

Self-monitoring

Children with speech disorders are usually not very good "self-correctors", partly because it is hard for them to monitor their own speech. The following strategies and activities can be used in order to encourage the development of self-monitoring and the ability to make revisions and repairs.

Model self-corrections: For example: You might say to your student, "It is too wet to pway on the swings...uh oh...I mean 'play'. That was a fixed-up-one. First I said 'pway' and then I quickly fixed it up and said 'play'. Too wet to play on the swings".

Explain why the 'fixed-up-ones' are important: For example: You could say to your student, 'When you do a fixed-up-one all by yourself it means that you are learning to remind yourself to make your words sound right just. I have to fix one up when I make a mistake too.'

Reinforce self-corrections: Do this by drawing attention to self-corrections and commenting when they are made spontaneously (i.e., without your prompting). For example: You could say to your student, "That was a good fixed-up-one. First you said 'tar', and then you fixed it up all by yourself and said 'car'. The best thing was that you reminded yourself!"

Use specific praise: When you use praise, be very precise and label what you are praising. 'I like the way you said 'shoe' with a good 'sh' in it' is more powerful than 'You said that nicely'.

Provide recasting in conversation: This is simply giving a clear example with no additional instructions, explanations or demands. When you notice an error involving a sound being worked on in therapy, repeat the word correctly yourself, at least once or twice in the context of the conversation. For example:

Child: That's a tunny tace.

Adult: Yes, a very funny face. A funny, funny face! I love that funny face. Can you do a funny face? (You have just modeled a correct F nine times!)

When recasting, remember: Do not distort the sound or word by over-emphasising it. It is better to draw the sound or word to the child's attention by saying it repeatedly. Do not ask the child to repeat the word back to you correctly. All you have to do is say the word clearly yourself several times, in a way the child will notice (e.g., as part of a conversation that you are both enjoying).

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