Recasting Speech



Recasting is a great way to model the correct speech sound for a child who makes an error.

- ✓ The child gets to hear the right model, which helps their system to learn and grow.
- ✓ The child doesn't feel over-corrected, so they won't feel embarrassed about their speech.
- ✓ This strategy can be done easily by everyone talking with the child.

For example:

Child: "I tan see a tat." (the child is having difficulty using the /k/ sound)

Big person: "A cat! Hello cat! Can we stroke the cat? I love cats. Kitty cat, kitty cat!" (the child hears the correct word between 5 and 10 times, without feeling like they made a mistake)

How to recast speech:

1. Listen out for **one** error pattern that your child is working on or having difficulty with. The speech pathologist can help you with this. It is a good idea to focus on one error pattern at a time.
2. Spend time chatting with your child, reading books, or playing. Listen out for their errors.
3. When you notice an error, use the correct word 5 to 10 times as you keep chatting to them. You can make this as silly as you like. You can use a range of sentences or questions. We have more examples below.

- **Don't repeat what the child said: this can strengthen their error pattern.**
- **Don't ask the child to copy you.**
- **And don't exaggerate the correct word: try to say it naturally, or just a little slower.**

This video helps explain recasting too:

Recasting - Speech sound development - YouTube https://www.youtube.com/watch?v=PPkNFT5hFhc

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Here are some examples of speech recasting:

- **Fronting** (difficulties saying /k/ or /g/)

Child: "I have a bad." (*I have a bag*)
Big person: "You have a bag? Which bag? A big bag? A black bag? Can I see your bag? I love bags. Bags, bags, so many bags! I got a new bag a while ago." (10 targets)

You can focus on the one word (e.g. bag) if it is easier. Or you can throw in any word with the target sound (e.g. /g/) – "Can I get a gorgeous green bag?"

- **Stopping** (difficulties saying long sounds like /s/ or /f/)

Child: "I taw a teahort." (*I saw a seahorse*)
Big person: "Seahorses are so nice! You saw one! Wow, where did you see the seahorse? Was it a big seahorse? Were there lots of seahorses? Is it a horse that lives in the sea? We should visit Seahorse World one day soon." (6 targets)

Remember to pause and give your child time to answer any questions you ask.

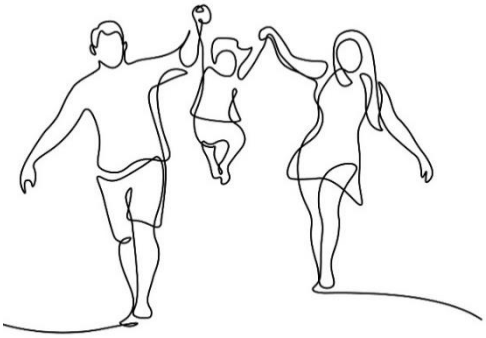
- **Cluster reduction** (difficulties saying two consonants next to each other)

Child: "Can I have a nake?" (*Can I have a snake?*)
Big person: "You want a snake? What kind of snake? A tiger snake, a python snake, a toy snake, a lolly snake, or a snakes and ladders game? I held a snake once. Snakes are cool. Let's get a book of snakes out from the library." (10 targets)

You don't need to say all of these things at once! You can add them in over the course of a conversation.

Recasting is a great way to model and extend language too!

You can support your child with
✓ Vocabulary
✓ Grammar
✓ Sentences



You can read more about **Sentence Repair** here:

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