Modelling and Recasting are natural strategies that parents and teachers use as children are learning language. Using these strategies in a more structured way helps children learn the language ‘rules’ they need to use language appropriately across a variety of situations.

**Why does it work?**

Modelling and recasting are effective strategies because they help the child to focus on the rules that they need to learn. When the child makes an error in a sentence and you respond to them with the correct form, the child hears the correct use of language and over time will master it by themselves.

**Modelling**

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 you would use if you were talking to another adult

These techniques are designed to provide a model for the child (rather than asking the child to repeat or imitate what you say) and can be used anytime the child is making an attempt to speak.

SELF TALK: talk aloud about what you are seeing, hearing, doing or feeling.

PARALLEL TALK: talk aloud about what is happening to the child. Use words that describe what they are doing, seeing or hearing.

EXPANSION: add extra words or phrases to what the child has said when you respond to their attempt. Also, the child’s word order may be different from yours. Let them hear the right order and correct basic grammar.

PRAISE: respond quickly to the child’s attempts by your verbal and nonverbal responses.

**Recasting**

Recasting is a form of modelling. Recasting is when you repeat a sentence that corrects an error the child has made or expands the sentence used. The key to recasting is that:
- It immediately follows the child’s sentence
- It maintains the meaning of the sentence

Recasting sentences usually occur without actually correcting the child, that is, you don’t actually need to make the child repeat the corrected sentence. The main idea is to ‘feed’ the correct form back to the child to let them hear it and this should occur naturally as part of conversation.

Good recasting occurs without overt criticism, without interrupting the flow of communication and without getting in the way or listening.

When you notice you have ‘recasted’ remember to do it again for the SAME structure 2 or 3 times later in the same day.

**Frequency of Recasting**

- aim for 12-18 ‘recasts’ per min
- for 3-4 minutes of a day
- for the SAME word or SAME grammatical structure

Adapted from