

ENGLISH Instructions for Selective Mutism Interaction Coding System – Extended
Revised (SMICS-ER) Baseline Observation Task

Equipment List

- 1) 4 Walkie-talkies (two for communicating therapist to parent and two for therapist to stranger set to a different channel)
- 2) Stopwatch
- 3) 1 portable digital video camera
- 4) Bluetooth set (to record audio in treatment room)
- 5) 1 SD Card
- 6) Extra batteries
- 7) Mini White Board OR SMICS cards (to hold up in front of camera to indicate task change) & Dry Erase Marker
- 8) 3 PCIT-type, non-directive, open-ended toys
- 9) Crayons and paper
- 10) Sample/Questions & Parent Instructions to leave in room for parents
- 11) Prize box to reward either child's Brave Talking or just their participation if in fact they do not answer the stranger's questions

Therapist Instructions for Selective Mutism Baseline Observation Task

1. Prepare 3 non-directive, PCIT-type toys in room ahead of time, by taking them out of their boxes and leaving on the floor.
2. Get 2 pairs of walkie-talkies: one pair for you and the parent in the room with the child and one pair for you and the stranger. Each pair needs to be set to a different channel.
3. Remind the stranger to sit 6 feet away from the child and facing the parent and child, but not to have eye contact with the parent and child until asking their question at the end of the 2nd and 4th phases, i.e., A2 and B2.
4. Fill out the White Board with following information:
 - Date, SM ID number, Assessor initials
5. Make sure to check throughout taping to ensure that the child is in the camera frame. Sometimes children move quite a bit and you will need to keep the camera focused on the child.
6. Greet child in waiting room *without* asking the child any questions. **“Hi _____. We’re so glad you could come today. You and your parent(s) will get to play in our special playroom together today.”**
7. Escort the child and one parent to the playroom, still not asking the child any questions. It’s fine to talk to the child but not to ask questions.
8. Give the parent a copy of the last 2 pages of this handout/cue sheet (sample questions and “Parents’ Plan for the Baseline Observation session”) to help prompt the questions they will ask their child after the warm-up periods. Briefly describe the task and the different types of questions you will be prompting them to ask.
9. Get parent set up with bug-in-the-ear. Make sure to have extra batteries on hand, so that if they die, you will immediately have replacements handy.
10. Tell the parent to **“Go ahead and follow _____’s lead in the play for 2.5 minutes, following his/her lead and doing the activities he/she chooses to do.”** Hold up “Start CDI” card in front of camera. Time 2.5 minutes now.

11. After 2.5 minutes of child-directed play, hold up “Stop CDI” card in front of camera, prompt the parent to ask 5 of each of 3 types of questions **“OK, you can go ahead and start asking the questions. Remember you will need to ask 5 Open-Ended Questions, 5 Forced Choice Questions and 5 Yes/No Questions. The sheet has samples of each type of question.”** Hold up respective “Start Q’s” card in front of camera. Time 5 minutes now.
12. On the coding sheet, after each question, tally each question/response in the respective question type row and response column. Specifically record if there was no opportunity to respond, if the child responded verbally, in a barely audible voice, nonverbally, or did not respond at all. Also tally all spontaneous speech the child elicits and any/all labeled praises the parent gives. Use the coding definitions below. If at **4 minutes**, the parent has not completed 5 of each of the 3 types of questions, prompt the parent to ask the specific type of question they still need to reach 5 of. For example, if they get 5 yes/no questions, you can say, **“That’s great. You got the yes/no questions, now just try to do a few more of the open-ended and forced-choice questions.”** Time for **1 more minute** and then stop timing regardless of the totals. Hold up respective “Stop Q’s” card. Use the definitions below to code:
 - **No Opportunity:** child was not given 5 seconds to respond. Similar to no opps in DPICS, if the parent asks a question or gives a command before 5 seconds is up, it’s no opp (they’re allowed to have other neutral statements w/in 5 seconds)
 - **Verbal Response:** child responded verbally and was loud enough to understand. Note: whisper is considered VR if comprehensible
 - **Barely Audible Response:** child responded with some sound, but in a voice too low-volume to hear or understand
 - **NonVerbal Response:** child responded with gestures i.e. pointing, shrugging shoulders, nodding head, or mouthing
 - **No Response:** child did not respond verbally or nonverbally
 - **Spontaneous Speech:** anything that the child says that is not a response to a question is considered spontaneous speech. For example, if the parent asks “what’s your favorite color?” and the child says “Blue. Blue is the prettiest color ever” – this would be coded as a response AND a spontaneous speech. Or if the child says anything else outside of a question sequence. Use the same guidelines you would for DPICS as to what is a separate tally vs. the same tally
 - **Labeled Praise:** tally all labeled praises that the parent gives. These can be any labeled praises, not just for speaking.
13. (*Start of A2*) **“Great job. (Stranger’s name) is going to come into the room in a minute and sit near both of you. For the first 2.5 minutes, just follow your child’s lead in the play again. After 2.5 minutes, I will signal you to go ahead and ask the same types of questions we did before.”**
14. Stranger enters room with a bug-in-the-ear (set to a different channel than the parent), a clipboard (or some other material), and sits ~6 feet away from parent and child, facing them, but avoiding eye contact with the child.
15. Stranger says: *“Looks like you guys are having fun with our toys. Just go ahead and keep playing. I’ll be sitting over here taking care of some work I need to do.”* If the parent or child does try to engage the stranger, remind the stranger to tell the parent and child the stranger needs to stay focused on their work.
16. Prompt the parent to continue to follow the child’s lead in the play: **“Go ahead and just continue to follow _____’s lead in the play, doing the things he/she chooses to do.”** Hold up “Start CDI” card in front of camera. Start timing 2.5 minutes.

17. After 2.5 minutes of child-directed play, hold up “Stop CDI” card in front of camera, prompt the parent to repeat the questions (5 of each of the 3 types of questions). Hold up “Start Q’s w/o stranger in room” card in front of camera. Time 5 minutes now.
18. Like before, tally in the respective cell the different codes. If at **4 minutes**, the parent has not completed 5 of each of the 3 types of questions, prompt the parent to ask the specific type of question they still need to reach 5 of. For example, if they get 5 yes/no questions, you can say, **“That’s great. You got the yes/no questions, now just try to do a few more of the open-ended and forced-choice questions.”** Time for **1 more minute** and then stop timing regardless of the totals.
19. After the parent’s questions are completed for each of the 3 types, hold up “Stop Q’s w/o stranger in room” card.
20. The stranger asks the child 1 forced-choice question *related to their play*. Remind the stranger to go half the distance to the child and to be on the same physical level as the child. If they are standing, stranger stands. If they are on the floor, stranger kneels down. Remind the stranger in advance, via walkie-talkie to use a labeled praise for “great Brave Talking” if the child answers and not to attend to their *not* talking if they don’t answer. Exit the room saying, *“You guys can keep playing and having fun. I’ll be back in a little while.”*
21. Repeat steps 10-20 for Phases B1 and B2.
22. (Start of C1) **“Great job. Now please tell _____ that the toys must be put away. Make sure you have him/her put the toys away by him/herself. Have him/her put all the toys away in their containers.”** Time 3 minutes now.
23. If the child is done cleaning up the toys before the 3 minutes you can begin the next task.
24. Complete rating scale for C1. Clean up.
25. (Start D1) Tell the parent **“(Stranger’s name) is going to come into the room in a minute and bring some crayons and paper. Please tell _____ that you need to step outside to speak with the staff. Tell _____ that they can color in the room with (Stranger’s name) for a few minutes until you are finished.”**
26. Stranger enters room with crayons and paper sits with the child and engages in CDI skills.
27. Stranger: *“Looks like you guys had a lot of fun with our toys. I brought some crayons and paper for us to play with while your mom/dad talk quickly with the staff.”* Time 2 minutes from the moment the parent attempts to leave the room.
28. If the child becomes very distressed and refuses to separate from his/her parent discontinue the task. Tell the child and parent “We can talk some other time” and bring in the prize box.
29. If the child does separate from the parent, you can speak with the parent outside the room to debrief them on the task or discuss other information regarding the next steps (if you are not the therapist, let the parent know their therapist will be in contact with them to discuss the results of the evaluation).
30. After the 2 minutes is up, complete rating scale for D1. Separation.
31. Reward child with “Brave Talking” prize if they did any talking with the parent at any time, “You get a prize because you did great Brave Talking today with (your mom, your parents, me – pick whichever is true). If the child did not talk at all, say “You get a prize for coming here today and playing so nicely with our toys with (your Mom, your parents).”

Sample Yes/No Questions

Do you want to play with these?
Do you like this color?
Can I do that too?
Is this the right one?
Does that look good right there?
Should I take a turn?

Sample Forced Choice Questions

Do you want the red block or the blue one?
Should I be the Mommy or the friend?
Do you want the carrot or the pizza?
Should I be X's or O's?
Is this a square or a circle?
Should we play blocks next or Mr. Potato Head?

Sample Open Ended Questions

What's a good name for this guy?
What should we play next?
What color should we use now?
What do you call this?
What shape is this called?
How many blocks am I holding?

Parent's Plan for the Baseline Observation Session

- 1) For the first 2.5 minutes, just follow your child's lead in the play – doing whatever activities they choose to do and playing with them according to their rules.
- 2) When we signal you through the walkie-talkie, please start asking your child 5 of each of the various types of questions we talked about – Yes/No questions, forced choice questions, and open-ended questions. Sample questions are attached.
- 3) After you ask these questions, our stranger will come in the room and sit near by while you go through the same procedure again – 2.5 minutes of just following your child's lead in the play again and then asking the same types of questions.
- 4) Try not to engage the stranger in conversation or to have your child engage the stranger.
- 5) If your child happens to talk to the stranger, that person will simply try to re-direct by indicating that they have some work to do.
- 6) Then the stranger will leave and we will ask you to do the same thing again.
- 7) Then the stranger will come in and repeat these steps.
- 8) Then there will be a clean up time.