

CHECKLIST OF POSSIBLE MAINTAINING FACTORS

Name of child or young person [N]: Age:

Name of person completing checklist: Date:

Your relationship to [N] or staff position:

NOTE Please identify as many situations below as possible, as some of them may be inadvertently contributing to N's difficulty in speaking.

Please tick if an item occurs occasionally (✓) or often (✓✓) and indicate occasion(s) or place(s) where this tends to happen		Frequency	Context or example
EXAMPLE: N's anxiety about talking is ignored or dismissed		✓✓	Grandfather feels she's being silly/stubborn
1	N's anxiety about talking is ignored or dismissed		
2	Adults or peers ask [N] questions and wait (unsuccessfully) for an answer		
3	[N] is given their turn to talk (eg at circle time or registration) but remains silent		
4	[N] is asked why they don't talk, whether they can talk or when they will talk (by adults or peers)		
5	[N] is told 'I can't help you unless you speak'		
6	[N] is encouraged, requested, pressed or offered rewards to speak, but without success		
7	[N] is asked if they have succeeded in talking to others or what progress they are making with talking		
8	Talking targets or expectations have been set for [N] (eg in school report) but not achieved		
9	[N] has been penalised, ignored, criticised, threatened or ridiculed for <i>not</i> talking		
10	[N] hears adult(s) expressing concerns about their lack of speech		
11	N talks when people insist but not comfortably		
12	[N]'s speech has been corrected, laughed at or criticised		
13	[N] or [N]'s peers have been told off too harshly for talking or making a noise		
14	Parents or siblings are not always comfortable speaking so they model silence (eg prefer other family members to do the talking; do not answer phone; avoid social situations)		

(Continued)

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EXAMPLE: [N] has denied or tried to cover up speaking		✓	'Don't tell my teacher I spoke at Kids Club'
15	Attention is drawn to the fact that [N] has spoken		
16	[N] has denied, or tried to cover up, speaking		
17	[N] knows an audio/video recording of [N] talking was shared without their consent		
18	[N] does not want their sibling/twin to speak or vice versa		
19	[N] uses gesture, whispering, writing or pictures to communicate at school with no signs of progressing to speech		
20	Different arrangements are made so that [N] does not become stressed		
21	Fun activities, treats or comfort (as opposed to reassurance) are provided when [N] pulls away from an activity or has been excused from an activity		
22	[N] uses gesture, whispering, writing or pictures to communicate with people they talk to comfortably at other times		
23	[N] hears adults or peers warn others that [N] will not, cannot or may not be able to talk		
24	Adults, siblings, friends or peers automatically speak for [N]		
25	There is little need for [N] to speak at home		
26	[N] is becoming more withdrawn and talking less within their usual comfort zone (eg at home)		
27	People have stopped talking to [N]		
28	It feels like there's no coordinated plan in place to help N overcome their fear of speaking		

Thank you for completing this form.