Selective Mutism (SM) is defined as persistent failure to speak in specific social situations where speaking is expected, despite speaking in other situations (APA, 2000).

Assessment Strategies

Whereas a variety of behavioral interventions have evidence-based support, minimal information exists regarding the linkage of assessment data to individualized interventions (Krysanski, 2003).

Tailoring intervention to the individual child requires assessment of specific behaviors and stimuli, such as:
- Current communication/verbal behavior repertoire
- Contexts the child will communicate in
- Persons the child will communicate to
- Responses of persons in the school environment

Individualized assessment helps professionals select the type and form of behavioral strategies (e.g., what to shape, fade, expose, and/or reinforce; where, when, and who to target the intervention with).

Purpose of Study

The purpose of this study was to demonstrate how to individualize treatment for children with SM by linking assessment data to intervention.

METHOD

Participants included 2 children with SM:
- David (a 10 year old, 4th grade male)
- Alex (a 7 year old, 2nd grade male)
A multi-informant/multi-method assessment approach
- Interviews & multi-disciplinary team meetings
- Behavior observations (15 second interval recording)
Outcome variables for interventions
- Anecdotal teacher and parent reports
- Behavior observations (15 second interval recording)