

Building relationships	
Have teachers got a shared understanding of the child/young person's (CYP) needs?	
Do teachers make the effort to get to know the CYP, their likes and dislikes?	
Are positive and realistic expectations communicated to the CYP at home and school?	
Does the CYP get to spend time with people they feel relaxed with during the school day?	
Has the CYP been allocated a trusted, Key Person for individual support?	
Is there a buddy system in place for break and lunch times?	
Have you talked with the CYP about sharing information on SM with their peers?	
Minimising anxiety	
Does the teacher give the CYP sufficient time to settle (regulate) at the start of a lesson?	
Have alternative communication strategies been discussed and implemented with the CYP? (E.g. sign for toilet).	
Are communication expectations for each task made clear? Visible for reference?	
Does the CYP have an option for changing for PE (if this causes anxiety)?	
Is the CYP given notice about any small or big changes e.g. seating plans, supply teacher?	
Is there an identified 'safe space' the CYP can use when they are feeling stressed?	
Is the CYP given opportunities to visit the school at less stressful times?	
Do staff check with the CYP about how they would like to be supported?	
Building self – esteem and confidence	
Does the CYP have opportunities to do things they are good at during the school day?	
Is the CYP helped to feel involved by giving them non- verbal roles or responsibilities?	
Is there a system for communicating with parents, what the CYP does well? (E.g. home – school book, postcard system).	
Do teachers use praise and feedback discreetly and related to the process (not the person/product)?	
Supporting learning	
Is there a consistent seating plan? Has the CYP chosen who they sit next to?	
Are non – verbal responses accepted (while the YP is still feeling anxious)?	
Have alternative means for demonstrating learning been discussed and implemented with the CYP (e.g. exams in a different room, oral language skills assessed by trusted adult ).	
Does the teacher break the task down? Consider level of 'cognitive load'?	
Do teachers give the CYP opportunities to talk without pressuring the CYP for answers? (E.g. I am wondering if the answer is X or X...)	
Are there opportunities for paired or small group work – perhaps outside the classroom, where the CYP may feel more confident to speak?	
Are peers encouraged to let the CYP give non-verbal responses rather than speaking for them?	

For more information visit: [Selective Mutism Information & Research Association \(SMIRA\)](http://www.selectivemutism.org.uk)