

27 WAYS TO GET BETTER BUY-IN AND ENGAGEMENT IN SPEECH THERAPY

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www.SpeechAndLanguageKids.com

The Speech Therapy Solution

TODAY WE'LL COVER

- ◉ 25 tips and tricks for getting better buy-in and engagement from your students
- ◉ Each child/group will respond differently to each tip
- ◉ Take the ones that will help you with your students and save the rest for a rainy day (I use Evernote to save handouts like this!)

1. HAVE CHILD LISTEN TO SELF

- ◉ Child may not know what he sounds like
- ◉ Record audio or video + audio of the child doing the error (speech or language)
- ◉ Play recording back and have child evaluate
- ◉ Take one recording before beginning therapy so you can compare later and show progress

2. CREATE A BOOK ABOUT WHY YOU'RE IN THERAPY

- ◉ Use guided questions to help the child understand why he needs to work on a skill
- ◉ Can create a powerpoint presentation with one guided question per slide. Have the student fill in text and add pictures (with your help)
- ◉ Help the child come up with meaningful answers and guide toward realizations
- ◉ Start with general questions like “what are you good at” and “what do you struggle with”, then move to speech-specific questions
- ◉ Anything the child says is OK, validate their feelings and write it down, then help them come up with other answers that are more empowering

2 CONT. GUIDED QUESTIONS IDEAS

Articulation/Speech:

- ◉ My Strengths
- ◉ My Interests
- ◉ My Weaknesses
- ◉ Why I Come to Speech
- ◉ What Happens if I Don't Say my Speech Sounds Correctly?
- ◉ What I Want my Speech to be Like
- ◉ When is it Easy for me to Say my Sounds Correctly?
- ◉ When is it Difficult for me to Say my Sounds Correctly?
- ◉ What are Some Strategies I Can Use to Remember to Say my Sounds Correctly?
- ◉ Why Should I Say my Sounds Correctly?
- ◉ I Can Statements (Like, I can remember to use my sounds correctly when talking to my friends by looking at a reminder bracelet every once in a while)

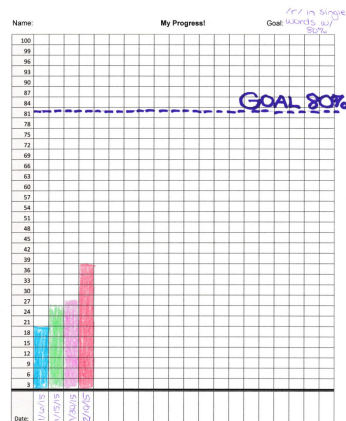
2 CONT. GUIDED QUESTIONS IDEAS

Fluency:

- ◉ My Strengths
- ◉ My Interests
- ◉ My Weaknesses
- ◉ How I Feel About Talking
- ◉ My Emotions When I Stutter
- ◉ Why I Stutter
- ◉ Changes I Make Because of my Stutter
- ◉ Situations Where I Stutter More or Less
- ◉ How Stuttering Impacts my Interactions With Others
- ◉ Strategies I've Used and How They've Worked
- ◉ What I Want from Speech Therapy
- ◉ My Goals for Myself

3. GRAPH PROGRESS AND WORK TOWARD A GOAL

- ◉ Each day, collect data and have child plot on a graph
- ◉ The child should know what the goal is and how to improve more quickly (do homework)



4. OFFER REWARDS FOR MEETING GOALS

- ◉ Child knows goals and is tracking progress
- ◉ Child chooses a reward that he will receive when achieving goal (special time with therapist, treat, party day in speech, etc.)
- ◉ Set goals that you think will take a certain amount of time. Doesn't need a reward every week.

5. OFFER REWARD SYSTEM FOR EFFORT

- ◉ Child earns points for displaying hard work and effort on speech/language skill
- ◉ Child gets points for returning homework, coming to speech every day, working hard while in speech, helping peers, etc.
- ◉ Points can be redeemed for small prizes or non-tangible rewards (like special time with therapist)

6. INCORPORATE MOVEMENT

- ◉ Have children hold yoga poses or do movements while practicing their skill
- ◉ Motor movements will help brain make new connections and help the student learn more easily
- ◉ Try these yoga ideas:
www.speechandlanguagekids.com/yoga

7. PLAY GAMES

- ◉ Try to make a game out of whatever you're practicing
- ◉ Use file folder games that work on specific language skills
(www.speechandlanguagekids.com/products)
- ◉ Use apps that work on speech sounds
(<https://itunes.apple.com/us/app/articulation-station-pro/id491998279?mt=8&ign-mpt=uo%3D4> <-Affiliate Link)
- ◉ Simon Says for following directions, etc.

8. USE THEMED ACTIVITIES

- ◉ It can get boring to work on the same skill over and over again. Work on it with different themes
- ◉ Themed Speech and Language Activities:
<http://www.speechandlanguagekids.com/themed-activities-speech-language/>
- ◉ Teachers Pay Teachers has many themed activities, just search!
www.teacherspayteachers.com

9. MAKE CRAFTS

- ◉ You can work on a ton of different speech and language skills while making crafts
- ◉ Speech and Language Crafts:
<http://www.speechandlanguagekids.com/speech-language-crafts/>
- ◉ Use craft ideas from parenting or teacher websites and add speech/language skills to them

10. TRY SHORTER SESSIONS

- ◉ If you're losing their interest in longer sessions or in big groups, try reducing their minutes so they get a 3-6 5-minute sessions per week (individual) instead of 1-2 longer group sessions
- ◉ Research supports better gains for this type of model, more reps and more one-on-one attention than they get in the longer group sessions
- ◉ Less time for them to act up, easier for them to stay focused and motivated
- ◉ <http://www.speechandlanguagekids.com/5-minute-speech-therapy-how-long-should-speech-therapy-sessions-last/>

11. USE THE STUDENT'S INTERESTS

- ◉ Find out the students' interests and work those into therapy
- ◉ Find books on the topic at the library
- ◉ Search Teachers Pay Teachers for materials based on interests
www.teacherspayteachers.com
- ◉ Ask the student to bring in something from home or a favorite book and use that as a talking piece

12. TRY PUSH-IN FOR FUNCTIONAL SKILLS

- ◉ If the child isn't working well in pull-out or isn't carrying over, try push-in models
- ◉ 9 Models for Push-In Therapy:
<http://www.speechandlanguagekids.com/9-co-teaching-and-push-in-therapy-models-that-work/>

13. TRY PARENT TRAINING OR TEACHER TRAINING

- ◉ Won't work for you? Spend your sessions teaching parents or teachers how to work on skills at home or in the classroom, the student may be more receptive to that, especially younger kids
- ◉ Teach language modeling strategies for younger kids, like self-talk, parallel-talk, expansions, total communication, etc.

14. ASK STUDENT OR PARENT WHICH SKILL IS MOST IMPORTANT TO THEM

- ◉ There may be something that the child is embarrassed that he can't say (a friend's name?)
- ◉ There may be something that the child tries to communicate a lot but no one understands
- ◉ Even if that word is not what you would typically choose first, start with something that will make the child realize that you're there to help make his life easier

15. TALK ABOUT THE EMOTIONS

- ◉ Probe to see if the child has negative emotions about speech/language that are impacting progress/participation
- ◉ Negative emotions may need to be addressed and dealt with before the student will be willing to open up and work on speech/language
- ◉ Work with counselor or psychologist if having trouble with this part
- ◉ This is especially important for fluency kiddos

16. ASK TEACHER ABOUT BEHAVIORS

- ◉ Ask the teachers (or parents) about which behaviors the child has that interfere with his day the most
- ◉ Figure out what that behavior is trying to communicate
- ◉ Find better ways for the child to communicate that need
- ◉ Train staff (and/or parents) to help the child use the replacement behavior and how to stop responding to the old behavior

17. TRY ERROR-LESS LEARNING

- ◉ Don't allow the student to make mistakes when working on new or difficult skills
- ◉ Provide as much support as is necessary for the child to be successful every time
- ◉ If you see the child about to make a mistake, provide a cue or support that will help him do it correctly
- ◉ Gradually fade back the cues and support as the child is able to do the skill more independently

18. START SIMPLE AND GET SUCCESSES!

- ◉ Start with easy tasks that you know the student can do (something non-speech if necessary)
- ◉ Praise the child's effort, not his success
- ◉ Gradually increase the difficulty level of tasks while continuing to praise effort
- ◉ Use nouns to praise the child as opposed to verbs (say "you're a hard worker" instead of "you are working hard"). Only praise the aspects of the child's personality that they can control (hard worker instead of smart or quick)

19. GET LOCAL BUSINESSES ON BOARD

- ◉ See if any local businesses will offer coupons or rewards for students who meet their goals or graduate speech
- ◉ Use this as something the child can redeem points for (see #5)
- ◉ Check with your Partner in Education (if your school has one)
- ◉ Check with companies that do marketing at conferences, they may have trinkets with the company logo they could give away

20. SEE WHO CAN GET THE MOST REPETITIONS

- ◉ The key to any good therapy session is to get as many correct reps in as possible
- ◉ Have children track how many correct reps they have (clicker or you track it) per session (or in 5 minutes) and see who can get the most
- ◉ Have the children track how many times they've done the skill correctly (add to a graph each day) and when they reach a goal, they get points or rewards

21. PRACTICE SKILLS WHILE WORKING ON HOMEWORK

- ◉ If the child is working on a skill that is easily transferred to class assignments, have them bring in their homework and work on the skill while helping them with their homework
- ◉ They will appreciate having less homework to take home and the skill will be more meaningful
- ◉ Can do this with speech sounds or fluency on upcoming speeches or by reading aloud passages

22. BRING FRIENDS TO THERAPY

- ◉ If the student has friends or siblings that could come to therapy, bring them along!
- ◉ Have the student earn the right to bring a friend
- ◉ Give the friend tips on how to help his friend throughout the rest of the day (if it's ok with your student)
- ◉ This is great for older siblings of younger children

23. TRY PLAY-BASED THERAPY

- ◉ If the student is resistant to sitting down to work on speech, try working it into play sessions
- ◉ Create communication temptations (put things out of reach, etc) so they child must communicate to get what he needs
- ◉ Play the child's favorite game/toys and ask questions that elicit the skill along the way
- ◉ Work on words or speech sounds as they come up in conversation

24. TAKE TIME TO BUILD RAPPORT

- ◉ Spend some quality time with the child that doesn't have anything to do with speech therapy or work
- ◉ Build a solid relationship
- ◉ Ask about the child's interests and be a good listener
- ◉ Ask if there is anything bothering the child
- ◉ Do this whenever you feel that you're losing touch with the child

25. GET PARENTS/TEACHERS ON BOARD

- ◉ If parents and teachers are willing to help and encourage the child, you'll have much better progress and the child will see that it's important to other people as well
- ◉ Have parents and teachers practice skills at home/in the classroom or at least talk about what the child worked on in speech

26. FIND MORE MOTIVATING REINFORCERS

- ◉ Reinforcers make all the difference. If a child won't work for you, try looking for something that will motivate him better
- ◉ Do a reinforcer probe on younger children

27. INCREASE THE REINFORCEMENT SCHEDULE TEMPORARILY

- ◉ If your reinforcer is motivating enough, perhaps you need to offer it more frequently
- ◉ Start with reinforcement after every attempt or small step
- ◉ Then, gradually back down the amount of the reinforcer they are given or the frequency once they become more independent