

goals for selective mutism iep

goals for selective mutism iep are a critical component in supporting students with selective mutism within the school environment. An Individualized Education Program (IEP) is designed to help children overcome the unique communication challenges they face due to selective mutism, a complex anxiety disorder impacting their ability to speak in certain situations. This article explores how to develop effective IEP goals for selective mutism, what areas should be targeted, and strategies for measuring progress. Readers will find practical guidance on creating tailored objectives, examples of measurable goals, collaboration tips for educators and families, and ways to foster communication confidence in students. By understanding the process and best practices, educators and parents can work together to support children with selective mutism, ensuring they thrive academically and socially.

- Understanding Selective Mutism and IEPs
- Key Considerations for Setting IEP Goals
- Examples of Effective Goals for Selective Mutism IEP
- Measuring Progress and Success
- Collaboration Between Home and School
- Supporting Communication in the Classroom
- Tips for Writing SMART IEP Goals

Understanding Selective Mutism and IEPs

Selective mutism is an anxiety disorder that inhibits a child's ability to speak in specific social settings, such as school, despite being able to speak comfortably in others, like at home. For students with selective mutism, an IEP is a legally binding document that outlines specialized instruction, support, and measurable goals tailored to their individual needs. The IEP process considers the student's strengths, challenges, and current levels of performance to create actionable steps for progress. Effective goals for selective mutism IEP focus on increasing verbal and nonverbal communication, reducing anxiety in speaking situations, and promoting participation in classroom activities.

Key Considerations for Setting IEP Goals

When developing IEP goals for selective mutism, it is essential to address the student's

specific needs, abilities, and triggers. Goals should be realistic, attainable, and based on the student's present levels of performance. The team must consider the child's comfort zones, preferred communication methods, and any co-occurring conditions such as social anxiety or speech-language delays. Consistency and gradual exposure to speaking opportunities are crucial for fostering progress. Additionally, collaboration with speech-language pathologists, counselors, and family members ensures that goals are holistic and manageable within the school setting.

Factors to Consider When Creating Goals

- Student's age and developmental level
- Severity and duration of selective mutism
- Preferred modes of communication (verbal, nonverbal, written)
- Social and academic demands in the classroom
- Support systems in place at school and home
- Potential triggers or anxiety-inducing situations

Examples of Effective Goals for Selective Mutism IEP

IEP goals for selective mutism should be specific, measurable, and tailored to the student's capabilities. They often begin with achievable tasks and gradually increase in complexity as the student gains confidence. Effective goals address both verbal and nonverbal communication, participation, and interaction with peers and adults in the school environment.

Sample IEP Goals for Selective Mutism

- The student will respond to teacher questions using nonverbal communication (e.g., pointing, nodding, or written responses) in 4 out of 5 opportunities.
- The student will verbally answer questions with a peer partner during small group activities in 3 out of 5 sessions.
- The student will initiate a verbal greeting to a familiar adult in the classroom setting at least once per day.

- The student will participate in classroom discussions by contributing a verbal response in a group of three or fewer peers at least twice per week.
- The student will use a communication aid (e.g., communication cards, whisper phone) to express needs to the teacher daily.

Gradual Progression in Goal Complexity

It is important to scaffold goals, starting with nonverbal communication and gradually progressing to more verbal interactions as the child's comfort increases. Goals should be revisited and adjusted based on ongoing progress and feedback from the IEP team.

Measuring Progress and Success

Tracking progress is vital to determine the effectiveness of IEP goals for selective mutism. Regular data collection, observation, and input from teachers and family help gauge improvements in communication. Progress monitoring should be consistent, objective, and documented in a way that highlights both small and significant gains.

Methods for Monitoring IEP Goals

- Direct observation and checklists
- Teacher and staff feedback forms
- Student self-assessment or communication logs
- Frequency counts of verbal and nonverbal responses
- Audio or video recordings (if appropriate and consented)

Celebrating incremental progress, no matter how small, is essential for reinforcing positive communication behaviors. Adjustments to goals should be made as needed based on the student's evolving needs.

Collaboration Between Home and School

Successful implementation of IEP goals for selective mutism requires ongoing collaboration

between educators, specialists, and the child's family. Consistent strategies and expectations across environments foster a sense of security and predictability for the student. Families can provide valuable insight into what works at home, enabling the school team to replicate or adapt effective practices within the classroom setting.

Ways to Enhance Home-School Collaboration

- Regular communication via meetings, emails, or communication journals
- Sharing progress updates and challenges
- Jointly developing strategies for anxiety-reducing transitions
- Providing consistent reinforcement and encouragement at home and school
- Involving the student in setting and reviewing goals where appropriate

Supporting Communication in the Classroom

Classroom support is a cornerstone of effective IEP implementation for students with selective mutism. Teachers and staff should create a supportive, low-pressure environment that encourages all forms of communication. Visual aids, communication cards, and alternative response methods can help students participate without the immediate expectation of verbal responses.

Classroom Strategies for Supporting Selective Mutism

- Allowing extra response time and avoiding putting the student on the spot
- Using nonverbal communication options (e.g., pointing, gesture, written responses)
- Gradually increasing verbal expectations in comfortable settings
- Pairing the student with supportive peers for group work
- Providing positive reinforcement for communication attempts
- Incorporating the student's interests to motivate participation

Tips for Writing SMART IEP Goals

Effective goals for selective mutism IEP should adhere to the SMART framework—Specific, Measurable, Achievable, Relevant, and Time-bound. Using this approach ensures clarity, accountability, and the ability to track tangible progress over time.

Elements of SMART Goals for Selective Mutism

- **Specific:** Clearly define the expected communication behavior.
- **Measurable:** State how success will be quantified and observed.
- **Achievable:** Ensure the goal is realistic based on the student's abilities.
- **Relevant:** Align the goal with the student's individual needs and academic requirements.
- **Time-bound:** Set a clear timeframe for goal achievement and review.

By following the SMART framework, IEP teams can develop targeted goals that support gradual, meaningful progress for students with selective mutism, building their confidence and communication skills within the school community.

Trending Questions and Answers About Goals for Selective Mutism IEP

Q: What are the primary goals for selective mutism IEPs?

A: The primary goals for selective mutism IEPs focus on increasing a child's ability to communicate in the school setting, both verbally and nonverbally. These goals aim to reduce anxiety related to speaking, enhance participation in classroom activities, and foster social interaction with peers and adults.

Q: How do you measure progress on selective mutism IEP goals?

A: Progress is measured through direct observation, data collection, teacher feedback, and sometimes student self-assessment. Frequency counts of communication attempts, checklists, and regular team meetings help track incremental improvements.

Q: Can nonverbal communication be an IEP goal for selective mutism?

A: Yes, nonverbal communication is often an initial focus in IEP goals for selective mutism. Goals may include using gestures, pointing, or written responses as stepping-stones toward verbal communication.

Q: How often should IEP goals for selective mutism be reviewed?

A: IEP goals should be reviewed at least annually, but many teams opt for more frequent check-ins, such as quarterly or after significant changes in the student's performance, to adjust goals as needed.

Q: Who should be involved in developing IEP goals for selective mutism?

A: The IEP team should include teachers, special education staff, speech-language pathologists, school psychologists, parents or guardians, and, when appropriate, the student.

Q: What are some examples of measurable IEP goals for selective mutism?

A: Examples include "The student will respond to questions using nonverbal methods in 4 out of 5 opportunities" or "The student will verbally greet a peer at least once per day."

Q: How can teachers support students with selective mutism in the classroom?

A: Teachers can support students by creating a low-pressure environment, offering alternative communication methods, gradually increasing speaking expectations, and providing positive reinforcement.

Q: Are accommodations and modifications part of IEPs for selective mutism?

A: Yes, accommodations such as extra response time, use of communication aids, and modified participation requirements are commonly included in IEPs for students with selective mutism.

Q: Why is gradual goal progression important for selective mutism?

A: Gradual progression helps build the student's confidence, reduces anxiety, and ensures that goals remain attainable, which is essential for long-term success.

Q: Can selective mutism IEP goals include participation in extracurricular activities?

A: Yes, IEP goals can extend to extracurricular or social activities to support generalization of communication skills beyond the classroom setting.

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Goals for Selective Mutism IEP: A Comprehensive Guide for Parents and Educators

Is your child struggling with selective mutism? Creating an effective Individualized Education Program (IEP) is crucial for their success. This comprehensive guide dives deep into crafting achievable and measurable goals for selective mutism IEPs, offering practical strategies and examples to help your child overcome this communication disorder. We'll explore various goal areas, focusing on communication, social interaction, and overall academic progress. By the end, you'll have a clearer understanding of how to advocate for your child and build a supportive IEP that fosters their growth and development.

Understanding Selective Mutism and its Impact on Education

Selective mutism (SM) is an anxiety disorder where a child consistently fails to speak in specific social situations, despite being able to speak in other settings. This significantly impacts their ability to participate fully in school. The lack of verbal communication can hinder academic progress, social development, and overall well-being. A well-structured IEP is vital to address these challenges and create a nurturing environment for the child's progress.

Key Areas to Address in a Selective Mutism IEP

An effective IEP for selective mutism should address several key areas. These areas are interconnected and work together to support the child's holistic development.

1. Communication Goals: Speaking in Increasingly Challenging Situations

This section focuses on gradually increasing the child's verbal communication in progressively challenging settings. Goals should be specific, measurable, achievable, relevant, and time-bound (SMART).

Example: "Within one semester, [student's name] will initiate verbal communication with at least one peer during group activities on three out of five days per week, as measured by teacher observation and anecdotal notes."

Strategies: Start with non-verbal communication strategies, then progress to one-word answers, short phrases, and finally, complete sentences. Utilize visual supports, role-playing, and positive reinforcement.

2. Social Interaction Goals: Building Relationships and Confidence

Selective mutism often impacts social interactions. Goals in this area should focus on improving the child's ability to initiate and maintain social interactions with peers and teachers.

Example: "[Student's name] will participate in at least two small group activities per week, demonstrating appropriate social skills such as taking turns and sharing materials, as documented by the classroom teacher and peer observation."

Strategies: Create opportunities for structured interactions, utilize social stories, and incorporate peer support. Focus on building positive relationships with understanding classmates.

3. Academic Goals: Addressing Learning Gaps and Providing Accommodations

Selective mutism can lead to academic setbacks. The IEP must address any learning gaps and provide appropriate accommodations to facilitate academic success.

Example: "[Student's name] will complete all assigned classwork with 80% accuracy utilizing alternative communication methods (e.g., written responses, assistive technology) when verbal communication is challenging, as measured by weekly quizzes and assignments."

Strategies: Provide alternative ways to demonstrate understanding (e.g., written tests, projects, presentations). Offer extra time for assignments and reduce the pressure of oral participation.

4. Anxiety Management Goals: Developing Coping Mechanisms

Anxiety management is a critical component of an effective IEP for selective mutism. Goals should focus on equipping the child with coping strategies to manage anxiety triggers.

Example: "[Student's name] will identify and utilize at least two anxiety reduction techniques (e.g.,

deep breathing, positive self-talk) when faced with anxiety-provoking situations in the classroom, as self-reported on a daily anxiety log."

Strategies: Teach relaxation techniques, cognitive behavioral therapy (CBT) strategies, and mindfulness practices. Collaborate with a school counselor or therapist to implement these strategies effectively.

Collaboration and Regular Monitoring are Key

The success of a selective mutism IEP depends heavily on effective collaboration between parents, educators, therapists, and the student. Regular monitoring and adjustments are essential to ensure the goals are appropriate and effective. Frequent progress monitoring meetings should be scheduled to track the student's progress and make necessary changes to the IEP.

Conclusion

Developing an effective IEP for selective mutism requires careful planning, collaboration, and a commitment to supporting the child's unique needs. By focusing on communication, social interaction, academic progress, and anxiety management, you can create a supportive environment that enables your child to thrive. Remember that patience, understanding, and a positive approach are crucial throughout this process. Celebrate small victories and adjust the IEP as needed to maximize the child's potential.

FAQs:

1. What if my child doesn't make progress toward their IEP goals? Regularly review and revise the IEP. Consult with the IEP team to explore alternative strategies, interventions, and support systems. A reassessment might be necessary.
2. Can my child's therapist be involved in the IEP process? Absolutely! Therapists bring invaluable expertise to the IEP team and can contribute to creating effective and realistic goals.
3. How often should the IEP be reviewed? IEPs are typically reviewed at least annually, or more frequently if significant changes occur.
4. What role do parents play in the IEP process? Parents are active participants in the IEP process. They provide crucial insights into their child's strengths, challenges, and progress.

5. Are there specific accommodations that might be helpful for students with selective mutism during standardized testing? Yes, accommodations may include extended time, alternative assessment methods (written responses), a quiet testing environment, and the use of assistive technology. These accommodations should be outlined in the IEP.

goals for selective mutism iep: The Selective Mutism Resource Manual Maggie Johnson, Alison Wintgens, 2017-07-28 For anyone who needs to understand, assess or manage selective mutism, this is a comprehensive and practical manual that is grounded in behavioural psychology and anxiety management and draws on relevant research findings as well as the authors' extensive clinical experience. Now in its second edition and including new material for adolescents and adults, The Selective Mutism Resource Manual 2e provides: an up-to-date summary of literature and theory to deepen your understanding of selective mutism a wealth of ideas on assessment and management in home, school and community settings so that its relevance extends far beyond clinical practice a huge range of printable online handouts and other resources case studies and personal stories to illustrate symptoms and demonstrate the importance of tailored interventions. This book is essential reading for people who have selective mutism as well as for the clinicians, therapists, educators, caseworkers and families who support them.

goals for selective mutism iep: Suffering in Silence Donna Mac LCPC, 2015-09-29 Selective mutism is an anxiety disorder, and its currently one of the most misunderstood, under-diagnosed, and undertreated mental health conditions. When children with selective mutism feel expected or pressured to speak in social situations, they become terrified. Therefore, their level of anxiety significantly increases, but by remaining silent, their anxiety level slightly decreases, obtaining some relief for themselves. For these children, remaining silent is actually an ineffective coping mechanism, or a maladapted solution to create a sense of safety within themselves. Hence, their mouths freeze, and they are silent. This is temporary relief, but longitudinally, these children suffer in silence. Due to the fact that many children will display normative shy behavior or even socially anxious behavior at times, it can be challenging to discern if the child's behavior falls within normal limits or if the child actually demonstrates clinically significant behavior, signifying a selective mutism diagnosis. This can be confusing for parents, teachers, and even clinicians. This manual is meant to help clarify this distinction and will also assist you in figuring out how to seek help, ask the right questions, and what you can expect from early intervention services, school-based services, and holistic, therapeutic, and psychiatric services.

goals for selective mutism iep: IEP Goal Writing for Speech-Language Pathologists Lydia Kopel, Elissa Kilduff, 2020-06-15 IEP Goal Writing for Speech-Language Pathologists: Utilizing State Standards, Second Edition familiarizes the speech-language pathologist (SLP) with specific Early Learning Standards (ELS) and Common Core State Standards (CCSS) as well as the speech-language skills necessary for students to be successful with the school curriculum. It also describes how to write defensible Individualized Education Plan (IEP) goals that are related to the ELS and CCSS. SLPs work through a set of steps to determine a student's speech-language needs. First, an SLP needs to determine what speech-language skills are necessary for mastery of specific standards. Then, the SLP determines what prerequisite skills are involved for each targeted speech-language skill. Finally, there is a determination of which Steps to Mastery need to be followed. It is through this process that an SLP and team of professionals can appropriately develop interventions and an effective IEP. The text takes an in-depth look at the following speech-language areas: vocabulary, questions, narrative skills/summarize, compare and contrast, main idea and details, critical thinking, pragmatics, syntax and morphology, and articulation and phonological processes. These areas were selected because they are the most commonly addressed skills of intervention for students aged 3 to 21 with all levels of functioning. For each listed area, the text analyzes the prerequisite skills and the corresponding Steps to Mastery. It provides a unique, step-by-step process for transforming the Steps to Mastery into defensible IEP goals. The key is to

remember that the goal must be understandable, doable, measurable, and achievable. This text provides clear guidelines of quantifiable building blocks to achieve specific goals defined by the student's IEP. School-based SLPs are instrumental in helping students develop speech and language skills essential for mastery of the curriculum and standards. All SLPs working with school-aged children in public schools, private practice, or outpatient clinics will benefit from the information in this text. New to the Second Edition: * Ten Speech and Language Checklists for determining speech and language needs of an individual, 3–21 years of age, as well as measuring progress. * Material on measuring progress including five performance updates. * Goal writing case studies for four students of different ages and skill levels. * A thoroughly updated chapter on writing goals with up-to-date examples. * Revised Prerequisite Skills and Steps to Mastery to reflect the current state of research. * Expanded focus on evidence-based practice. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

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audio, and video, etc.) may not be included as published in the original print version of this book.

goals for selective mutism iep: Helping Your Child with Selective Mutism Angela E. McHolm, Charles E. Cunningham, Melanie K. Vanier, 2005-08-01 Often described as 'social phobia's cousin' and misdiagnosed as autism, selective mutism is a debilitating fear of speaking in some situations experienced by some children. The disorder usually presents in children before the age of five, but it may not be recognized until the child starts school. When requested to speak, children with selective mutism often look down, blush, or otherwise express anxiety that disrupts their engagement with people and activities. Selective mutism is related to social anxiety and social phobia, and more than 90 percent of children with selective mutism also manifest symptoms of one of these problems. This book is the first available for parents of children with selective mutism. It offers a broad overview of the condition and reviews the diagnostic criteria for the disorder. The book details a plan you can use to coordinate professional treatment of your child's disorder. It also explains the steps you can take on your own to encourage your child to speak comfortably in school and in his or her peer group. All of the book's strategies employ a gradual, 'stepladder' approach. The techniques gently encourage children to speak more, while at the same time helping them feel safe and supported. Angela E. McHolm, Ph.D., is director of the Selective Mutism Service at McMaster Children's Hospital in Hamilton, ON. The Selective Mutism Service offers outpatient psychiatric consultation to families and professionals such as school personnel, speech and language pathologists, and mental health clinicians who support children with selective mutism. She is assistant professor in the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences at McMaster University in Hamilton, ON.

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use tools and problem solving skills. The curriculum's learning activities are presented in 18 lessons. To reinforce the concepts being taught, each lesson includes probing questions to discuss and instructions for one or more learning activities. Many lessons offer extension activities and ways to adapt the activity for individual student needs. The curriculum also includes worksheets, other handouts, and visuals to display and share. These can be photocopied from this book or printed from the accompanying CD.--Publisher's website.

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obsessive-compulsive disorder (OCD), despite it being the leading treatment for this condition. Exposure Therapy for Children with Anxiety and OCD: Clinician's Guide to Integrated Treatment provides a step-by-step framework for how providers apply exposure therapy in practice. The book begins with empirical support for the treatment followed by suggested implementation of exposures for specific conditions and ages. Tables of sample exposures and case illustrations are provided throughout the book and common challenges that may complicate implementation are addressed. Intended for busy providers to implement directly into practice, chapters provide clinical excerpts and illustrate techniques in an easy how-to format. - Summarizes empirical support for exposure treatment efficacy - Recommends how to implement exposure therapy treatment for anxiety and OCD - Provides guidance on overcoming common challenges when implementing exposures in practice - Offers separate treatment guidelines for children and adolescents - Integrates exposure therapy with other therapy modalities - Includes case studies and clinical excerpts illustrating techniques

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goals for selective mutism iep: Handbook of Developmental Disabilities Samuel L. Odom, Robert H. Horner, Martha E. Snell, 2009-01-21 This authoritative handbook reviews the breadth of current knowledge about developmental disabilities: neuroscientific and genetic foundations; the impact on health, learning, and behavior; and effective educational and clinical practices. Leading authorities analyze what works in intervening with diverse children and families, from infancy

through the school years and the transition to adulthood. Chapters present established and emerging approaches to promoting communication and language abilities, academic skills, positive social relationships, and vocational and independent living skills. Current practices in positive behavior support are discussed, as are strategies for supporting family adaptation and resilience.

goals for selective mutism iep: Opportunities for Improving Programs and Services for Children with Disabilities National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Health Care Services, Committee on Improving Health Outcomes for Children with Disabilities, 2018-08-06 Although the general public in the United States assumes children to be generally healthy and thriving, a substantial and growing number of children have at least one chronic health condition. Many of these conditions are associated with disabilities and interfere regularly with children's usual activities, such as play or leisure activities, attending school, and engaging in family or community activities. In their most severe forms, such disorders are serious lifelong threats to children's social, emotional well-being and quality of life, and anticipated adult outcomes such as for employment or independent living. However, pinpointing the prevalence of disability among children in the U.S. is difficult, as conceptual frameworks and definitions of disability vary among federal programs that provide services to this population and national surveys, the two primary sources for prevalence data. *Opportunities for Improving Programs and Services for Children with Disabilities* provides a comprehensive analysis of health outcomes for school-aged children with disabilities. This report reviews and assesses programs, services, and supports available to these children and their families. It also describes overarching program, service, and treatment goals; examines outreach efforts and utilization rates; identifies what outcomes are measured and how they are reported; and describes what is known about the effectiveness of these programs and services.

goals for selective mutism iep: *Students with Both Gifts and Learning Disabilities* Tina A. Newman, Robert J. Sternberg, 2012-12-06 We were motivated to edit this book when we began to hear stories of exceptional students who were struggling with reading, writing, or math, but who could solve seemingly any problem with computers, or build the most intricate structures with Legos, or could draw beautiful pictures, or could tell the most creative stories but ended up in tears when asked to write it out. How is it possible to have so much talent in some areas and yet to appear to have a disability in another? What resources are available for these students? How can we ensure that these students' abilities are nurtured and developed? Our goal in this book is to provide ideas and possibly even tentative answers for educators and to stimulate more questions to be answered by researchers. We have ourselves been addressing related questions for some time. Our group at the PACE Center at Yale has explored the development of abilities, competencies and expertise that allow people to be successful in life. Through this work, we have collaborated with school districts and other educators and researchers across the country to expand the notion of what is traditionally thought of as intelligence. We use the concept of successful intelligence to allow for the possibility that the skills traditionally taught in school are not the only ones, and often not even the most important ones, that allow people to be successful in the world.

goals for selective mutism iep: *What Educators Need to Know about FASD* Healthy Child Manitoba, Manitoba. Manitoba Education, Citizenship and Youth, Manitoba. School Programs Division, 2009 The goal of this resource guide is to provide teachers and parents with a clear understanding of the needs of students with FASD by: defining fetal alcohol spectrum disorder (FASD); describing the common learning and behavioral characteristics of children with FASD; and suggesting strategies that may be helpful in meeting the needs of these children in the classroom and at home.--Document.

goals for selective mutism iep: Supporting your Child with Selective Mutism Junhua Reitman, Amelia Reitman, Nianhua Xu, 2023-12-07 This book provides strategies and ideas to support children with selective mutism in school, at home, and in the community. Packed with illustrations, this practical guide offers a roadmap to help children overcome selective mutism in various situations. Based on Junhua Reitman's vast experience of working with her own daughter Amelia -

known in the book as Amy, and other children, this book furnishes parents and teachers with a toolkit to plan and implement intervention with individual children throughout their journey from the classic selective mutism 'freeze' response, to talking freely in various settings. Techniques covered include: Graded questioning The buddy system The rainbow bridge Voice exposure The reader is offered detailed examples of what worked for Amy in a variety of situations, including in school, at breaktimes, in extra-curricular activities, on playdates, and at birthday parties. These examples are followed up with suggestions and ideas of how these experiences could be applied to other children, making it ideal reading for anyone involved in the care of a child with selective mutism.

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goals for selective mutism iep: *Charli's Choices* Marian B. Moldan, LCSW-R, 2014 Charli never says a word outside her house. She only speaks to her mother and father, and if her nana and poppy come over, it takes her a long time to say any words. One day, Charli's best friend from school, comes over to play. Lily, who brings a big sack of toys to share, must rely on Charli's mother to ask choice questions that encourage Charli to practice talking. As her mother gives her choices, Charli soon begins to open up and talk to Lily. Charli chooses which colored marker she wants to use, what she wants to draw, and whether she wants to borrow one of Lilys markers. Charli and Lily are having so much fun! Charli's Choices is a beneficial, interactive childrens book for educators, children, and parents that offers valuable insight into selective mutism as a little girls mother teaches her, through specific questions, how to communicate successfully with others.

goals for selective mutism iep: *Learning to Play the Game: My Journey Through Silence* Jonathan Kohlmeier, 2016-10-11 Everyone has fears. A fear of the dark, a fear of heights, or even a fear of the unknown can make leading an otherwise normal life difficult. But what if you were afraid not of the dark or of heights-but of other people? What if you were overcome with paralyzing terror and even pushed to the brink of sickness each time you talked with another person-even though you wanted more than anything to be with and enjoy the company of that person? In Learning to Play the

Game: My Journey through Silence, author Jonathan Kohlmeier shares a coming-of-age memoir of his young life living with selective mutism-an extreme form of social anxiety. At first as a child being so afraid that he could barely speak outside of the home, Jon's story of struggle turns triumph as he is eventually able to join the debate team in high school. From the start of his journey in kindergarten to his high school graduation, Jon chronicles his desire to be normal-whatever that means. 2018 Next Generation Indie Book Awards Finalist

goals for selective mutism iep: The Nine Degrees of Autism Philip Wylie, Wenn Lawson, Luke Beardon, 2015-10-12 The Nine Degrees of Autism presents a much-needed positive tool for understanding the developmental process of autism, and to facilitate the improved mental health and well-being of individuals on the spectrum. The ground-breaking model charts nine distinct stages of development - from pre-identification, to learning to live with changes in self-image following a late diagnosis, through to self-acceptance and wellbeing. Using the model as a framework each chapter focuses on a particular stage of the process. Experts provide personal insights into the environmental and societal challenges faced by individuals with autism, and dispel a number of popular misconceptions. The positive developmental model described in this book will encourage people on the Spectrum to accept themselves by focusing on their gifts rather than weaknesses, and to avoid identifying with negative medical classifications. The developmental process which the authors describe is also applicable to other 'hidden' neurological conditions such as Dyslexia, Dyspraxia, Aphasia, and ADHD. The book should be read by anyone who wants to understand the real nature and experience of autism and will also be essential reading for a range of professionals seeking to work more effectively with individuals on the spectrum.

goals for selective mutism iep: SELECTIVE MUTISM TREATMENT GD Ruth Perednik, 2016-12-01 The Selective Mutism Treatment Guide: Manuals for Parents, Teachers, and Therapists, second edition has arrived! It is double the size of the first edition and it includes new sections on treating older children and teens, the use of technology in treating SM with a list of useful apps, raising a shy child, treating SM in the clinic setting, and much more. It includes beautiful and inspiring case studies of children and teens overcoming SM using this approach. It is an innovative, effective approach to the treatment of selective mutism, which is based both on rich clinical experience helping hundreds of children overcome SM, and on evidence based understanding of how selective mutism best treated. It includes separate manuals written for parents, school or kindergarten staff, and therapists, each with concrete, effective, tried and tested ways of helping the child with selective mutism. It is designed to be a positive and empowering experience for the child and his family. This guide is aimed for professionals and lay people alike: For parents and relatives of children with SM it offers a valuable resource to understand the condition, with programs and tools to help the child to improve his verbal and social communication. For teachers and therapists it provides a guide to understand, and practical tools to treat the disorder. The Parents' Manual includes sections about how SM can affect your child and family, how to speak to your child about SM, how to treat SM, how to lower your child's anxiety, and how to work together with the school or kindergarten to help your child. It outlines effective interventions that parents can carry out at home and in school to help their child overcome SM and attain improved social communication skills. The Teacher's Manual includes: a description of SM and its possible causes, understanding the child with SM, how SM presents in school, an overview of how to treat SM, and a variety of interventions and programs for teachers to implement in school. There are two Therapist's Manuals - one for younger children, and the second for teens and adults, with cognitive-behavioral techniques specifically for use in treating SM. There are sections on the definition and causes of SM, methods of assessment, levels of SM, planning therapy, and detailed, step by step descriptions of the stages of therapy, including initial home-based therapy followed by school based sessions. Here are some readers' reviews of the first edition: B.W. wrote: This treatment guide is concise, easy to read, clear and an absolute gem of a book. Each word is carefully chosen and the style flows with warmth, sensitivity and intelligence. I loved the respect with which the author and Psychologist Ruth Perednik treats the reader; the manual is no less than brilliant in its' ease of explanation and significant in its power as a

catalyst for change; Belief and optimism, based on the author's vast clinical experience pervaded throughout. Perednik's clearly detailed program is aimed at parents, teachers and therapists. Perednik has done a wonderful job of increasing the likelihood of successful treatment even in the absence of such ideal conditions. Perednik's apparent wholehearted belief in her approach, tools and program to unravel the knot of selective mutism, leads her to spell out the rationale and implementation of an entire program, thus enabling her readers to carry out a successful treatment without making them dependent on further training or support. Optimistic, Practical, Extremely user friendly. Engaging and inspiring.. S.B. wrote: GREAT BOOK IT WORKS GREAT QUICK RESULTS BEST IN THE FIELD HAS GREAT INTUITION IN THESE MATTERS EASY READING CLEARLY SAID TRY & SEE Duggie wrote: This gave me practical information for working with children with selective mute. I have been able to try different techniques with success. I also learned the many causes of this diagnosis.

goals for selective mutism iep: *The Ideal Classroom Setting for the Selectively Mute Child* Elisa Shipon-Blum, 2001-01-01 Dr. Elisa Shipon-Blum's Guide, *The Ideal Classroom Setting for the Selectively Mute Child* is a wonderfully informative guidebook that will provide parents, teachers, and treating professionals with the advice necessary to help prepare the 'ideal class setting for the Selectively Mute child.' This practical guide is informative and entertaining and goes into detail as to tactics that can be done in the school to benefit and accommodate the needs of the Selectively Mute child. Recommendations on testing, IEP development and multiple methods to help lower anxiety, build self esteem and increase communication comfort within the school are emphasized throughout this book. This guide book is easy to read, graphically attractive and is a necessary reference for all those involved with a Selectively Mute child within the school environment.

goals for selective mutism iep: **Basic Reading Inventory** Jerry L. Johns, Laurie Elish-Piper, Beth Johns, 2012 CD-ROM includes video clips, performance booklets, summary sheets, annotated bibliography on IRIs.

goals for selective mutism iep: **Developmental and Behavioral Pediatrics** Robert G. Voigt, Michelle M. Macias, Scott M. Myers, 2011 All-new clinical resource for managing children with developmental and behavioral concerns. Developed by leading experts in developmental and behavioral pediatrics, the all-new AAP Developmental and Behavioral Pediatrics gives one place to turn for expert recommendations to deliver, coordinate, and/or monitor quality developmental/behavioral care within the medical home. The one resource with all the essentials for pediatric primary care providers. Evaluation and care initiation: Interviewing and counseling, Surveillance and screening, Psychoeducational testing, Neurodevelopment.

goals for selective mutism iep: Children and Youth with Emotional and Behavioral Disorders James M. Kauffman, Timothy J. Landrum, 2006 *Children and Youth with Emotional and Behavioral Disorders* looks at the field of special education with regard to students with emotional and behavioral disorders. Specifically, it reflects on some of the important events and people that have shaped the field of special education. This book not only recalls prominent events and individuals, it also seeks to draw reasonable connections from past to present and to highlight how succeeding generations of special educators used, or failed to use, the insights of those who struggled earlier with the same or similar issues. Today's circumstances and views about special education are grounded in the past. For this reason, we must examine what has transpired in the past. Trying to understand as objectively as possible what has happened in past decades and centuries will help us better ask questions and construct better answers, not only to current issues but also those issues and problems the future will bring. If you work with children who have emotional or behavioral disorders, you'll appreciate greatly the contents of this important.

goals for selective mutism iep: Screwed Up Somehow But Not Stupid, Life with a Learning Disability Peter Flom, 2016-01-01 A description of what it's like to have nonverbal learning disability and what can be done to alleviate it.

goals for selective mutism iep: **The Flynt/Cooter Comprehensive Reading Inventory** Robert B. Cooter Jr., E. Sutton Flynt, Kathleen Spencer Cooter, 2013-04-01 This is the eBook of the

printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Designed to help educators assess the “Big Five” components of reading instruction as identified by the National Reading Panel—phonemic awareness, phonics, vocabulary, fluency, and comprehension—the CRI is recognized as a leader in the field for its ability to ensure quick and reliable assessment of the reading skills and needs of students in grades Pre-K through 12. The groundbreaking features that made this book’s original edition a top choice of teachers and literacy coaches for many decades are continued here, along with a number of changes that make the analysis of data more efficient and increase student learning, among them a Spanish version to help educators better serve the needs of English speakers and/or English learners.

goals for selective mutism iep: A Guide to School Services in Speech-Language

Pathology, Fifth Edition Trici Schraeder, Courtney Seidel, 2024-07-26 A Guide to School Services in Speech-Language Pathology, Fifth Edition serves as a must read for school-based speech-language pathologists (SLPs), college instructors, and students-in-training. The text begins by providing a brief history of school-based SLP services. The foundations of school services are highlighted, including the legal mandates set forth in the Individuals with Disabilities Education Improvement Act (IDEA); Every Student Succeeds Act, Americans with Disabilities Act; and landmark court cases that have influenced school services – such as the 2023 *Midthun-Hensen & Hensen v. GHC* court ruling regarding evidence-based practices. Pedagogical features include related vocabulary at the beginning of each chapter to promote equity in comprehension, end of chapter summaries with guiding questions to reinforce important information, facilitate class discussions, and enhance understanding, concrete, real-life success stories from public school SLPs, and links to useful strategies, materials, and resources. This comprehensive textbook addresses issues paramount to school-based SLPs: Options to expand and diversify service delivery models Step-by-step instructions to implement a workload analysis Examples of IEP goals that support flexible scheduling and workload solutions Tables that describe evidence-based practices and provide links to the supportive research Template for writing IEP goals that align with IDEA mandates Methods for assessing multilingual language learners including dynamic, authentic, and criterion-referenced tools Guidance for implementing proactive behavior management, conflict resolution, professional collaboration, conferencing and counseling and cultural competencies Evidence bases that link language, literacy, and the achievement of school standards New to the Fifth Edition: New content regarding COVID-19 impacts and the expansion of telepractice Current references throughout that reflect state-of-the-art research Updated evidence-based content for practices in the areas of: * articulation and phonology * language and literacy * voice, feeding, and swallowing * augmentative and alternative communication * social and cognitive aspects of communication * hearing habilitation * general clinical strategies Modernized use of pronouns and terms that reflect our diverse society Scenarios that promote reflection of neurodiverse practices Please note: Ancillary content such as downloadable forms and checklists may not be included as in the original print version of this book.

goals for selective mutism iep: Unstuck and on Target! Lynn M. Cannon, Lauren

Kenworthy, Katie C. Alexander, Monica Adler Werner, Laura Gutermuth Anthony, 2021 For students with executive function challenges, problems with flexibility and goal-directed behavior can be a major obstacle to success in school and in life. With the enhanced second edition of this popular curriculum--now optimized for both in-person and virtual instruction--you'll have everything you need to explicitly teach executive function skills in today's educational environment. A highly effective intervention for students ages 8-11, *Unstuck & On Target!* gives you 21 ready-to-use, field-tested lessons that boost critical skills like cognitive flexibility, problem solving, coping, and goal setting. Ideal for use with learners with autism, ADHD, and other challenges that affect executive function, this curriculum includes a comprehensive manual and a package of digital, downloadable components that are easy to print and use in face-to-face or virtual settings. *Unstuck and On Target!* Benefits: Optimized for the way you teach today. The new reconfigured format makes the kit more flexible--you can use it in schools or during remote instruction. Meets the needs

of MTSS Tier 2 learners. This proven curriculum is one of the few tailored to the needs of Tier 2 students who need more focused instruction. Gives you explicit, step-by-step routines, activities, and scripts to help students improve executive function skills. Targets the flexibility and planning skills every student needs to learn effectively, reduce stress, get along with others, problem-solve, and more. Can be done with any class, by any teacher. Each ready-to-use lesson comes complete with clear instructions, materials lists, and tips for teachers. Makes learning fun with engaging games, role plays, stories, and lively class discussions. Reinforces new skills through 19 Home Practice handouts in English and Spanish.

goals for selective mutism iep: Understanding Katie Elisa Shipon-Blum, Elisa Shipon-Blum Do, Adrienne Wallage, 2003 Childrens book dealing with selective mutism.

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