

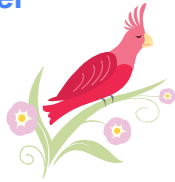
Modelling and Recasting

Often, when adults hear children make speech errors they correct the child by providing a **speech model**.

Speech Model

Child: That's a bid bird.

Adult: It is. It is a big bird.



The child has heard the correct production once.

Recasting

Child: "I like his punny pace."

Adult: "I like his *funny* face too. It's a really *funny* face. Do you know what that guy with the *funny* face is called?"



The child has heard the correct production several times.

This type of modelling is called **recasting**.

How is it done?

- The best way to recast is to do it "naturally" when opportunities arise.
- Recast as part of a conversation about the topic the child has started.
- Reduce your rate of speech - go slow, but not too slow.
- Say the modelled words in short sentences
- You will be using more repetition and re-stating than you would normally use if you were talking to another adult

Why use recasting?

- It is an effective way to model speech
- It is particularly helpful for children who are having difficulties with learning and saying sounds.
- It provides the modelling correction
 - without overt criticism
 - without interrupting the flow of conversation
 - without getting in the way of listening

When should I use recasting?

- Straight away if you notice your child's error
- Aim for 12 – 18 recasts a minute
- This is for the same word
- Aim to recast another 3-4 times that day, but only for a minute at a time
 - You could use the same word or another word with the same sound error
- Identify your child's sound target e.g. saying 't' instead of 'k/c'
- Recast between 12-18 times in conversation, but **only for about 3-4 minutes in total within a day**.

Example 1

- The first time (minute 1) you might recast "cup" 15 times in context when your child has just said "tup", and is showing an interest in a cup ("Look Mum. This tup has a Tare Bear on it")
- Later in the day, your child might be playing with cars, giving you the opportunity to say "car" repeatedly (minute 2).
- In the same day, you might take one or two more separate minutes to recast frequently – either choose one of the above words or another 'k/c' word (minutes 3 and 4)

* Twelve to eighteen times of repeating the same word can seem rather a lot! Make sure you choose a relevant target for your child (e.g. don't recast "cow" many times while your child is chatting about "keys")

* The child *does not have to repeat* the words back to you. The aim is the child *hears* the adult model, in good listening conditions.

Example 2



- *Child:* Him's tar talled Batmobile.
- *Adult:* His car? (1) His car's (2) called Batmobile? That's a strange name for a car (3).
Our car's (4) a Toyota. Our car's (5) not a Batmobile! You have a lot of cars (6) there! Is one of those cars (7) a Batmobile?
- *Child:* This tar is. It he's Batmobile tar.
- *Adult:* This car (8). Oh! This car's (10) the Batmobile car (11). Not this car (12), not this car (13), not this car (14), not this car (15), it's THIS car (16).
May I play cars (17) with you? Who's driving the Bat car (18)?
- *Child:* Me drive Bat tar ... car
- *Adult (thinks):* RESULT!



Remember...

- Parents are young children's main speech and language models.
- Speech and language development is a gradual process.
- Expect your child's progress to be gradual.

Video link:

<https://youtu.be/DwWrgaMzjY>

More information:

You can find out more tips and advice on our social media:

Facebook: NHS Fife Speech & Language Therapy
Twitter: @banter4bairns

We also have an advice line – times and phone numbers for this will be shared on social media or phone 01592 226784 for details

