

WHY YOU SHOULD RECAST

For Educators and SLPs

Recasting

Reformatting a child's utterance by following their production with a production that retains the meaning but corrects their syntax and morphology

Example

Child: "Want book"

Facilitator: "Oh, you want to read a book?"

- + Keeps a natural flow to the conversation
- + Gives the child time to process the correct target in appropriate contexts

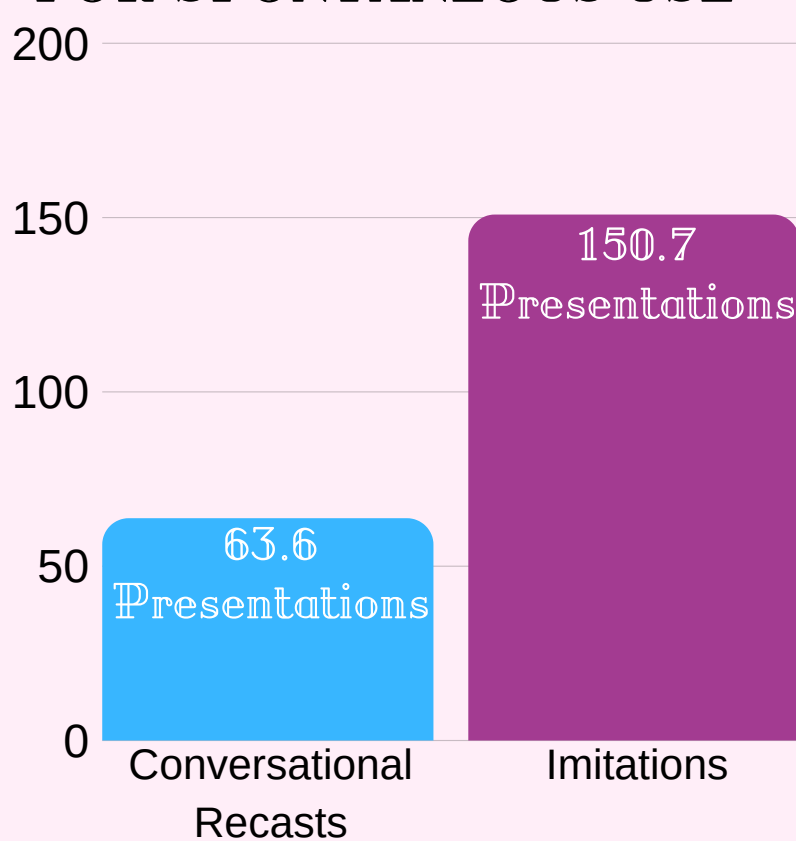
Allows the child to:

- + Hear a correct/adult-like production in a natural environment
- + Only listen to learn the correct production

In this strategy...

- + No explicit prompts
- + No requests for imitation
- + No verbal reinforcements of the child's target production

THE MEAN # OF TARGET PRESENTATIONS FOR SPONTANEOUS USE



WHAT DOES THIS MEAN?

That children with SLI may learn/use morphological and syntax targets in spontaneous speech quicker when intervention utilizes conversational recasts rather than imitation, which is another common approach. This is shown by the children requires less exposure to conversational recasts than imitations.

1 recast per minute is recommended

Kid's need to hear about 600-1000 recasts to see gains on a morpheme



References:

- Camarata, S. M., Nelson, K. E., & Camarata, M. N. (1994). Comparison of conversational recasting and imitative procedures for training grammatical structures in children with specific language impairment. *Journal of Speech and Hearing Research*, 37, 1414-1423.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Effects of imitative and conversational recast treatment on the acquisition of grammar in children with specific language impairment and younger normal children. *Journal of Speech and Hearing Research*, 39(4), 850-859.