

Use This Simple Hack to Get Your Child with Hearing Loss to Practice Speech Therapy Goals

Alaine: [00:00:00] Welcome to Raising Deaf Kids. Have you been trying to get your child to practice their speech therapy goals, but they just aren't motivated to do it? They would rather be playing or doing basically anything else than practicing with you right now. Well, that struggle comes to an end today as we talk about how to implement an easy reward system that will help your child get more excited about practicing speech goals.

Alaine: Hey mama, welcome to Raising Deaf Kids. Do you want more ease in your daily life? Do you want to help your child learn language faster but have no idea where to start? Do you find yourself searching for how to learn sign language and best ways to practice speech goals? Hey, I'm Elaine. I'm a mom of three littles, two of whom are deaf.

Alaine: I remember when I received the hearing loss diagnosis for our child, there were so many decisions and information overload. I lacked clarity and [00:01:00] confidence and yearned for ease and balance in our lives. It was then that I discovered strategies to support our kids language development at home and I even helped them learn language faster.

Alaine: I can't wait to share it all with you. So put down that to do list, close out that ASL app for now, and let's get started!

Alaine: So, you've been working on language with your child, but it feels like a struggle, and it seems like you have no time in the day to even practice language skills at all. Well, here's the good news. You don't need to struggle anymore. I want to invite you to my free one hour workshop called Take Control of Your Time Challenge.

Alaine: And during our hour together, I will teach you how to become time rich, how to identify the time suckers in your day, and And how to maximize the hours that you do have to get more done in less time. After the workshop, [00:02:00] you'll walk away with a clear view of the time windows that you have in your day to practice language with your child in a way that feels like a natural part of your daily routine.

Alaine: So if this sounds. Like something that you need in 2024. You need to take back control of your time and I am here for you. Go save your seat for this one day live event at ElaineJacobs. myflowdesk. com slash time challenge. And I cannot wait to see you in the workshop.

Alaine: I know what it's like to get your child to practice speech goals each day, or at least try to get them to practice speech goals. You know, sometimes they want to do it. They want to practice. They're motivated. And other times you just can't seem to get them to focus or practice at all. And I totally went through that with my boys.

Alaine: I think I've talked about this before on podcast, but we went through with each of my boys. They went through a stage between like three to five years old. That [00:03:00] half the time, like even in speech therapy, they would not verbalize, like they said, like two words the whole time during the speech, but our speech therapy practice, and they just wanted to play the toys and they refused to talk during speech therapy with emphasis on the speech.

Alaine: Um, and then sometimes it did not go so well at home either. So this is like a really normal process that. Kids go through and parents go through. But today I'm going to coach you through how to set up a visual reward system so that your child can see the reward coming and see that rewards are built into the system.

Alaine: So you get in both practice and play at the same time.

Alaine: The first thing that I wanted to talk about is you as a parent, when you're setting up this reward system. visual reward system, um, for speech therapy practice, or just [00:04:00] like language goals practice for your child. Um, what I want you to do is decide on what the rewards are going to be, okay? So decide ahead of time what the reward will be for doing a certain amount of language practice.

Alaine: And you get to choose this. You get to choose this based on how long you're going to practice. If you're going to practice for 10 minutes, if you're going to practice for 20 minutes, I would not go longer than like 25 to 30 minutes with older kids. Maybe with the younger kids, honestly, the 10 to 15 minute to maximum 20 minute range at one time is the most I would try to practice with your child.

Alaine: Um, so you want to decide on what the reward will be. What are you going to give them? And what do they have to do before getting that reward?

Okay, and why does this work? Because using the rewards will give your child something to work toward that is a short term goal. You know that old saying, how do you eat an [00:05:00] elephant one bite at a time?

Alaine: Which is a really weird saying if you think about it. Um, like who's eating elephants? You know what I mean? Um, anyway, I digress. The point is that, You have to break up goals into short term goals in order to achieve the long term goal. And this is especially true with kids. If you just tell them, okay, we're going to sit and practice speech therapy, or, you know, we're going to practice language goals for 20 minutes.

Alaine: Um, they, they don't see, like, an end in sight, you know what I mean? They. They just see, oh, we're just going to like do this thing for a long time and it helps them to stay focused if you break it up with rewards along the way. And so they are completing short term goals. So they do this practice, they, you know, say the word that you want them to say like three times and, and then they get the reward, you know, or, you know, whatever you want to set it [00:06:00] up for.

Alaine: So I want you to think about. What you're practicing, like what language goal you're practicing or what language skill you're practicing and see if, first of all, there's a reward system built into it. Like, for example, um, with my boys, we practice a lot with cars and trains, and we also practice with those little people, the Fisher Price little people and all of their accessories.

Alaine: Um, and there were, there were rewards built in the toys that we were using. Yeah. Right. So we use like the train for the choo choo sound. And you know, once they said choo choo like three times, three or four times, and we gave them the train for, you know, a minute to play with. Okay. So this is also like short term playing as well, because you want to like get on with the practicing, but just like a little reward to mark the end of that goal, right.

Alaine: Or if it was with the little people and [00:07:00] they, you know, said the thing that we wanted them to say, then they got a chance to like. Put the little person like down the slide or something so sometimes the rewards are built into the toys that you're already using to play with, which is great. You know, and we're talking about like a one to two minute reward.

Alaine: So something quick. That your child will be highly motivated to want to play with, so that they'll do the practice to get to the thing that they want to play with. So number two thing to think about when setting up this system is,

um, I want you to draw out your language plan for the day on a piece of paper, or if you have an older kid who can read, you can write it as a to do list.

Alaine: Okay, so you just need a piece of paper and a pen, okay, and decide how many times you want to practice the goal before you give them the reward. And once again, as we were [00:08:00] saying, this visual, visual system, um, when you draw it out, so for younger learners, you're going to draw out, like, representations of, how your plan is going to go for that day in pictures.

Alaine: You don't have to be a great drawer. I am the worst artist on the planet, literally. Um, you know, you just have to draw well enough that kids get like what you're trying to do. So if your system is you want to play with the train, then like draw the train and then draw the rewards and say the reward is that they get to play with Play Doh for two minutes, draw like a little Play Doh and that's a reward.

Alaine: Right, so you want to draw out the goal and then draw out the reward. Draw out the goal and then draw out the reward. And with younger kids who can't read yet and honestly even sometimes older kids, this visual system of drawing it out and being able to basically follow along as you're working [00:09:00] helps younger learners follow the schedule.

Alaine: Okay. And, uh, and also, like I said, writing a checklist, which is appropriate for older learners. You know, same thing. They see the schedule, they see the goals, they see the rewards built in, and then they just have to go one short goal at a time and then get the reward. But they see that there's a beginning and an end to this, right?

Alaine: It's not just some practice that we're going to practice for an arbitrary amount of time, and then when we're tired of it, we're done. Kids do really well with structure and they want to know there's a beginning and an end to an activity. So, I want you to draw, like I said, draw what you're going to practice and then draw the reward.

Alaine: Or if you're writing the to do list, write down what you're going to practice and then write down what the reward is going to be. And then just repeat that, um, until you're done with whatever you wanted to practice for the amount of time that you want to practice it with. And [00:10:00] number three is I want you to try this.

Alaine: I want you to utilize this in your next practice session with your child. I want you to use this reward schedule with the next practice. Um, you know, you

can even, you know, if here's an idea, if you are, um, practicing the same language goals for a while, and you also use like kind of similar rewards or the same rewards, you can, if you are crafty, or even if you're not crafty, as a simple thing that you can do at nap time real quick is you can draw or find clip art on the computer and print out the pictures and then you can laminate them at, um, Like Walmart, Target, you can find self laminating sheets, um, that just like stick together.

Alaine: I use those all the time at home. I used to use those all the time to laminate my stuff, um, when I was a teacher as well for my high schoolers actually, um, instead of having to like mess with a laminating machine. So laminate those and then you can reuse these [00:11:00] cards, you know, put a little Velcro on them, put them on, you know, a big, uh, piece of construction paper.

Alaine: And then you can reuse this instead of drawing it out each time. Okay. And, you know, so I want you to use this and I want you to evaluate how it goes. And if something else needs to occur for the next time where you need to, you know, differentiate, I don't know, like change up your practice, um, for next time.

Alaine: And as you do this, it'll get better and better. But I really want to know if this helps your child focus on. speech therapy goals and helps them actually produce more practice for you, um, because they're getting that reward system in the middle. I think this is going to be a game changer for you and your child in speech therapy.

Alaine: And honestly, I would love, love, love to hear about it. So usually using a visual reward [00:12:00] system for speech therapy goals, It sets a clear goal to accomplish what motivate to, uh, sorry, let me start over, using to wrap up this visual reward system for speech therapy goals. And if you're not doing speech therapy just for ongoing language practice, this sets a clear goal to accomplish the task, which motivates your child to finish the task and move on to the next one because they're getting rewarded.

Alaine: So. If during this episode you are thinking, I don't have the time to make this chart or even practice these language goals you speak of, then you need to sign up right now for my workshop called Take Control of Your Time. So in the one hour workshop, we will talk together, you and I, about how to find more time in your daily schedule and how to also maximize the time that you have for best results.[00:13:00]

Alaine: The best results being making time to practice these speech goals with your child. Um, that your child needs to practice. Oh, if you are constantly saying, I don't have time to practice speech therapy goals, I don't have time to do everything that I need to do. Then this workshop is for you to sign up right now at Elaine Jacobs dot my flow desk.

Alaine: com slash time challenge. And that is going to be in the show notes for you as well. I hope this episode today helped you out. And as parents, we want the absolute best for our kids, but unfortunately, kids, and especially kids with hearing loss, don't come with a handbook. But I want you to know that simply by being here and listening, you're doing a great job as a mom or a parent, because you're learning and trying to find better ways to help your kid.

Alaine: And I am so proud of your efforts. I'm so glad that you're here. I'll see you for the next episode on Thursday, where we talk about how time blocking will lead to [00:14:00] better language outcomes for your child.

Alaine: Hey mama, I hope you enjoyed today's episode. If so, would you take 30 seconds and subscribe to this podcast? I never want you to miss an episode and to be without valuable information to help you and your family. Also, please leave a quick written review for the show on Apple Podcasts. It lights me up to know this podcast is helping you.

Alaine: Now go check off the rest of your to do so you can love on your family today. And I'll meet you here every Tuesday and Thursday for podcast episodes to support your whole family in language learning. Ciao mama.