

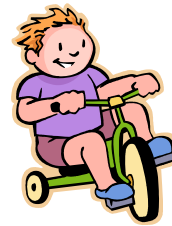
## REVISIONS AND REPAIRS - THE FIXED-UP-ONE ROUTINE FOR /e/ vs. /ɪ/

**deck**



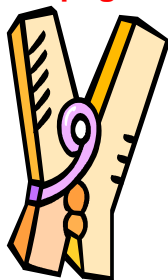
Say to your child, "Listen to this. If I accidentally said 'duck' when I wanted to say 'deck' it wouldn't sound right. I'd have to fix it up and say 'deck' wouldn't I? Did you hear that fixed-up-one? I said 'duck' then I fixed it up and said 'deck'".

**pedal**



"Listen. If I said 'puddle' it wouldn't sound right. I would have to fix it up and say 'pedal'.

**peg**



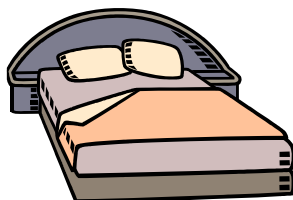
"'Pug' isn't right is it? If I called a peg a pug I would need to do a fixed-up-one and say 'peg'".

**net**



"If I said 'nut' I would have to think to myself, no, no, not 'nut'. It's it's 'net'. Then I would fix it up and say 'net'".

**bed**



"What would I have to do if I called this one a 'bud'? I would have to quickly ... fix it up".

**bench**



"This is not a BUNCH is it? if I called it a bunch instead of a bench I would need to do a fixed-up-one, wouldn't I?"

### Self-corrections for the vowel "e" as in "men"

Adults continually make little mistakes when they speak. They barely notice these mistakes at a conscious level, and quickly correct themselves, and go on with what they are saying. This process of noticing speech mistakes and correcting them as we go is called making revisions and repairs, or self-corrections. Many children with speech sound difficulties are not very good at self-correcting. They find it difficult to monitor their speech (i.e., listen to it critically) and make corrections.

### Fixed-up-ones

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, specifically in relation to the vowel "e" as in "men". Go through the routine above two or three times, and talk about fixed-up-ones. Have some fun making up other "mistakes" with "e" words, that need correcting.