

THE FIXED-UP-ONE ROUTINE

Revisions and repairs or “self-corrections”

As adult speakers we continually make little mistakes when we speak. We barely notice these mistakes at a conscious level, but quickly correct ourselves, on-line, and go on with what we are saying. Children with phonological disability are generally not very good at self-correcting. They find it difficult to monitor their speech (i.e., listen to it critically) and make necessary revisions and repairs. This is probably because they don't know where to start! At home this week, introduce the idea of a ‘fixed-up-one’, or the process of noticing speech mistakes and then saying the word(s) again more clearly. Go through this routine two or three times, and talk about fixed-up-ones. Have fun making up other “mistakes” that need correcting. Remember not to distort the sounds by over-emphasising them.

“Listen, if I accidentally said ‘hort’ when I meant to say ‘horse’ it wouldn’t sound right would it? I would have to fix it up and say ‘horse’. Did you hear that fixed-up-one? First I said ‘hort’, then I fixed it up and said ‘horse’”



horse

“Listen. If I said ‘tat’ it wouldn’t sound right. I would have to fix it up and say ‘cat’.”



cat

“If I said ‘cup of cotee’ instead of ‘cup of coffee’ I would have to do a fixed-up-one again. I would have to think to myself, ‘It’s not cup of cotee, it’s cup of coffee’. Did you hear that fixed-up-one?”



cup of coffee

“‘Pane’ isn’t right, is it? I would have to do a fixed-up-one and say ‘plane’.”



plane

“What if I said ‘buttertie’ for this one? I would have to do a ...” [fixed-up-one].



butterfly

“Would I have to do a fixed-up-one if I said ‘edertant’ for this one?”



elephant