Second Story: Child speaks to recorder or Sharing Buddy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Observations: ____________________________

Total Correct: / 2
Total Incorrect: / 2
**Preliminary Outcomes – E.P. - 6½ years**

SM Child With Poor Speech Intelligibility & Language Delay

Progress with EXPRESS (Using S.A.L.T.)

<table>
<thead>
<tr>
<th></th>
<th>Evan – Initially</th>
<th>Database - Typically Developing Comparison Group</th>
<th>Evan – With Training (18 sessions)</th>
<th>Database - Typically Developing Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Length of Utterance Words (Morphemes)</td>
<td>6.30 words (6.05 morphemes)</td>
<td>6.95 (7.36)</td>
<td>6.12 (7.02)</td>
<td>7.20 (7.94)</td>
</tr>
<tr>
<td>Number Total Words</td>
<td>126</td>
<td>139</td>
<td>203</td>
<td>265</td>
</tr>
<tr>
<td>Number Sentences</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

**More on E.P.**

- Increased:
  - MLU in words spoken
  - speech intelligibility
- Improved standardized test scores on Test of Narrative Language for:
  - answering questions
  - formulating sentences

<table>
<thead>
<tr>
<th></th>
<th>Evan – Initially</th>
<th>Evan – With Training (18 sessions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering Questions about Stories (TNL-Comp.)</td>
<td>Scaled Score = 7 30th percentile</td>
<td>Scaled Score = 10 63rd percentile</td>
</tr>
<tr>
<td>Speaking in Sentences to Generate Stories (TNL-Prod.)</td>
<td>Scaled Score = 9 37th percentile</td>
<td>Scaled Score = 10 50th percentile</td>
</tr>
<tr>
<td>Total Narrative Language Ability</td>
<td>Standard Score = 88 21st percentile</td>
<td>Standard Score = 90 58th percentile</td>
</tr>
<tr>
<td>Mean Length of Utterance Words (MLU)</td>
<td>6.3 words / utterance</td>
<td>8.1 words / utterance</td>
</tr>
</tbody>
</table>

Speech Sound Production:

- 85% intelligibility
- 100% intelligibility

Treatment focused on increasing vocabulary, Wh-question/answer routines, story comprehension and retells, grammar, and syntax.

---

**Breakout Activity – Case of L.J.**

- Break up into a small group
- Listen to case description
- Decide where to start child in EXPRESS

---

**L.J. - Case Background: - 9 years; 5 months**

- Male in 4th grade achieving at standard academic levels.
- Speaks freely at home with family.
- Began treatment for SM at 3 years old with sporadic attendance.
- Fearful of dark and sleeping alone - comes into parents bedroom nightly.
- With greater comfort, L.J. will verbally communicate with friends and relatives when playing sports. Physical activity seems to loosen up his personality according to parents.
- Voice projection is limited and he usually doesn’t make eye contact when outside the home.

---

**EXPRESS Selective Mutism Communication Questionnaire (SMCQ portion)**

- SMCQ: SLP in clinic with his mother in the room
- SMCQ: Speech to friends if adults (incl. teachers) are not around (R & I)
- SMCQ: Says what he wants to order (rehearsed) at restaurant (R only)
- SMCQ: Seldom speaks to relatives, neighbors, parents of friends (R & I)
- SMCQ: Teachers or other adults are not present
- SMCQ: Fearful of dark and sleeping alone - comes into parents bedroom nightly
- SMCQ: With greater comfort, L.J. will verbally communicate with friends and relatives when playing sports. Physical activity seems to loosen up his personality according to parents.
- SMCQ: Voice projection is limited and he usually doesn’t make eye contact when outside the home.

---

**L.J. (Summary from SMCQ)**

- Speaks loudly at home – Responds (R) and Initiates (I)
- Doesn't speak to family if at school but speaks to friends when teachers or other adults are not present
- Seldom speaks to relatives, neighbors, parents of friends (R & I)
- Says “ok” and “thank you” to store clerks (R only)
- Says what he wants to order (rehearsed) at restaurant (R only)
- Speaks to friends if adults (incl. teachers) are not around (R & I)
- Says 1 or 2 words to helping professionals or doctors (R only) – including SLP at testing (first meeting at clinic)
- Vocalized to SLP in clinic with his mother in the room – (no words)
Thank you for your attention and participation!