

Appendix B

Sample 504 Items for Selective Mutism

Differentiate Instruction

Visual cuing system developed between teacher and child (e.g., child writes on whiteboard).

Child uses nonverbal communication in whole-class setting, such as finger and hand motions, and whiteboard responses, to show answers to questions (can also be used individually between child and teacher).

Use communication journal between teacher and child to communicate outside of school and in school (i.e., intent to facilitate student-teacher relationship, or discussion regarding subject areas).

Ask child if he or she feels comfortable to participate in activities that require more attention, before having child participate (e.g., going to front of class for group presentation).

Seat child near student with whom he or she is comfortable, such as someone the child talks to outside of the classroom.

Pair child with comfortable classmate for partner and group work.

Allow child to communicate with nonverbal gestures such as pointing, gesturing, head nodding, and thumbs up/down.

Teacher accepts various forms of communication and does not pressure child to speak.

Teacher phrases questions to student so that they can be answered with nonverbal response.

If child speaks in class, accept it as a routine communication and do not focus on or publicly praise; all encouragement should be low-key.

Respond to child's eye contact, but do not expect/demand eye contact.

Allow child to raise hand with class to show knowledge, but do not call on the child if he or she is not ready to talk.

Arrange child-teacher one-on-one interactions.

At end of school year, allow child to meet new teacher to prepare for transition (even if next teacher is not formally presented to child).

Differentiate Assessment

Record video of work samples at home to demonstrate skills in academic areas (e.g., reading, math).

Use modified report card to evaluate child, based on knowledge, rather than conventional report card.

Allow child to write answers rather than verbalize them, and to point to answers to show comprehension.

Have building team create differentiated assessment procedures to substitute for oral response.

Miscellaneous

Write a note for substitute teacher explaining differentiation needs for child with selective mutism; place note in plans folder for substitute teacher.

Make a laminated card for a child to indicate a need for the bathroom, or for a child to indicate that he or she is feeling ill.

Watch child for need to go to the bathroom, because child may be reluctant to indicate this.