

Modelling and Recasting: Supporting Speech and/or Language Development

Who will benefit from modelling and recasting?

This strategy is useful for any child with:

Speech difficulties:	Language difficulties:
They say 'punny pace' for 'funny face'. and/or	They say 'Her went to the shop' instead of 'She went to the shop'.

What are 'modelling' and 'recasting'?

Modelling and recasting are natural strategies that can be used by adults with children who are learning the rules of speech and language. The aim is to target a speech and/or language 'behaviour' to help the child to learn 'the rule' for using language or speech appropriately.

MODELLING

Modelling means you as the adult provide your child with the correct models for speech and/or language through regular everyday chat and conversation.

Use slow, clear speech, short sentences, lots of repetition and appropriate words for your child.

You can model through:

- **Self-talk:** Talking about what you are doing

Example:

Child's language aim: learning hot v's cold

Adult: I am making the dinner. The cooker is hot, the peas are cold.

- **Parallel talk:** Talking about what your child is doing

Example:

Child's language aim: prepositions 'in' and 'out'

Adult: 'You are putting the blocks **in** the box'. 'You are taking the doll **out** of the pram'

- **Expanding:** Adding extra words to what your child has said.

Example:

Child: 'He kicked the ball'

Adult: 'He kicked the **blue** ball'

Child: 'She is running'

Adult: 'She is running **fast**'

RECASTING

Recasting is a type of modelling. When you recast you repeat an error utterance back to the child with the error corrected:

- Do it immediately after the child's utterance
- Maintain the meaning of the original sentence

Recasting happens without criticism, without interrupting and without disrupting the flow of conversation.

You can recast in the following ways:

- **Child:** 'I like his punny pace'
Adult: 'I like his funny face too. It is a very funny face. He is so funny'
- **Child:** 'I want the wed one'
Adult: 'You want the red one? Let me find a red lolly! Is this one red? That is a red lolly. That was a good choice picking red'.
- **Child:** 'Her goed upstairs'
Adult: 'She went upstairs. I wonder why she went upstairs? Let's go check why she went up'
- **Child:** 'Let's go to the dinner shop'
Adult: 'You mean the restaurant. We can get dinner in the restaurant. What will you get in the restaurant?'

Where and when can you use these strategies?

You can use these strategies any time throughout the day, as part of your child's natural routine. But it is advisable to pick a designated time where you focus on modelling speech and language structures. You should avail of spontaneous opportunities to recast your child's utterances throughout the day.

Why use these strategies?

Modelling and recasting are evidence based strategies that help the child focus on the speech and/or language rules they need to learn. The child is repeatedly hearing the correct form throughout the day and in time will learn to master it themselves.

**Created from information sourced on www.speech-language-therapy.com and Centre for Speech and Language Pathologist.*

How to use these strategies?

DO:

- Model correct targets throughout your day
- If your child makes an error aim for 3-4 recasts of the target per minute
- Recast for 1-2 minutes before moving on (This applies to the same word/sound pattern/grammatical structure)

DO NOT:

- Model the incorrect form (Child: 'He hurt his pace', Adult: 'Did he hurt his pace?')
- Explicitly correct (Adult: 'it's not pace, it's **face**')
face
- Make the child repeat (Adult: 'Say he hurt his **face**')
face
- Exaggerate the model (Adult: 'He hurt his **F**-ace')

For more information and detailed instruction on modelling and recasting, please log on to www.speech-language-therapy.com - 'Delivering Feedback: Modelling and Recasting'.

Modelling and Recasting:

Examples from different areas of Speech, Language and Communication

Modelling and recasting strategies can be used to work on all areas of speech, language and communication. Below are examples of how these strategies can be used for different areas of speech, language and communication:



Sentence Order:

Expansion:

Adult: Where did you go?

Child: Shop

Adult: You could say, 'I went to the shop'

Recasting:

Adult: Play quietly, your sister is in bed.

Child: She is sleeping? (meant as a question)

Adult: You can say 'Is she sleeping?'. Yes she is sleeping. Let's play quietly.

Verbs:

Expansion:

Child: I ran really fast

Adult: Yes you did, you sprinted down the road

Recasting:

Child: I runned really fast

Adult: You ran really fast. I saw you running really fast. You ran down the road.

Conjunctions:

Expansion:

Child: I want a blue block. I want a red one.

Adult: You want a blue block and a red block

Recasting:

Child: I like strawberries and I like raspberries better

Adult: You like strawberries but you like raspberries better. I like raspberries too but I like pineapple better.

Attributes: size – big & little

Expansion:

Child: Look at the bus

Adult: That is a big bus

Recasting:

Child: She is littler than me

Adult: She is little. She is smaller than you. You are small but she is even smaller.

Pronouns:

Expansion:

Child: Daddy got me an ice-cream

Adult: He got you an ice-cream. That was nice of Daddy.

Recasting:

Adult: Where is Daddy?

Child: Him went outside.

Adult: He went outside. Daddy is gone outside. Will you call him? I need to speak to Daddy.

Prepositions: 'in'

Expansion:

Child: Put it there.

Adult: Put it in the box?

Recasting:

Child: Put it on-d the table

Adult: Put it on the table. Okay I will put the cup on the table. Now it is on the table.

Plurals:

Expansion:

Adult: How many do you see?

Child: Two

Adult: There are two mice

Recasting:

Child: Look at the mouses

Adult: Yes they are mice. There are two mice. One mouse, two mice.

Speech: 'f' sound

Expansion:

Child: Look at the fish

Adult: Yes there are five fish

Recasting:

Child: Look at the bishes

Adult: Wow, look at the fish.. Let's count the fish! One fish, two fish, three fish, four fish, five fish. There are five fish

Social Communication: Turn Taking

Expansion:

Child: My turn

Adult: My turn, please.

Recasting:

Child: Give it to me

Adult: You can say 'It's my turn'.