

Modeling and Recasting — Facilitating Language Learning

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These notes are about:

- Modeling
- Recasting (which is a type of Modeling)

Intended audience:

parents and caregivers of children with speech sound disorders including:

- functional articulation disorders
- phonological disorders
- childhood apraxia of speech (CAS)

Language learning:

All children are language learners.

- Part of their speech and language development is innate.
- Part of it is learned through the Modeling of people around them.
- Parent(s) are young children's main speech and language models.

What is Modeling?

The term has two meanings in a speech pathology sense:

1. Providing a 'model' or example, all the time of how to communicate
2. 'Modeling' an example of a specific language or speech 'target'

What is a 'target'?

A 'target' is a speech or language 'behavior' we want to encourage your child to use when communicating: e.g.,

- a speech sound might be a 'target'
- or a grammatical structure might be a 'target'

Providing a 'good' model 'all the time' requires you to use:

- an unhurried speech rate
- clear speech
- short sentences
- appropriate vocabulary
- more repetition and re-stating than with an adult communicative partner

There are many ways to model:

- the following examples are of ineffective ways to model
- they are particularly ineffective for children with speech sound disorders

⊗⊗ **Didactic Modeling**

C: Tan you det it?

A: Not tan you det it.

Can you get it.

You say it: can you get it.

C: Tan you det it.

Followed by short talk on 'can', 'tan', 'get' and 'det' – sigh!

Modeling via a single 'recast':

The following example is typical of the way parents 'model' when their typical language learner makes a speech error. The adult 'recasts' what the child says
...ONCE

⊗⊗ **'Weak' Modeling (single recast)**

C: That's a bid bird.

A: It is. It is a big bird.

It 'comes naturally' to model this way;

it is OK for a 'typical' language learner but not 'powerful' enough for a child with a speech sound disorder

Effective conversational Modeling

The following examples are of ways to model effectively when speaking to children who are having difficulties with speech sound development.

😊😊 **Modeling corrections**

C: I like his punny pace.

A: I like his funny face too.

It's a really funny face.

A funny face.

Do you know what that guy with the funny face is called?

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😊😊 **Modeling corrections**

C: Det it down!

A: Get what down?

Oh, get this down?

OK. I'll get it for you.

I think I can reach.

Uh-huh, I can get it.

Frequency — Remember to recast again!

When you notice you have "recasted", remember to do it again with the same sound, word, or grammatical structure, two or three times, later the same day.



Frequency of recasting

- aim for 12 to 18 "recasts" per minute
- for 3 or 4 minutes of a day
- for the SAME word
- or for the SAME sound pattern
- or for the SAME grammatical structure

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Important!

- Parent(s) 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.

Illustration of frequency:

(1) TARGET

Choose a target for the day (usually a current therapy HOMEWORK target) e.g., velar fronting (t, d, n replacing k, g, ng respectively).

(2) THREE OR FOUR MINUTES

Recast for velar fronting as often as you can in conversation, but only for about 3-4 minutes in aggregate within a day.

The first time (the FIRST MINUTE) in the day that you do it, you might recast "cup" 15 times in context when your child has just said "tup", and is showing an interest in a cup ("Look Mom. This tup has a Tare Bear on it") Then a little later, still in the FIRST MINUTE, you might say "cup" 17 times.

Later in the day, your child might be playing with cars, giving you the opportunity to say "car" repeatedly, in one "lot" or two "lots" within the same minute (the SECOND MINUTE).

In the same day, you might take one or two more separate minutes to recast frequently.

(3) 12 TO 18 RECASTS

Twelve to eighteen can seem rather a lot! This is how you do it, making sure you choose a relevant target for your child (e.g., don't recast "cow" many times while your child is chatting about "keys"/ "teas"!).

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 cars (6) there! Is one of those cars (7) a Batmobile?

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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!

To get your recasts "in" you can use a bit of nonsense at times ("Oh I do love this little car-car-car-cardee-car-car-car. It's my best car-car-car-cardee-car-car-car. It's the best car-car-car-cardee-car-car-car on the road! (that's 18!)).

You can also use songs and rhymes (Take me riding in your car-car...) using a little poetic licence where applicable.