



# Got R Problems? A Phonemic Approach to /r/ Remediation.

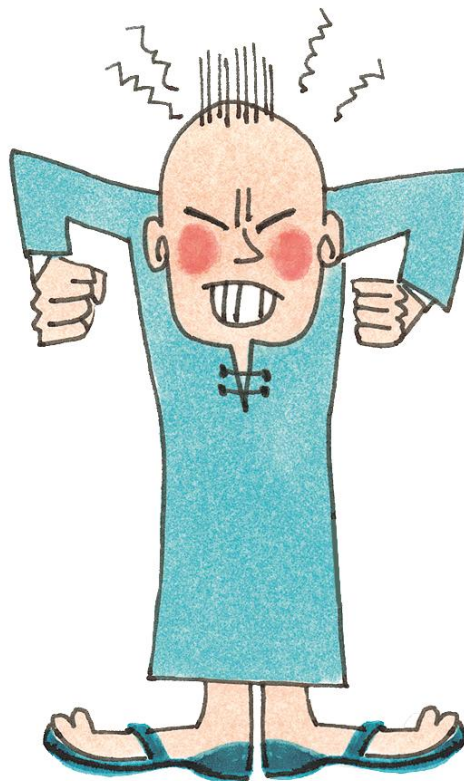
*R Strategies that Work*

Christine Ristuccia, M.S., CCC-SLP





Are you feeling frustrated about R?  
... You are not alone!





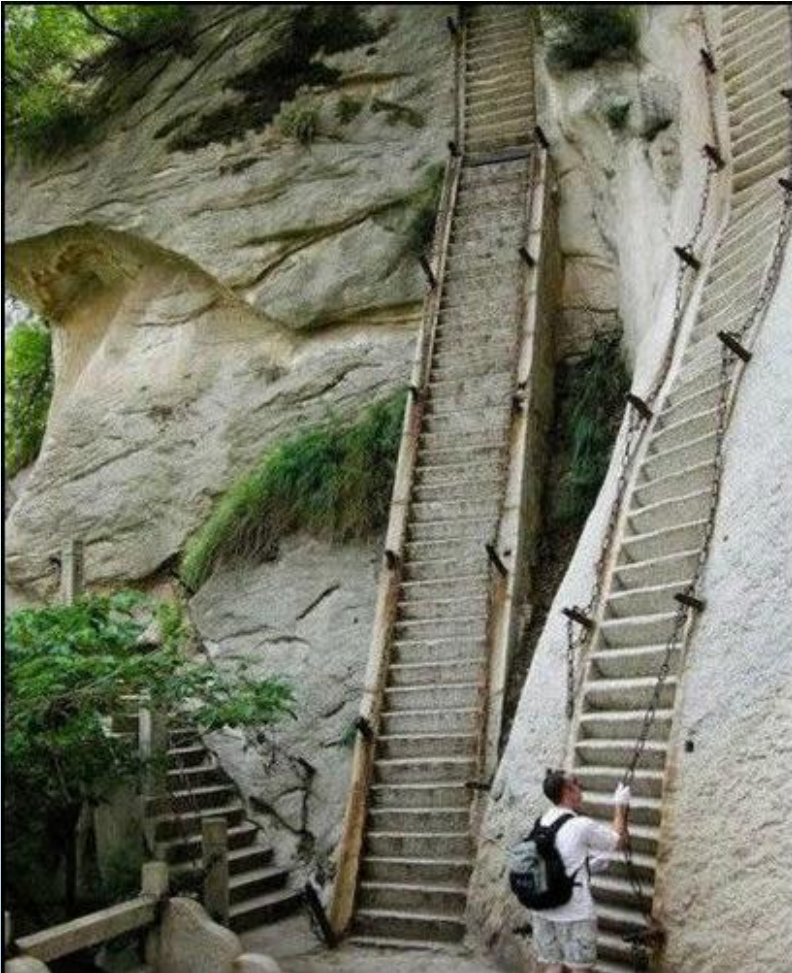
# Presentation Overview

- This presentation is targeted for intermediate level of knowledge
- Research review
- Evaluation procedures
- Specific treatment strategies
- Multi-media: Video and case studies.



The job of a SLP can be exciting and challenging





Every SLP faces  
challenges when  
evaluating & treating  
children  
with /r/  
misproductions



Traditional strategies of  
using Initial, Medial and  
Final /r/ add to the  
challenges of the SLP





# The Traditional Approach to /r/

One of the main sources of frustration is that /r/ has been treated primarily for its *consonantal qualities* while *ignoring* the more complex *vocalic qualities* or grouping all of the vocalic /r'/'s into one category entitled **vocalic /r/**.



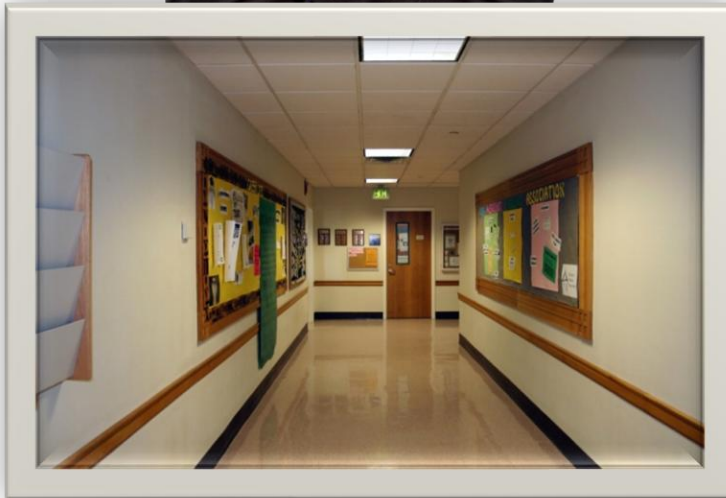


Using a phonemic approach to /r/  
remediation will greatly assist you in  
meeting the needs of your students





My first year out of graduate school, my supervisor gave me all of her students with R problems...

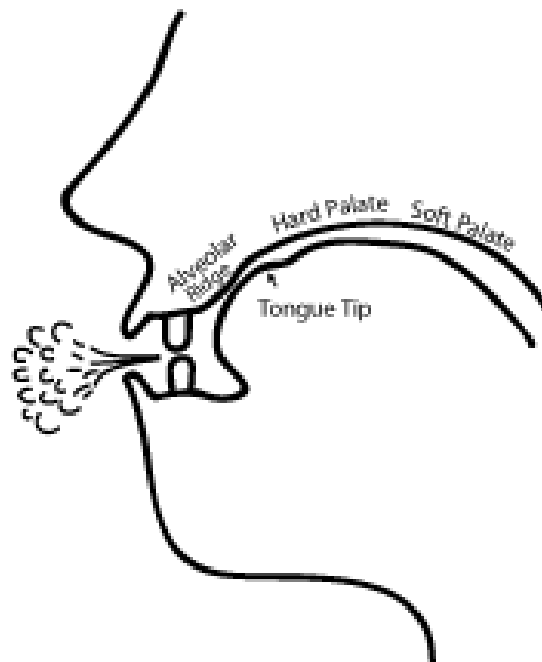




# /R/ Is different From other phonemes

There is no consistent placement as there is for other phonemes

(e.g. /t/ or /s/, alveolar ridge).





Some students can produce one R controlled vowel but not another due to the changing nature of the sound.

The phoneme /r/ in the word "CAR" (/ar/ final) is pronounced differently from the word "FOR" (/or/ final) or the word "BUTTER" (/er/ final).

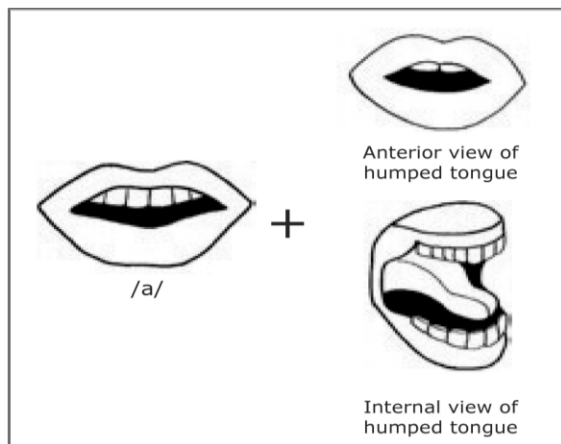


Figure 1-1 /a/ mouth position, as in CAR

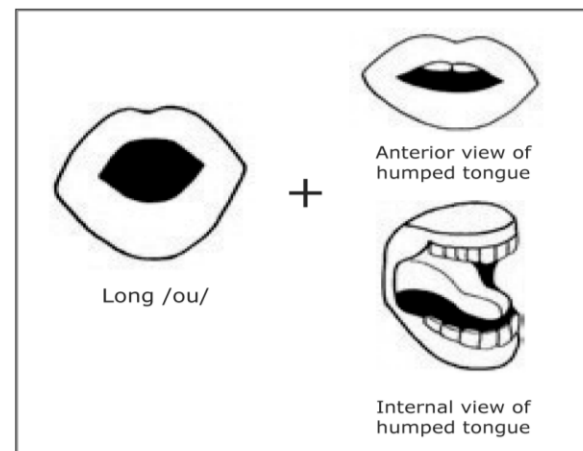
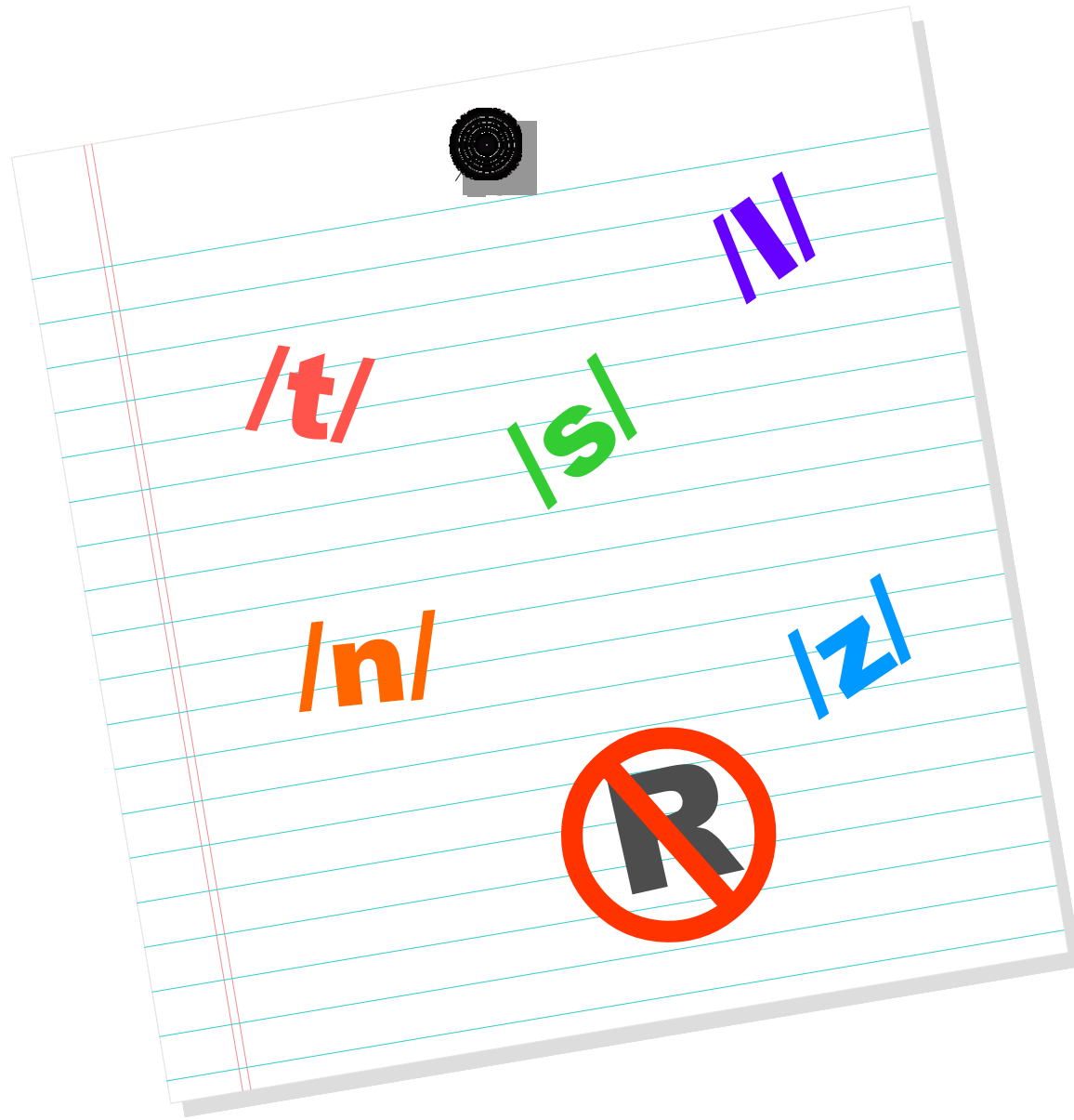


Figure 1-2 /or/ mouth position, as in FOR

However, the final /r/ phoneme in the word "ANCHOR" is pronounced the same as the /r/ phoneme in the word "BUTTER". This is because they are both phonetically /er/ final words despite the spelling differences.



The traditional approach has not proven to be very effective when evaluating and treating R.





The traditional approach to articulation therapy focuses on correcting one sound at a time.

(Van Riper, 1978)

**L → S → R → TH**

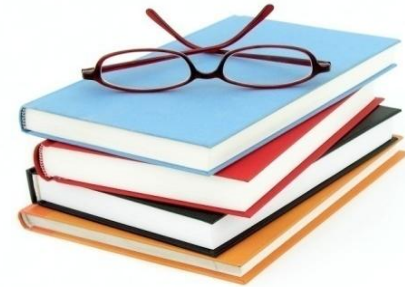




The lack of a comprehensive remediation strategy has four primary causes:



**General misunderstanding**



**Incomplete remediation materials**



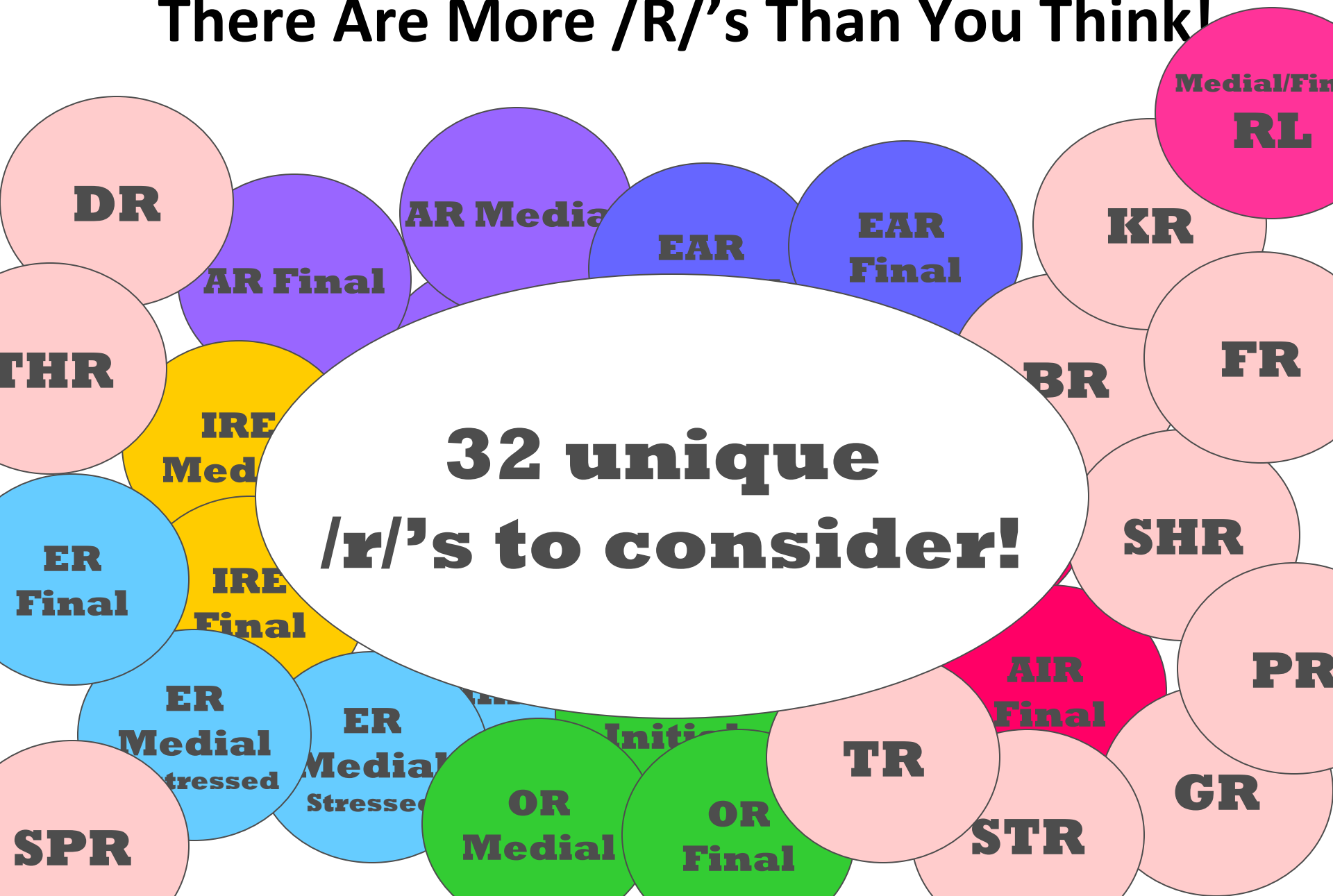
**Deficiencies in education**



**No general accepted method**



# There Are More /R/'s Than You Think!





# R can be divided into three categories.



Prevocalic, Initial or Consonantal R



Vocalic or R-controlled



Consonant Blends

Few standardized measures fully assess vocalic R.



# Hierarchy of Prevocalic /r/ Words (retracted to rounded vowels)

reef

red

Rick

Roy

rug

raft

rock

round

roof

rain

ride



# Overview of Vocalic R's

<b>[er]</b> Ernie buttercup feather	<b>[or]</b> Orville corn four	<b>[ar]</b> Archie barn star
<b>[air]</b> Erin ferry fair	<b>[ire]</b> Ireland fire fireman	<b>[ear]</b> Erie cereal deer



# Overview of R Blends

<b>PR</b> Pride Pretty	<b>BR</b> Brought Brown	<b>TR</b> Tried Tree
<b>DR</b> Drain Drum	<b>FR</b> Frog Friend	<b>KR</b> Crash Cry
<b>GR</b> Great Green	<b>SHR</b> Shrug Shrink	<b>STR</b> String Street
<b>SPR</b> Spring Sprint		<b>THR</b> Thread Three



Practice saying traditional /r/ approach practice words lists with your neighbor

## Traditional Approach Probe List Sample

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<b>Ribbon</b>	<b>Barefoot</b>	<b>Car</b>
<b>Run</b>	<b>Buttercup</b>	<b>Fear</b>
<b>Rain</b>	<b>Thorn</b>	<b>Four</b>
<b>Race</b>	<b>Wireless</b>	<b>Butter</b>
<b>Ring</b>	<b>Barn</b>	<b>Software</b>





Practice saying phonemically consistent words with your neighbor

## Phonemic Approach

<u>[or] Initial</u>	<u>[or] Medial</u>	<u>[or] Final</u>
<b>Orville</b>	<b>Award</b>	<b>Snore</b>
<b>Ornament</b>	<b>Export</b>	<b>Adore</b>
<b>Organ</b>	<b>Fork</b>	<b>Core</b>
<b>Orient</b>	<b>Board</b>	<b>Floor</b>
<b>Oriole</b>	<b>Worn</b>	<b>Soar</b>



# Comparison of Approaches:

<u>Initial Position</u>	<u>Medial Position</u>	<u>Final Position</u>
ribbon	barefoot	car
run	buttercup	fear
rain	thorn	four
race	wireless	butter
ring	barn	software

Traditional  
Approach

versus

<u>Initial AIR</u>	<u>Medial AIR</u>	<u>Final AIR</u>
Arizona	dairy	millionaire
Erin	ceremony	square
heiress	haircut	scare
arrowhead	barefoot	tear
aerosol	stairs	pair

Phonetically-  
Consistent  
Approach



# Utilizing Traditional Approach to /r/ Probe Lists

- Does not account for each unique /r/ phoneme.
- Some words have recurrent /r/'s.
- Phonetically inconsistent probe lists for production training.
- Probe lists were compiled by spelling of word.



# What is the solution?



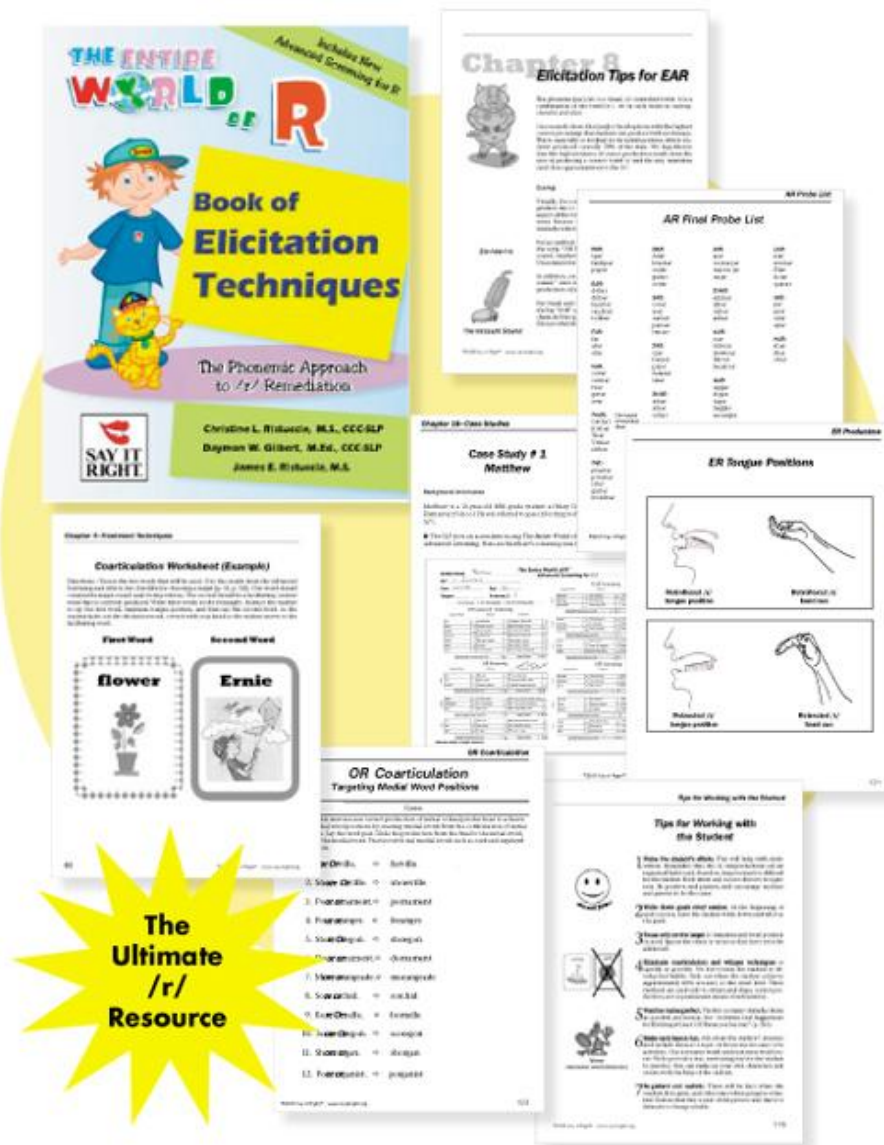


# The solution is to treat R Phonetically!





# Benefits of using a phonetically-based approach:



- Evaluates all variations of R
- Provides a starting point for treatment
- Targets individual needs
- Reduces time in therapy
- Measures student progress



# There are 2 Screenings Available to Help You with your R Evaluations:






















**Student Name** \_\_\_\_\_

**Screening Date** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

**Examiner** \_\_\_\_\_

**Percentage Correct** \_\_\_\_\_

**The Entire World of R™ Screening Form**

<b>1. /air/ Initial</b> airplane air hockey arrow		<b>2. /air/ Medial</b> fairy sheriff canary		<b>3. /air/ Final</b> fair scare square	
<b>4. /ar/ Initial</b> army arm arcade		<b>5. /ar/ Medial</b> barn park cart		<b>6. /ar/ Final</b> star car guitar	
<b>7. /ear/ Initial</b> ear phones irritated ears		<b>8. /ear/ Medial</b> cereal miracle hero		<b>9. /ear/ Final</b> deer pier spear	
<b>10. /ire/ Initial</b> iron Ireland irons		<b>11. /ire/ Medial</b> fireman tired pliers		<b>12. /ire/ Final</b> umpire wire tire	
<b>13. /or/ Initial</b> orange ornament orchid		<b>14. /or/ Medial</b> skateboard corn sports		<b>15. /or/ Final</b> snore door dinosaur	
<b>16. /er/ Initial</b> earth urchin herbs		<b>17. /er/ Medial Stressed</b> mermaid nurse bird		<b>18. /er/ Medial Unstressed</b> camera scissors buttercup	
<b>19. /er/ Final</b> anchor butter father		<b>20. /r/</b> squirrel mural girl		<b>21. Prevocalic /r/</b> ring run red	

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**The Entire World of R™ Advanced Screening for /r/**

**Student Name** \_\_\_\_\_

**SLP** \_\_\_\_\_

**Date** \_\_\_\_\_ **Age** \_\_\_\_\_

**Targets:** \_\_\_\_\_ **Screening #** \_\_\_\_\_

**EAR Screening**

Single Words	Phrases	Sentences
carache	An earache.	I had an earache.
carring	The earring.	She put on the earring.
carbuffs	The earmuffs.	I found the earmuffs.
Total EAR Initial Correct (out of 9)		Percent Correct

**Prevocalic R Screening**

Single Words	Phrases	Sentences
red	A red sofa.	I bought a red sofa.
rock	Found a rock.	Matt found a rock.
rabbit	A pet rabbit.	I have a pet rabbit.
raccoon	A raccoon.	We saw a raccoon.
radio	The new radio.	The radio is new.
Rob	Is Rob.	My name is Rob.
rose	A rose bush.	Joe cut the rose bush.
Total Prevocalic R Correct (out of 20)		Percent Correct

**AR Screening**

Single Words	Phrases	Sentences
art	The art.	We saw the art.
arm	Bob's arm.	I bumped Bob's arm.
arcade	Arcade games.	I played arcade games.
Total AR Initial Correct (out of 9)		Percent Correct

**AIR Screening**

Single Words	Phrases	Sentences
heirsch	The heirsch.	The heirsch is home.
airplane	An airplane.	An airplane goes fast.
area	This area.	This area is open.
Total AIR Initial Correct (out of 9)		Percent Correct

**AR Medial Screening**

Single Words	Phrases	Sentences
stared	We stared.	We stared at the house.
Paris	Went to Paris.	Cathy went to Paris.
carrot	A carrot.	Jane ate a carrot.
Total AR Medial Correct (out of 9)		Percent Correct

**AIR Final Screening**

Single Words	Phrases	Sentences
bear	The black bear.	The black bear ate the food.
hair	Nice hair.	You have nice hair.
fair	At the fair.	Bill ate at the fair.
Total AIR Final Correct (out of 9)		Percent Correct

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# The Advanced Screening Tool for R

Student Name \_\_\_\_\_

SLP \_\_\_\_\_

Date \_\_\_\_\_ Age \_\_\_\_\_

Targets: \_\_\_\_\_ Screening # \_\_\_\_\_

+ for Correct 1 for Stimulable 0 for Incorrect

## Prevocalic R Screening

Single Words	Phrases	Sentences
red	A red sofa.	I bought a red sofa.
rock	Found a rock.	Matt found a rock.
rabbit	A pet rabbit.	I have a pet rabbit.
raccoon	A raccoon.	We saw a raccoon.
radio	The new radio.	The radio is new.
Rob	Is Rob.	My name is Rob.
rose	A rose bush.	Joe cut the rose bush.

Total Prevocalic R Correct (out of 20) \_\_\_\_\_ Percent Correct \_\_\_\_\_

## AR Screening

Single Words	Phrases	Sentences
art	The art.	We saw the art.
arm	Bob's arm.	I bumped Bob's arm.
arcade	Arcade games.	I played arcade games.

Total AR Initial Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

farm	At the farm.	We saw animals at the farm.
Denmark	To Denmark.	Mike will go to Denmark.
cart	The cart.	We pushed the cart.

Total AR Medial Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

car	The car.	Bob played with the car.
far	Far away.	Jill went far away.
star	A star.	We saw a star.

Total AR Final Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

## The Entire World of R™

### Advanced Screening for /r/



## EAR Screening

Single Words	Phrases	Sentences
earache	An earache.	I had an earache.
earring	The earring.	She put on the earring.
earmuffs	The earmuffs.	I found the earmuffs.

Total EAR Initial Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

beard	Thick beard.	He had a thick beard.
steering	Is steering.	The woman is steering.
serious	Was serious.	The boy was serious.

Total EAR Medial Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

deer	Two deer.	I saw two deer.
fear	Fear of heights.	She has a fear of heights.
hear	Hear the news.	Did you hear the news?

Total EAR Final Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

## AIR Screening

Single Words	Phrases	Sentences
heiress	The heiress.	The heiress is home.
airplane	An airplane.	An airplane goes fast.
area	This area.	This area is open.

Total AIR Initial Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

stared	We stared.	We stared at the house.
Paris	Went to Paris.	Cathy went to Paris.
carrot	A carrot.	Jane ate a carrot.

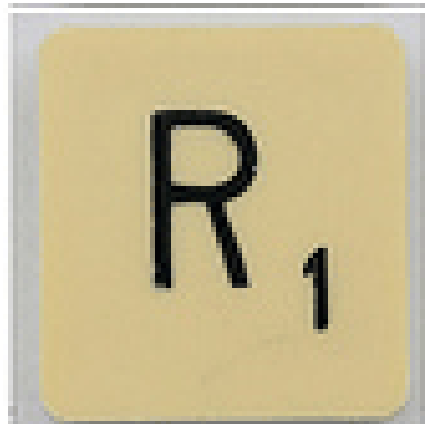
Total AIR Medial Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_

bear	The black bear.	The black bear ate the food.
hair	Nice hair.	You have nice hair.
fair	At the fair.	Bill ate at the fair.

Total AIR Final Correct (out of 9) \_\_\_\_\_ Percent Correct \_\_\_\_\_



# Phonetically Consistent Probes are Different from “Traditional” Approach Probes





# How to decide which tool to use:

## 21 Word Screening Tool

## Advanced Screening for R

Most Rs are correct

You have limited time

No Rs are correct on the 21 Word Tool

You have 2 or more possible targets

The student can't read

Interfering disorders are present

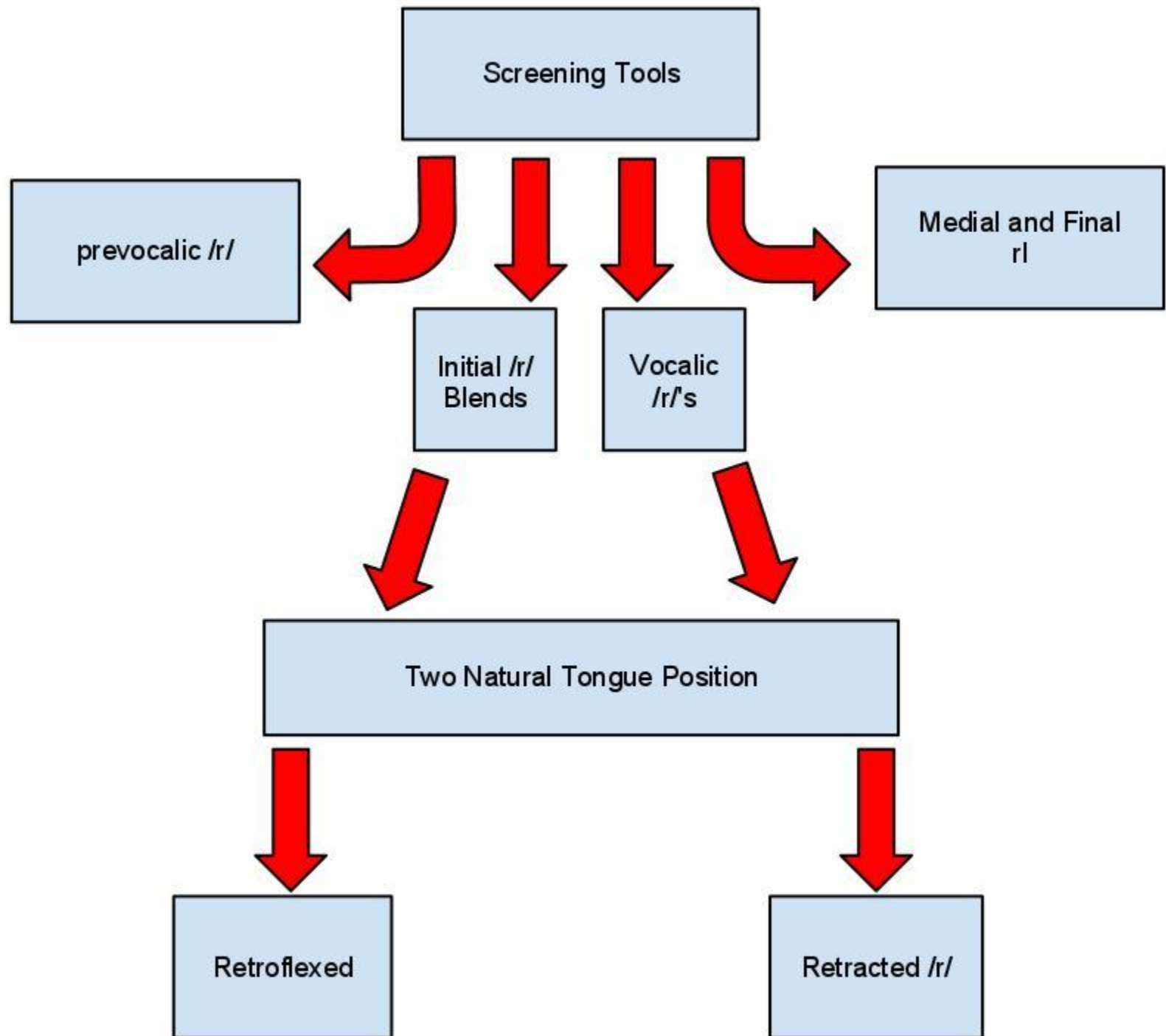
The case is particularly challenging

You want more information



# Phonemic Approach Evaluation

- Evaluate all variations (31) of /r/ in all word positions.
- Establish/use natural tongue production.
- Remediate only the misproduced /r/ allophones.
- Choose targets based on students' **individual** needs.





# Phonemic Approach Evaluation Method

- Evaluate all variations of /r/ in all word positions?
- Establish/use natural tongue production?
- Remediate only the misproduced /r/ allophones?
- Choose targets based on students' **individual** needs?





Help! What if my student can't say any of the Rs on the Advanced Screening Tool?





Administer all sections of Elicitation Probe until a successful prompt is found





# There are 2 variations of EWR Elicitation

**Student Name** \_\_\_\_\_ **The**

**SLP** \_\_\_\_\_

**Date** \_\_\_\_\_ **Probe #** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

+ : Correct   1 : Stimulable   0 : Incorrect

**Bilabials (/p, b/)**

<i>initial</i>	<i>medial</i>	<i>final</i>	
earp	pearp	pier	
earb	bearb	beer	

**Labiodentals (/f, v/)**

earf	fearf	fear	
earv	vearv	vear	

**Student Name** \_\_\_\_\_

**SLP** \_\_\_\_\_

**Date** \_\_\_\_\_ **Probe #** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

	Initial /r/	hop	tub	
row /ro/				
rip /rɪ/				
red /re/				
rain /re/				
reef /ri/				
raft /ræ/				
ride /raɪ/				



# Why Evaluate /r/ in a Comprehensive Manner?

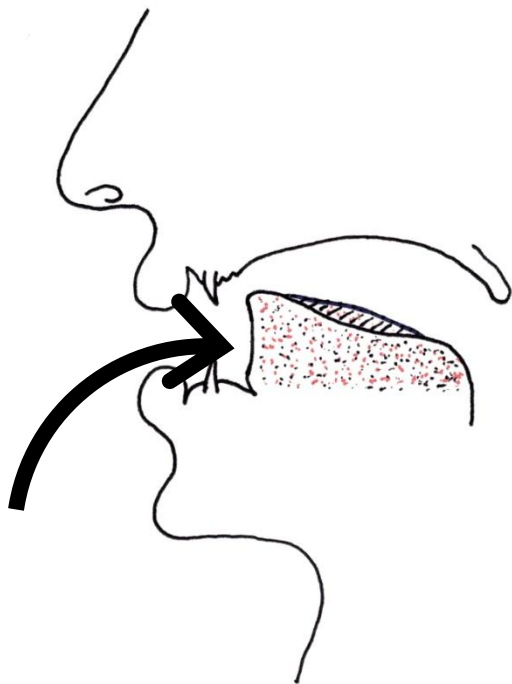
- To find a starting point for treatment. Research shows that *almost all students can produce at least 1 type of /r/*.  
(Curtis & Hardy, 1959; Ristuccia, 2005).
- Pinpoint exactly where to begin therapy according to your student's **individual** needs.

# Screening Process

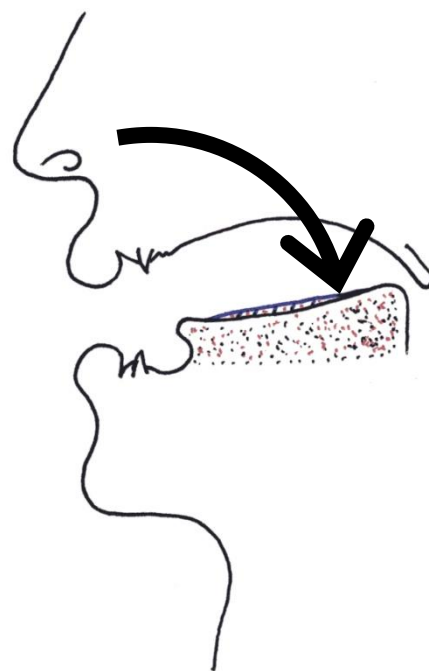
- Screen student
- Write down correctly produced /r/ words
- Have student say a correctly produced /r/ word
- Attempt to establish natural tongue position



# There are 2 Ways to Produce R



Retroflexed



Retracted

Words such as *art*, *or*, and *orchid* are highly visual.



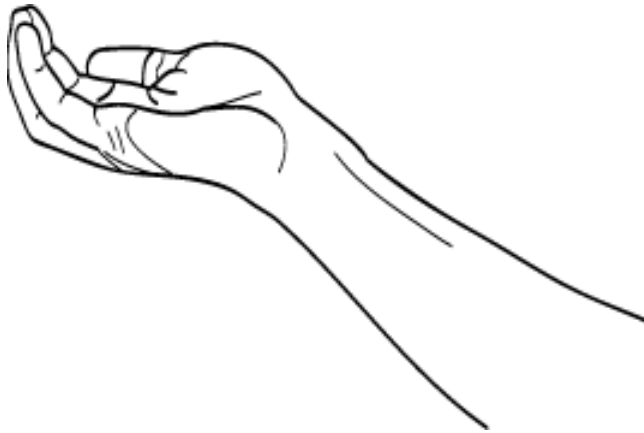
# Why Establish Natural Production?

- To know which verbal cues and hand signals to use as your starting point.
- To use what the student's tongue does naturally to increase kinesthetic awareness of tongue placement.
- Wrong tongue position can lead to distortion of /r/ productions.

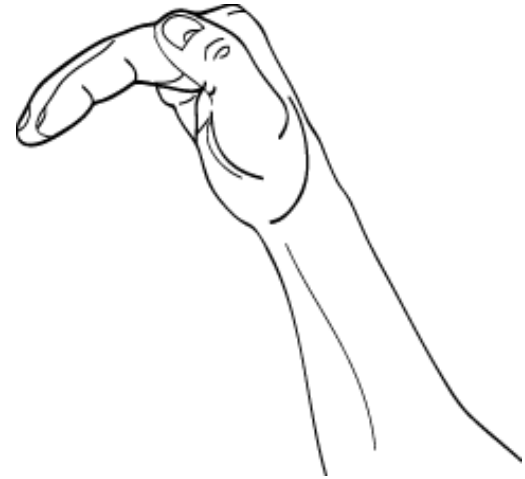




# How Do You Know Which Type of R to Teach?



Retroflexed



Retracted



# How to Determine Tongue Position for /r/

- Instruct the child to say one of the correctly produced /r/ words. Then ask, what is the tongue doing?
- Use his productions to determine his natural production of /r/: *retroflexed* or *retracted*.



Establishing a student's natural production for R is important because it...



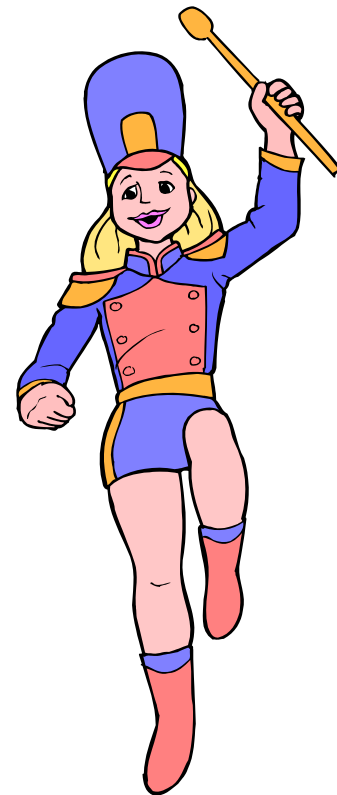
**Encourages** effortless, correct productions.



**Reduces** time in therapy.



**Increases** effectiveness of practice.

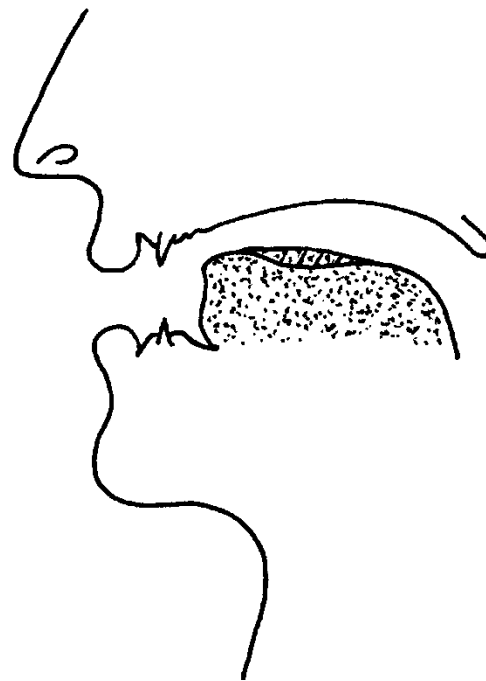




# Natural Tongue Position is CRITICAL!

- “Easy not hard”

- Leads to  
kinesthetic  
awareness =  
Carryover





# “Teaching” /r/

Teaching /r/ in a unnatural manner  
is . . .



. . . equivalent to  
teaching a child  
who is right  
handed write  
with the left  
hand



# Establishing Natural Production Example: Brock



# Kinesthetic Tongue Awareness

- When producing /r/ it is important for student be able to feel what the tongue is doing.
  - Mountain vs. Backward C
  - Tight vs. loose
  - Up vs. down during productions
- We need the student to be focused on feeling the mouth (body) vs. in their heads/thinking about the mouth.





# When to Instruct Retroflex versus Retracted

## The Entire World of R™ Advanced Screening



Student Name \_\_\_\_\_

SLP \_\_\_\_\_

Date \_\_\_\_\_ Age \_\_\_\_\_

Target: \_\_\_\_\_ Screening # \_\_\_\_\_

**Retracted Retroflexed**

+ for Correct 1 for Stimulable 0 for Not Stimulable

### AR Screening

Single Words	Phrases	Sentences
art	The art.	We saw the art.
arm	Bob's arm.	I bumped Bob's arm.
arcade	Arcade games.	I played arcade games.
Total AR Initial Correct (out of 9)		
Percent Correct		

farm	At the farm.	We saw animals at the farm.
Denmark	To Denmark.	Mike will go to Denmark.
cart	The cart.	Ann pushed the cart.
Total AR Medial Correct (out of 9)		
Percent Correct		

car	The car.	Bob played with the car.
far	Far away.	Jill went far away.
star	A star.	We saw a star.
Total AR Final Correct (out of 9)		
Percent Correct		

### EAR Screening

Single Words	Phrases	Sentences
earache	An earache.	I had an earache.
earring	The earring.	She put on the earring.
earmuffs	The earmuffs.	I found the earmuffs.
Total EAR Initial Correct (out of 9)		
Percent Correct		

beard	Thick beard.	He had a thick beard.
steering	Is steering.	The woman is steering.
serious	Was serious.	The boy was serious.
Total EAR Medial Correct (out of 9)		
Percent Correct		

deer	Two deer.	I saw two deer.
fear	Fear of heights.	She has a fear of heights.
hear	Hear the news.	Did you hear the news?
Total EAR Final Correct (out of 9)		
Percent Correct		

### Prevocalic R Screening

Single Words	Phrases	Sentences
red	A red sofa.	I bought a red sofa.
rock	Found a rock.	Matt found a rock.
rabbit	A pet rabbit.	I have a pet rabbit.
raccoon	A raccoon.	We saw a raccoon.
radio	The new radio.	The radio is new.
Rob	Is Rob.	My name is Rob.
rose	A rose bush.	Joe cut the rose bush.
Total Prevocalic R Correct (out of 20)		
Percent Correct		

### AIR Screening

Single Words	Phrases	Sentences
heirss	The heirss.	The heirss is home.
airplane	An airplane.	An airplane goes fast.
area	This area.	This area is open.
Total AIR Initial Correct (out of 9)		
Percent Correct		

stared	We stared.	We stared at the house.
Paris	Went to Paris.	Cathy went to Paris.
carrot	A carrot.	Jane ate a carrot.
Total AIR Medial Correct (out of 9)		
Percent Correct		

bear	The black bear.	The black bear ate the food.
hair	Nice hair.	You have nice hair.
fair	At the fair.	Bill ate at the fair.
Total AIR Final Correct (out of 9)		
Percent Correct		

### IRE Screening

Single Words	Phrases	Sentences
ironwood	The ironwood.	She cut the ironwood.
iron	I ironed.	I ironed the pants.
Ireland	To Ireland.	We went to Ireland.
Total IRE Initial Correct (out of 9)		
Percent Correct		

fireman	A fireman.	Today we saw a fireman.
hired	Got hired.	Jim got hired.
expired	Expired today.	The eggs expired today.
Total IRE Medial Correct (out of 9)		
Percent Correct		

tire	With the tire.	We played with the tire.
wire	Buy some wire.	I need to buy some wire.
higher	Higher up.	Tom went higher up the hill.
Total IRE Final Correct (out of 9)		
Percent Correct		

### ER Screening

Single Words	Phrases	Sentences
earth	On earth.	We live on planet earth.
Ernie	Ernie went.	Ernie went home.
herbal	Herbal tea.	Molly had herbal tea.
Total ER Initial Correct (out of 9)		
Percent Correct		

first	On first.	Who's on first base?
turkey	A turkey.	We bought a turkey.
mermaid	The mermaid.	The mermaid swam away.
Total ER Medial Stressed Correct (out of 9)		
Percent Correct		

buttercup	Picked a buttercup.	Kim picked a buttercup.
camera	A camera.	I have a camera.
wonderful	Wonderful day.	It is a wonderful day.
Total ER Medial Unstressed Correct (out of 9)		
Percent Correct		

father	My father.	My father is home.
butter	Put butter.	I put butter on the toast.
tower	The tower.	The tower is tall.
Total ER Final Correct (out of 9)		
Percent Correct		

### OR Screening

Single Words	Phrases	Sentences
orca	Orca whale.	We saw an orca whale.
ornament	Nice ornament.	Bob bought an ornament.
Orville	Orville's shoe.	Orville's shoe is new.
Total OR Initial Correct (out of 9)		
Percent Correct		

form	The form.	We sent in the form.
thorn	Thorn bush.	The thorn bush stuck me.
important	An important day.	It is an important day.
Total OR Medial Correct (out of 9)		
Percent Correct		

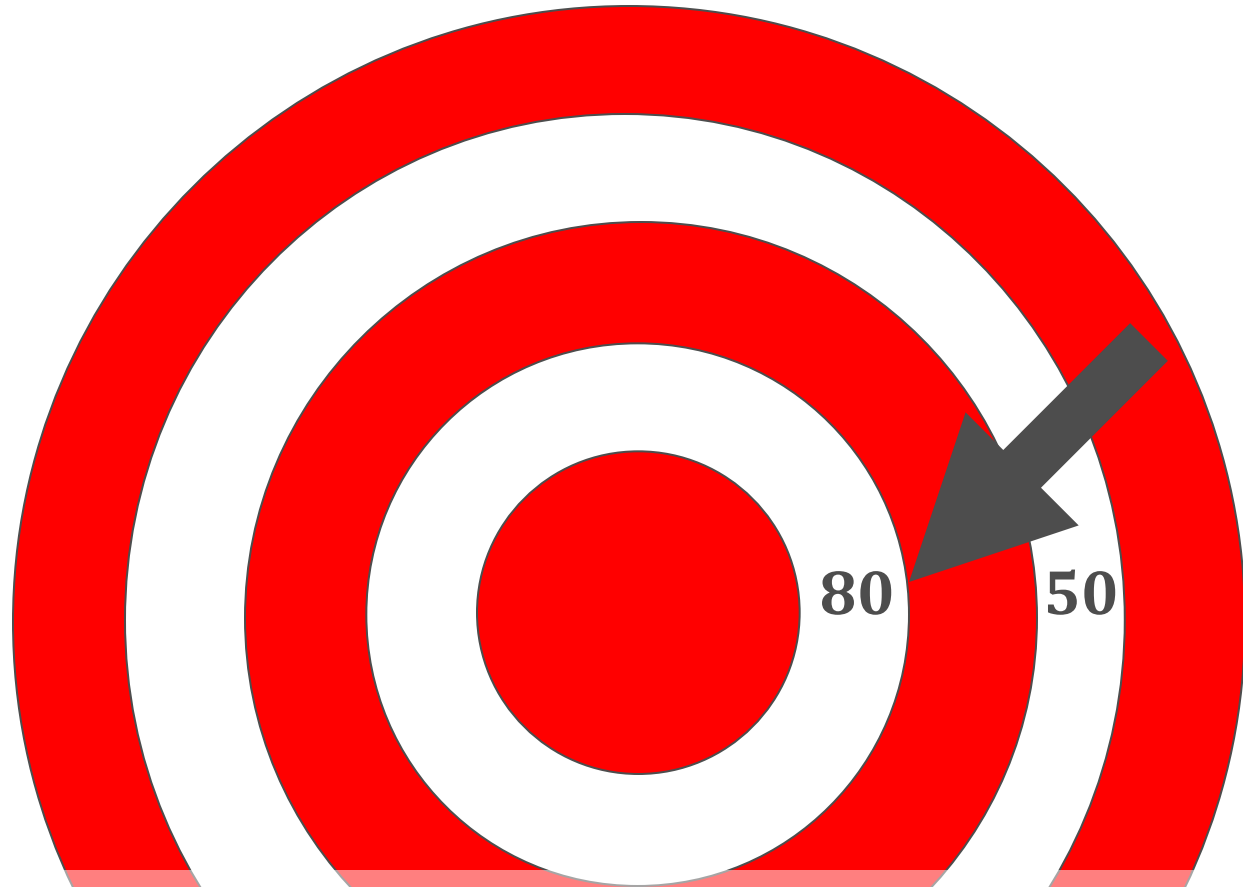
core	Apple core.	Tim found the apple core.
before	Went before.	We went before the game.
seashore	The seashore.	The seashore is fun.
Total OR Final Correct (out of 9)		
Percent Correct		

### RL Screening

Single Words	Phrases	Sentences
pearl	A pearl necklace.	I have a pearl necklace.
curl	Curl my toes.	I like to curl my toes.
world	Of the world.	He has a map of the world.
girls	The girls.	The girls are nice.
Total RL Correct (out of 12)		
Percent Correct		



# Choosing an Intervention Target: Method 1



**Based solely on screening results, choose one sound most likely to correct based on screening → highest correct percentage below 80%.**

# Choosing a Target Checklist

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Screening #: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

## **Checklist for Choosing a Target** *When Student Has at Least One Correct Production on the Advanced Screening*

☐ Does the student naturally use the **retroflexed** /r/ (tongue tip curled back and pointed up like a cave or backward wave)? (Refer to cueing techniques in Chapter 5.) **Retroflexed**

☐ Does the student naturally use the **retracted** /r/ (tongue tip pulled up and scrunched back like a mountain or hump)? (Refer to cueing techniques on in Chapter 5.) **Retracted**

☐ Are there any sounds on the Advanced Screening between 50% and 80%? **Yes / No**

If yes, use the "Target Options Worksheet."

List the sounds and percentage correct: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

☐ Do you have two (or more) intervention targets in mind? **Yes / No**

If yes, refer to the "Target Options Worksheet" to help decide an intervention target.

☐ List elicitation techniques attempted (e.g., whisper, coarticulation, elicitation probes) and state which techniques were successful.

\_\_\_\_\_

# Target Options Worksheet

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Screening #: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

## Target Options Worksheet

### Option 1

Sound

Percentage

### Possible Elicitation Techniques

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Option 2

Sound

Percentage

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Option 3

Sound

Percentage

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Target =**

**Rationale for choosing this target:**



# Choose One Target and Stick With It!

- Unless student is making no progress
- Why? Ensures student/SLP knows goal
- Allows for generalization
- Measureable progress (Ristuccia, 2005)
- Kinesthetic awareness of tongue position.

Student Name MatthewSLP C. RistucciaDate 10-11-05 Age 10Targets: \_\_\_\_\_ Screening # 1

+ for Correct 1 for Stimulable 0 for Not Stimulable

## Prevocalic R Screening

Single Words

Phrases

Sentences

red	+	A red sofa.	+	I bought a red sofa.	+
rock	+	Found a rock.	+	Matt found a rock.	+
rabbit	+	A pet rabbit.	+	I have a pet rabbit.	+
raccoon	+	A raccoon.	+	We saw a raccoon.	+
radio	+	The new radio.	+	The radio is new.	+
Rob	+	Is Rob.	+	My name is Rob.	+
rose	+	A rose bush.	+	Joe cut the rose bush.	+

Total Prevocalic R Correct (out of 20) 20 Percent Correct 100

## AR Screening

Single Words

Phrases

Sentences

art	+	The art.	+	We saw the art.	+
arm	+	Bob's arm.	+	I bumped Bob's arm.	+
arcade	+	Arcade games.	+	I played arcade games.	+

Total AR Initial Correct (out of 9) 5 Percent Correct 55

farm	+	At the farm.	+	We saw animals at the farm.	+
Denmark	+	To Denmark.	+	We will go to Denmark.	+
cart	+	The cart.	+	We pushed the cart.	+

Total AR Medial Correct (out of 9) 8 Percent Correct 88

car	+	The car.	+	Bob played with the car.	+
far	+	Far away.	+	Jill went far away.	+
star	+	A star.	+	We saw a star.	+

Total AR Final Correct (out of 9) 6 Percent Correct 66

## The Entire World of R™

## Advanced Screening for /r/



## EAR Screening

Single Words

Phrases

Sentences

carache	+	An carache.	+	I had an carache.	+
earring	+	The earring.	+	She put on the earring.	+
earmuffs	+	The earmuffs.	+	I found the earmuffs.	+

Total EAR Initial Correct (out of 9) 9 Percent Correct 100

beard	+	Thick beard.	+	He had a thick beard.	+
steering	+	Is steering.	+	The woman is steering.	+
serious	+	Was serious.	+	The boy was serious.	+

Total EAR Medial Correct (out of 9) 9 Percent Correct 100

deer	+	Two deer.	+	I saw two deer.	+
fear	+	Fear of heights.	+	She has a fear of heights.	+
hear	+	Hear the news.	+	Did you hear the news.	+

Total EAR Final Correct (out of 9) 9 Percent Correct 100

## AIR Screening

Single Words

Phrases

Sentences

heirss	+	The heirss.	+	The heirss is home.	+
airplane	+	An airplane.	+	An airplane goes fast.	+
area	+	This area.	+	This area is open.	+

Total AIR Initial Correct (out of 9) 9 Percent Correct 100

stared	+	We stared.	+	We stared at the house.	+
Paris	+	Went to Paris.	+	Cathy went to Paris.	+
carrot	+	A carrot.	+	Jane ate a carrot.	+

Total AIR Medial Correct (out of 9) 9 Percent Correct 100

bear	+	The black bear.	+	The black bear ate the food.	+
hair	+	Nice hair.	+	You have nice hair.	+
fair	+	At the fair.	+	Bill ate at the fair.	+

Total AIR Final Correct (out of 9) 9 Percent Correct 100





# Transfer Advanced Screening Results Choose Baseline Results Page



Student Name \_\_\_\_\_

SLP \_\_\_\_\_

## The Entire World of R™ Advanced Screening Results

Screening	Prevocalic R	AR Initial	AR Medial	AR Final	EAR Initial	EAR Medial	EAR Final	AIR Initial	AIR Medial	AIR Final	IRE Initial	IRE Medial	IRE Final	ER Initial	ER Medial	ER Stressed Medial	ER Unstressed Medial	ER Final	OR Initial	OR Medial	OR Final	RL	Target
Screening #1																							
Date _____																							
Screening #2																							
Date _____																							
Screening #3																							
Date _____																							
Screening #4																							
Date _____																							
Screening #5																							
Date _____																							
Screening #6																							
Date _____																							





# Goal for Choosing a Target

- Work with students correct productions
- Consistent production probe lists
- Increase students kinesthetic awareness of what her tongue is doing during correct productions.

***Student success is Priority:*** If student is not successful, choose another target or re-administer the Advanced Screening or administer the Elicitation Probe.



# Which target do you choose? Why?

Intervention

Target =

Students success



The EWR Approach #1 is based on establishing what the student does most naturally.

Establish retroflex or retracted R then focus on one target at a time until mastery is achieved.

Elicitation strategies are based on the target selection.

Use the phonetically consistent probe lists to help pinpoint your therapeutic direction.



# Screening /Target Selection

- Admini ster EWR Advanced Screening
- Fill in Baseline Results page.
- Take results and write out possible target options (Target Options worksheet page)
- Choose a target based on:
  - Elicitation techniques
  - Percentage correct



# Write a treatment Goal for [AR] final

- Sample IEP Goal:

- Sample Working File Goal:



# Treatment Goal Sample

## **Sample Goal:**

*Alex will produce [ar, or, ire, and ear] with 80% accuracy at the sentence level for 5 consecutive sessions.*

## **Sample Working File Goal (s):**

*Alex will produce [ar] initial, medial & final word positions with 80% accuracy for 5 consecutive sessions. [ar] final will be the first target followed by [ar] initial.*



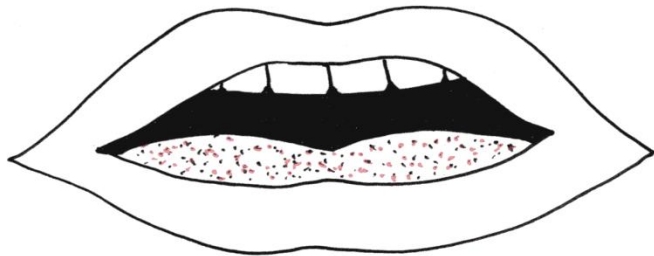
# Utilize Phonetically Consistent Probe Lists for Production Practice (Method one)

- AR visual teaching tools
- AR auditory environmental sounds.
- AR initial single word probe lists
- AR initial phrases
- AR initial sentences
- AR initial stories
- AR Mixed complexity practice

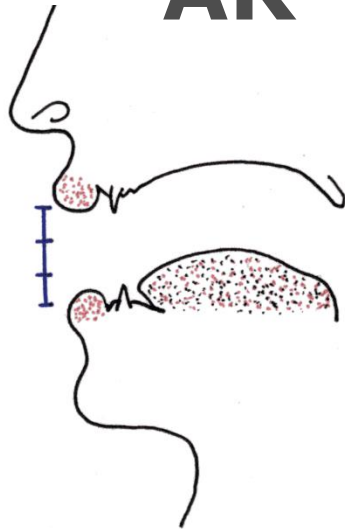




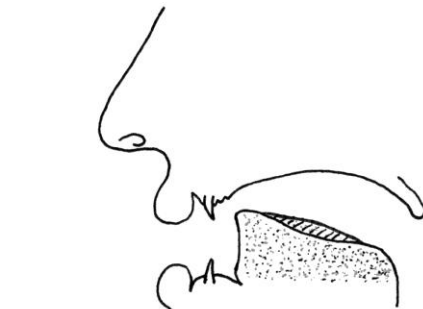
# AR Visual Teaching Tools



**AR**



**+**



**retroflexed**



**retracted**

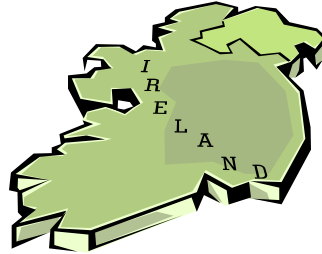


# Visual Rs are Easier to Teach

## Words containing visual Rs:



*artist*



*Ireland*



*fire*

## Words containing non-visual Rs:



*shirt*



*world*



*girl*



## Say Ahhh-RR!

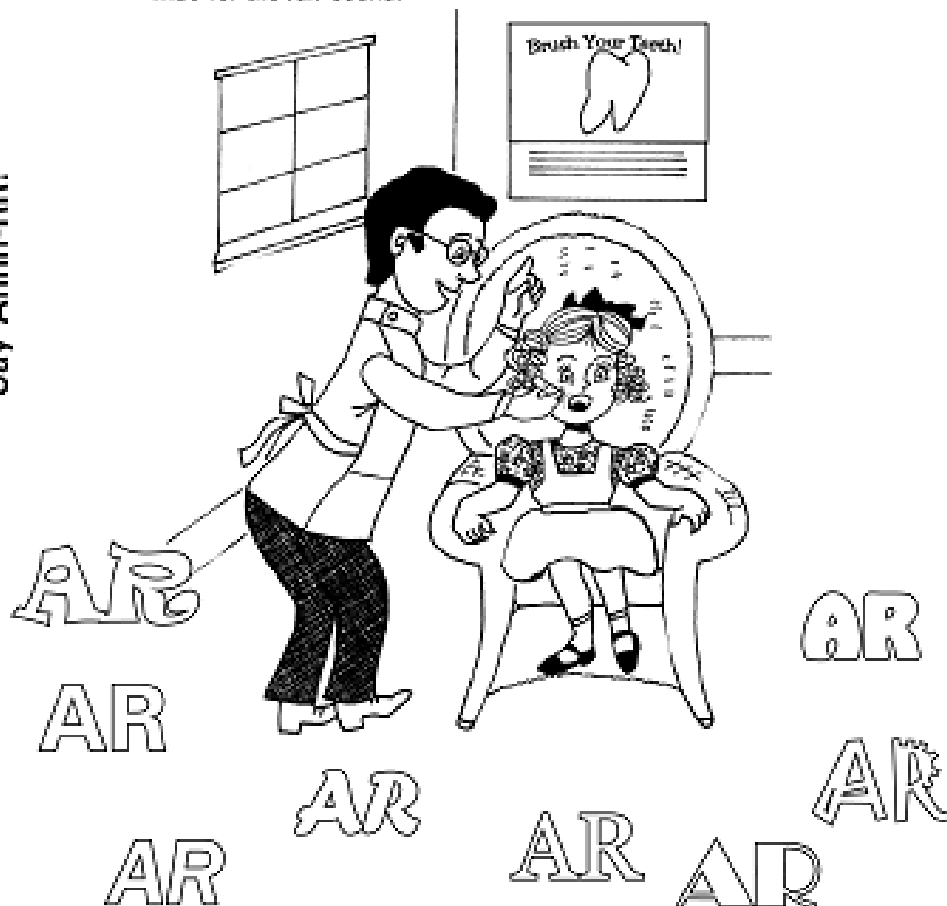
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: What does the doctor or dentist say when they want you to open your mouth? "Ahh." Color in the picture and say "ahhh-RR" while coloring. For correct pronunciation, student gets to color in an "ar" letter combination. For an incorrect answer, instructor colors in an "ar." Place this in front of the student when teaching /ar/ as a visual reminder to open his/her mouth wide for the /ar/ sound.

# Isolation

Say Ahhh-RR!





# Using the Pirate Sound





## ***/ar/ Initial Single Words***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Say each word slowly. Make sure to elongate the initial /ar/ sound. Mark the speech/homework block as appropriate for correct pronunciation.

Archie



Speech \_\_\_\_ Homework \_\_\_\_

argument



Speech \_\_\_\_ Homework \_\_\_\_

artifact



Speech \_\_\_\_ Homework \_\_\_\_

Argentina



Speech \_\_\_\_ Homework \_\_\_\_

army



Speech \_\_\_\_ Homework \_\_\_\_

arcade



Speech \_\_\_\_ Homework \_\_\_\_

***/ar/ Initial Single Words***



## ***/ar/ Initial Phrases***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Say each phrase slowly. Make sure to elongate the initial /ar/ sound. Mark the speech/homework block as appropriate for correct pronunciation.

A big armadillo.



Speech

Homework

\_\_\_\_\_

\_\_\_\_\_

Susan's arm.



\_\_\_\_\_

\_\_\_\_\_

Art show.



\_\_\_\_\_

\_\_\_\_\_

Archie the cat.



\_\_\_\_\_

\_\_\_\_\_

Army boots.



\_\_\_\_\_

\_\_\_\_\_

***/ar/ Initial Phrases***



## ***/ar/ Initial Sentences***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Say each sentence slowly. Cycle through each set, changing the end of the sentence for the different /ar/ target words. Mark the speech/homework block as appropriate for correct pronunciation.

Archie likes...

Speech \_\_\_\_\_ Homework \_\_\_\_\_



arcades



art



the architect's plans

Arden went to...

Speech \_\_\_\_\_ Homework \_\_\_\_\_



Argentina



the Arctic



the army

Arnie has two...

Speech \_\_\_\_\_ Homework \_\_\_\_\_



artifacts



armadillos



arms

***/ar/ Initial Sentences***





## **ARCHIE'S ART**

Review the following words:

Arden

Arion

artist

Archie

arcade

art

arm-in-arm

armful

Tim and Arden lived in the town of Arion. One day, they walked downtown and saw Archie, the cat, playing with some art supplies that someone had lost. Both Tim and Arden picked up an armful of pallets and paints. In town, the artist saw them and gave them some money because they had found his art supplies. Then, Tim and Arden went to the arcade and spent the money on games and snacks. Finally, Tim and Arden went home arm-in-arm, happy to have had such a fun day.

With what was Archie the cat playing? \_\_\_\_\_

Who gave them money? \_\_\_\_\_

What did Arden and Tim do with the money? \_\_\_\_\_

---



**Armando,  
the architect,**



**played arcade  
games**



**in Armen's Kitchen.**

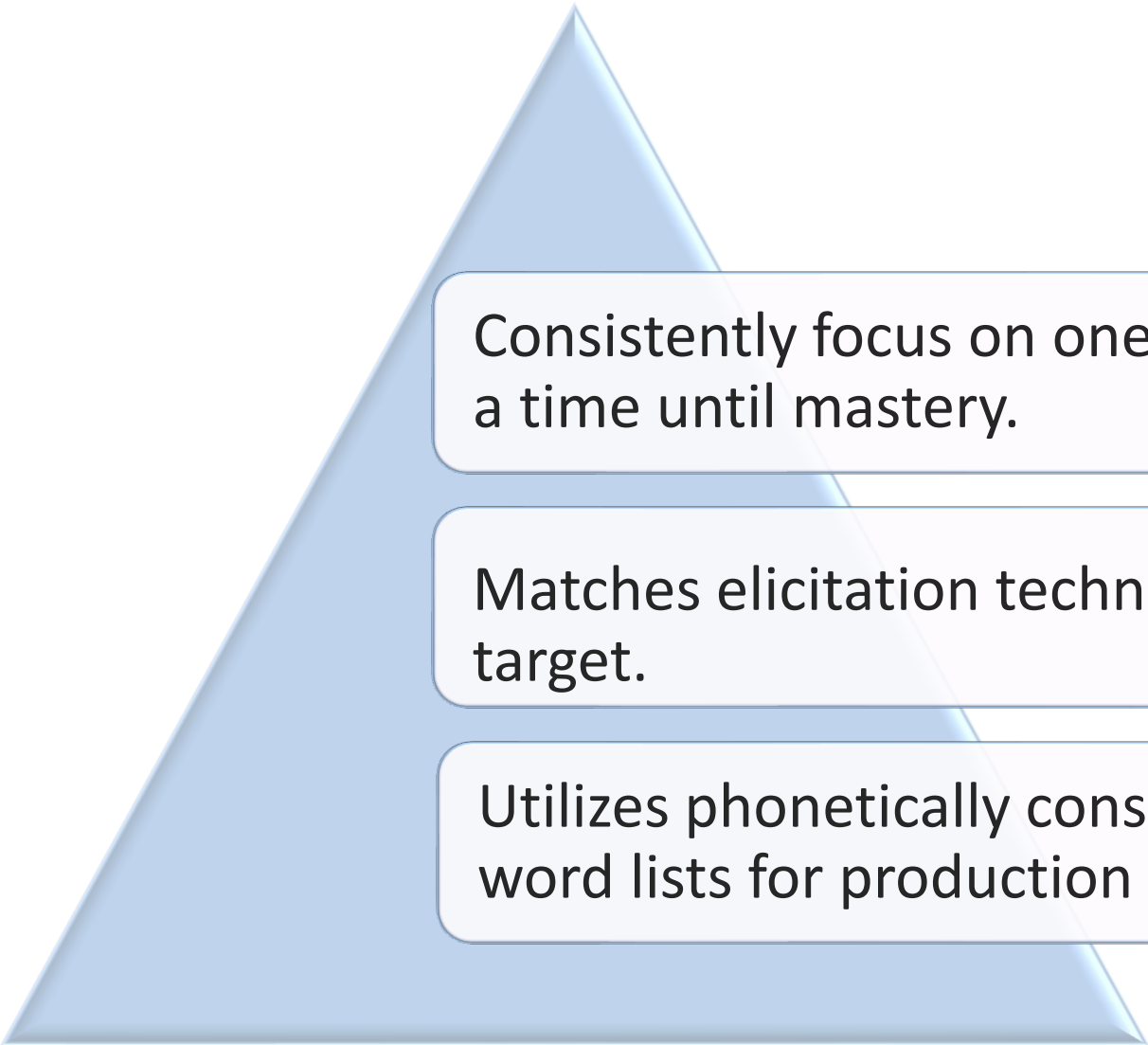


# Why focus on one sound and word position at a time?

- Provides consistent practice & repetition.
- Enhances ear training/motor planning.
- Ensures student/SLP knows goal.
- Allows productions of other misproduced /r/ allophones not yet targeted in therapy to generalize.
- Document student progress.



# The Phonetically Consistent Approach-Method 1



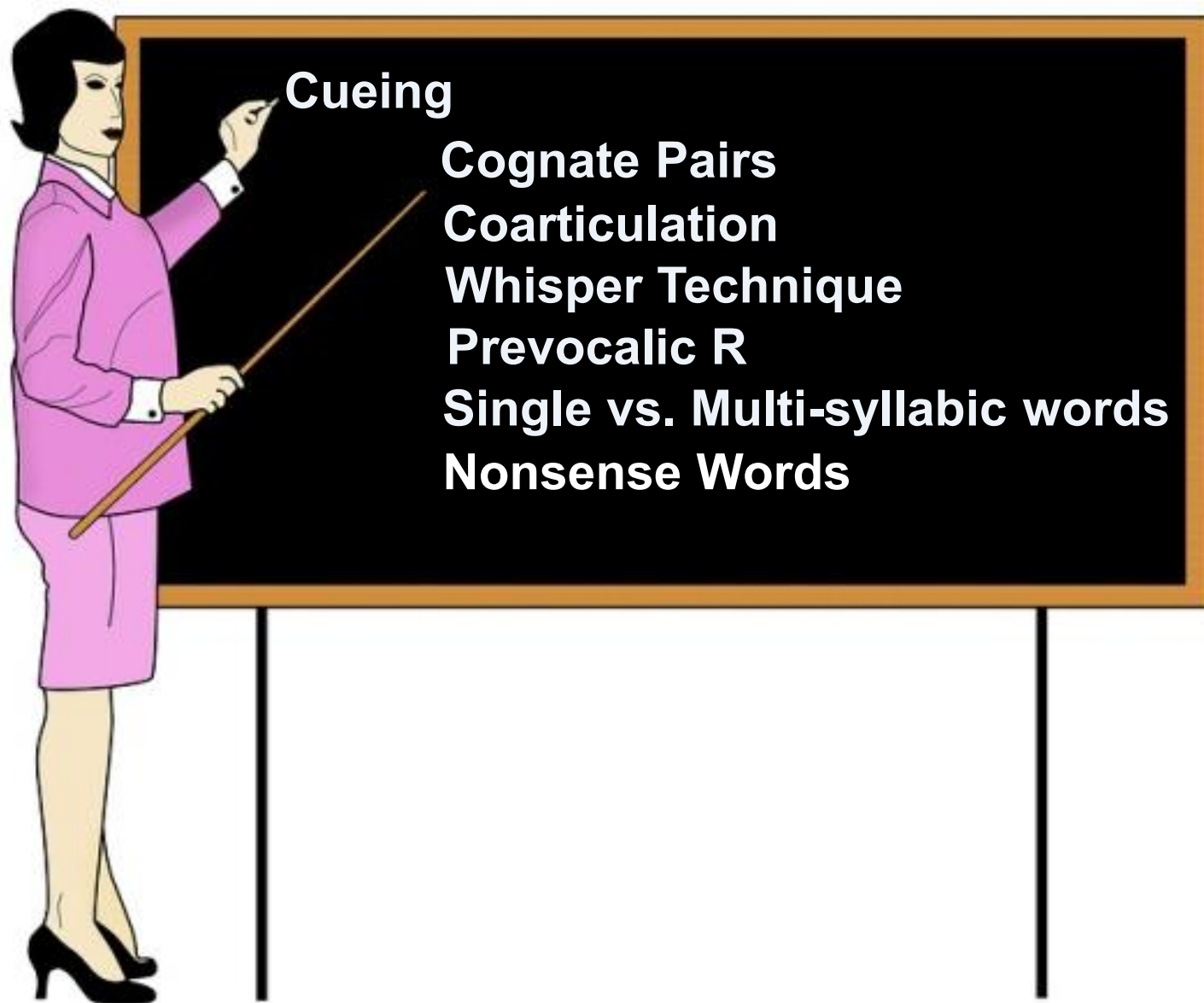
Consistently focus on one target at a time until mastery.

Matches elicitation techniques to target.

Utilizes phonetically consistent word lists for production training.



# Overview of Our Favorite Techniques



**Cueing**

**Cognate Pairs**

**Coarticulation**

**Whisper Technique**

**Prevocalic R**

**Single vs. Multi-syllabic words**

**Nonsense Words**



# Coarticulation

Works best with a correctly produced final word and a misproduced initial word (or vice versa)

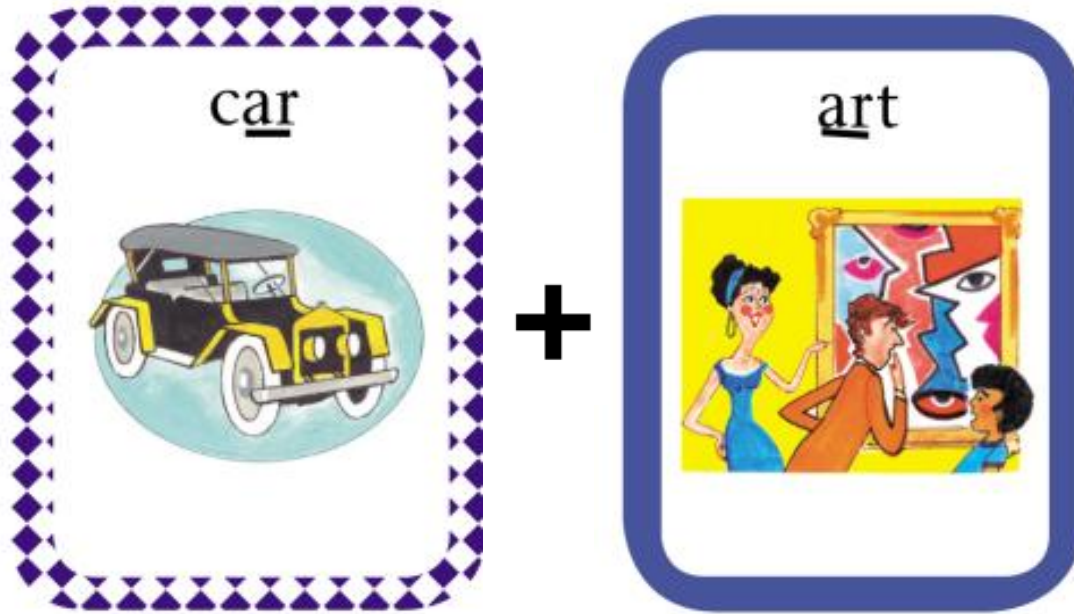
Review baseline screening results page

Use student's success in one word position to help shape the other misarticulated word positions (e.g. car art).

**Technique:** Have student produce one word and hold tongue in the same position, then produce the next word.



# Coarticulation



ERnie ➡ teachERnie ➡ teachER

teachER ➡ teachERnie ➡ ERnie

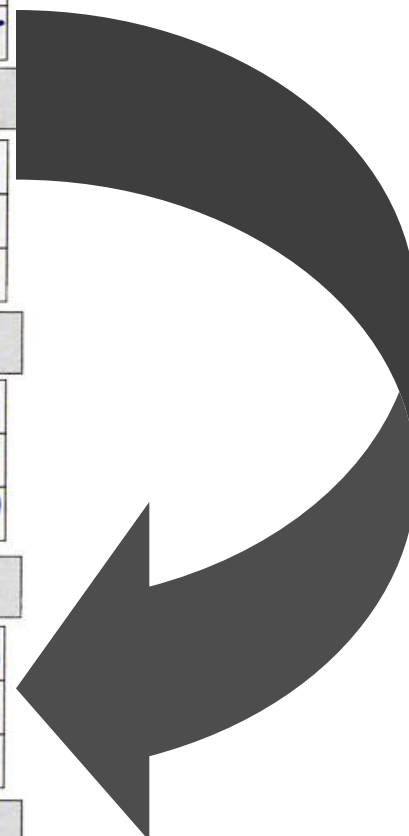


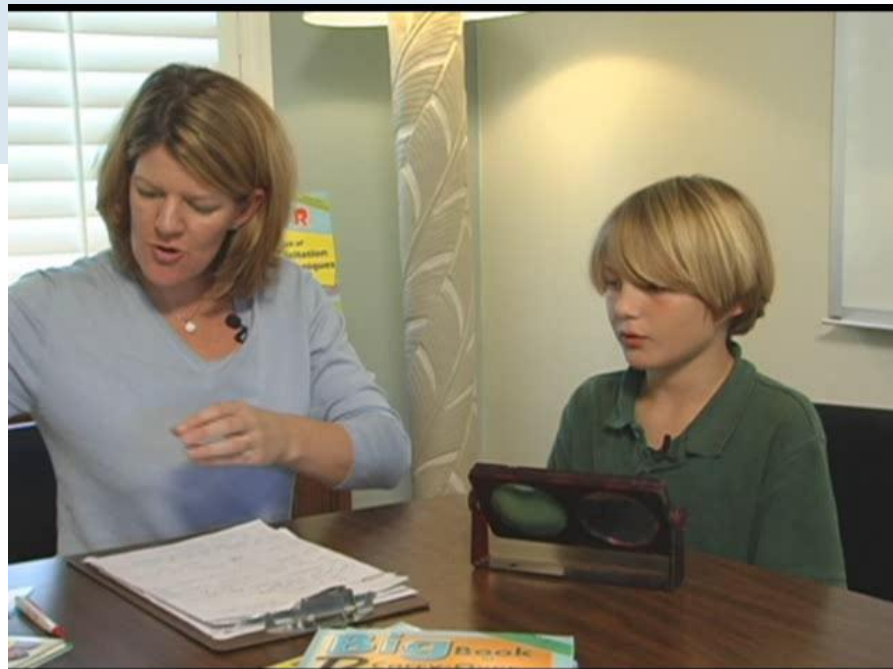


# Coarticulation

## ER Screening

	Single Words	Phrases	Sentences	
Initial	earth	On earth.	We live on planet earth.	
	Ernie	Ernie went.	Ernie went home.	
	herbal	Herbal tea.	Molly had herbal tea.	
Total ER Initial Correct (out of 9)			Percent Correct	100
Medial Stressed	first	On first.	Who's on first base?	
	turkey	A turkey.	We bought a turkey.	
	mermaid	The mermaid.	The mermaid swam away.	
Total ER Medial Stressed Correct (out of 9)			Percent Correct	0
Medial Unstressed	buttercup	Picked a buttercup.	Kim picked a buttercup.	
	camera	A camera.	I have a camera.	
	wonderful	Wonderful day.	It is a wonderful day.	
Total ER Medial Unstressed Correct (out of 9)			Percent Correct	0
Final	father	My father.	My father is home.	
	butter	Put butter.	I put butter on the toast.	
	tower	The tower.	The tower is tall.	
Total ER Final Correct (out of 9)			Percent Correct	44





## **Clover**



©2006 Say It Right

## **Earth**



©2006 Say It Right



## Use Prevocalic /r/ to Elicit a Misproduced /r/ Allophone

A successfully produced prevocalic /r/ can be used to shape other /r/ variations.

*Example:*

*ear red*

slowly fade out *red*.



**Gradually fade the cues as soon as the target is consistently produced using the technique.**





# When Prevocalic /r/ is an Ideal Target

Student is substituting w/r or lip rounding for

- Prevocalic /r/
- Initial /r/ blends





# Remediation of (Prevocalic /r/)

Have student use a **mirror** so that she can see her own mouth. This is important to eliminate any lip rounding and ensure that the student is producing both the /r/ plus the vowel.





# Cueing Example: Jordan





# This is an Example of a Prevocalic /r/ Production Practice Session

**Target:** /r/ + /i/

## ■ Single Words

- *reef, read, remind*

## ■ Phrases

- *The reef*
- *Love to read*
- *Please remind*

## ■ Sentences

- *We saw reef in the ocean.*
- *I like to read.*
- *Please remind me to eat.*

# **CASE STUDY FOR /R/**



# Case Study #1: Matthew (Method 1)

## Verbal

- Matthew
- 10 year-old 5<sup>th</sup> grader
- Mispronounces his /r/'s
- You conduct Advanced Screening....



Student Name MatthewSLP C. RistucciaDate 10-11-05 Age 10Targets: \_\_\_\_\_ Screening # 1

+ for Correct 1 for Stimulable 0 for Not Stimulable

## Prevocalic R Screening

Single Words

Phrases

Sentences

red	+	A red sofa.	+	I bought a red sofa.	+
rock	+	Found a rock.	+	Matt found a rock.	+
rabbit	+	A pet rabbit.	+	I have a pet rabbit.	+
raccoon	+	A raccoon.	+	We saw a raccoon.	+
radio	+	The new radio.	+	The radio is new.	+
Rob	+	Is Rob.	+	My name is Rob.	+
rose	+	A rose bush.	+	Joe cut the rose bush.	+

Total Prevocalic R Correct (out of 20) 20 Percent Correct 100

## AR Screening

Single Words

Phrases

Sentences

art	+	The art.	+	We saw the art.	+
arm	+	Bob's arm.	+	I bumped Bob's arm.	+
arcade	+	Arcade games.	+	I played arcade games.	+

Total AR Initial Correct (out of 9) 5 Percent Correct 55

farm	+	At the farm.	+	We saw animals at the farm.	+
Denmark	+	To Denmark.	+	We will go to Denmark.	+
cart	+	The cart.	+	We pushed the cart.	+

Total AR Medial Correct (out of 9) 8 Percent Correct 88

car	+	The car.	+	Bob played with the car.	+
far	+	Far away.	+	Jill went far away.	+
star	+	A star.	+	We saw a star.	+

Total AR Final Correct (out of 9) 6 Percent Correct 66The Entire World of R™  
Advanced Screening for /r/

## EAR Screening

Single Words

Phrases

Sentences

carache	+	An carache.	+	I had an carache.	+
earring	+	The earring.	+	She put on the earring.	+
earmuffs	+	The earmuffs.	+	I found the earmuffs.	+

Total EAR Initial Correct (out of 9) 9 Percent Correct 100

beard	+	Thick beard.	+	He had a thick beard.	+
steering	+	Is steering.	+	The woman is steering.	+
serious	+	Was serious.	+	The boy was serious.	+

Total EAR Medial Correct (out of 9) 9 Percent Correct 100

deer	+	Two deer.	+	I saw two deer.	+
fear	+	Fear of heights.	+	She has a fear of heights.	+
hear	+	Hear the news.	+	Did you hear the news.	+

Total EAR Final Correct (out of 9) 9 Percent Correct 100

## AIR Screening

Single Words

Phrases

Sentences

heirss	+	The heirss.	+	The heirss is home.	+
airplane	+	An airplane.	+	An airplane goes fast.	+
area	+	This area.	+	This area is open.	+

Total AIR Initial Correct (out of 9) 9 Percent Correct 100

stared	+	We stared.	+	We stared at the house.	+
Paris	+	Went to Paris.	+	Cathy went to Paris.	+
carrot	+	A carrot.	+	Jane ate a carrot.	+

Total AIR Medial Correct (out of 9) 9 Percent Correct 100

bear	+	The black bear.	+	The black bear ate the food.	+
hair	+	Nice hair.	+	You have nice hair.	+
fair	+	At the fair.	+	Bill ate at the fair.	+

Total AIR Final Correct (out of 9) 9 Percent Correct 100

## IRE Screening

	Single Words	Phrases	Sentences	
Initial	ironwood	↓ The ironwood.	↓ She cut the ironwood.	↓
	iron	↓ I ironed.	↓ I ironed the pants.	↓
	Ireland	↓ To Ireland.	↓ We went to Ireland.	↓
	Total IRE Initial Correct (out of 9)		9	Percent Correct 100
Medial	fireman	↓ A fireman.	↓ Today we saw a fireman.	↓
	hired	↓ Got hired.	↓ Jim got hired today.	↓
	expired	↓ Expired today.	↓ The eggs expired today.	↓
	Total IRE Medial Correct (out of 9)		6	Percent Correct 66
Final	tire	↓ With the tire.	↓ We played with the tire.	↓
	wire	↓ Buy some wire.	↓ I need to buy some wire.	↓
	higher	↓ Higher up.	↓ Tom went higher up the hill.	↓
	Total IRE Final Correct (out of 9)		6	Percent Correct 66

## ER Screening

	Single Words	Phrases	Sentences	
Initial	earth	↓ On earth.	↓ We live on planet earth.	↓
	Ernie	↓ Ernie went.	↓ Ernie went home.	↓
	herbal	↓ Herbal tea.	↓ Molly had herbal tea.	↓
	Total ER Initial Correct (out of 9)		8	Percent Correct 88
Medial Stressed	first	↓ On first.	↓ Who's on first base.	↓
	turkey	↓ A turkey.	↓ We bought a turkey.	↓
	mermaid	↓ The mermaid.	↓ The mermaid swam away.	↓
	Total ER Medial Stressed Correct (out of 9)		8	Percent Correct 100
Medial Unstressed	buttercup	↓ Picked a buttercup.	↓ Kim picked a buttercup.	↓
	camera	↓ A camera.	↓ I have a camera.	↓
	wonderful	↓ Wonderful day.	↓ It is a wonderful day.	↓
	Total ER Medial Unstressed Correct (out of 9)		9	Percent Correct 100
Final	father	↓ My father.	↓ My father is home.	↓
	butter	↓ Put butter.	↓ I put butter on the toast.	↓
	tower	↓ The tower.	↓ The tower is tall.	↓
	Total ER Final Correct (out of 9)		9	Percent Correct 100

## OR Screening

	Single Words	Phrases	Sentences	
Initial	orca	↓ Orca whale.	↓ We saw an orca whale.	↓
	ornament	↓ Nice ornament.	↓ Bob bought an ornament.	↓
	Orville	↓ Orville's shoe.	↓ Orville's shoe is new.	↓
	Total OR Initial Correct (out of 9)		9	Percent Correct 100
Medial	form	↓ The form.	↓ We sent in the form.	↓
	thorn	↓ Thorn bush.	↓ The thorn bush stuck me.	↓
	important	↓ An important meeting.	↓ I went to an important meeting.	↓
	Total OR Medial Correct (out of 9)		9	Percent Correct 100
Final	core	↓ Apple core.	↓ Tim found the apple core.	↓
	before	↓ Went before.	↓ We went before the game.	↓
	shore	↓ The sea shore.	↓ The sea shore is fun.	↓
	Total OR Final Correct (out of 9)		7	Percent Correct 77

## RL Screening

	Single Words	Phrases	Sentences	
	pearl	↓ A pearl necklace.	↓ I have a pearl necklace.	↓
	curl	↓ Curl my toes.	↓ I like to curl my toes.	↓
	world	↓ Of the world.	↓ He has a map of the world.	↓
	girls	↓ The girls.	↓ The girls are nice.	↓
	Total RL Correct (out of 12)		12	Percent Correct 100

+ for Correct 1 for Stimulable 0 for Not Stimulable

## Retracted / Retroflexed

### Notes

Needs to open mouth wider

more tone - need to add prosody

Student Name Matthew  
 SLP C. Restuccia  
 Date 10-11-05 Age 10  
 Targets: \_\_\_\_\_ Screening # 1

+ for Correct 1 for Stimulable 0 for Not Stimulable

## Advanced Screening for /r/: Initial Blends

### Initial Dr Blends

Single Words

Phrases

Sentences

dream	+	A bad dream.	I had a bad dream.	
dry	+	Dry a dish.	Ted dried the dish.	
drum	+	Play the drum.	I play the drums.	

Total Dr Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

### Initial Pr Blends

Single Words

Phrases

Sentences

prize	+	A prize.	Jo bought the prize.	
prune	+	Ate the prune.	I ate the prune.	
print	+	Printed the book.	Bob printed the book.	

Total Pr Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

### Initial Kr Blends

Single Words

Phrases

Sentences

crib	+	In the crib.	The baby slept in the crib.	
crash	+	By the crash.	Today the bike crashed.	
crumb	+	A cookie crumb.	Sam ate the cookie crumb.	

Total Kr Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

### Initial Br Blends

Single Words

Phrases

Sentences

Brad	+	Saw Brad.	I saw Brad today.	
brown	+	Likes brown.	Bill likes brown.	
bridge	+	On the bridge.	We went on the bridge.	

Total Br Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

### Initial Gr Blends

Single Words

Phrases

Sentences

grape	+	Ate a grape.	Pam ate a grape.	
great	+	A great time.	Ted had a great time.	
green	+	A green towel.	Jane bought a green towel.	

Total Gr Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

### Initial Tr Blends

Single Words

Phrases

Sentences

trap	+	In the trap.	The animal went in the trap.	
trash	+	The trash.	She took out the trash.	
truck	+	By the truck.	Alex stood by the truck.	

Total Tr Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

### Initial Thr Blends

Single Words

Phrases

Sentences

thread	+	Spool of thread.	I have a spool of thread.	
three	+	Count to three.	Matt counted to three.	
throat	+	My throat.	I cleared my throat.	

Total Thr Initial Correct (out of 9) \_\_\_\_\_ Percent Correct 100

## Initial Shr Blends

Single Words

Phrases

Sentences

shrank	+	Shrank the clothes.	Jim shrank the clothes.	
shrub	+	By the shrub.	The ball went by the shrub.	
shrug	+	Shrugged his shoulders.	Jake shrugged his shoulders.	
Total Shr Initial Correct (out of 9)			Percent Correct	100

## Initial Str Blends

Single Words

Phrases

Sentences

string	+	Played with string.	The cat played with string.	
strung	+	Strung the lights.	Joe strung the lights.	
straw	+	A straw hat.	Jake wore a straw hat.	
Total Str Initial Correct (out of 9)			Percent Correct	100

## Initial Fr Blends

Single Words

Phrases

Sentences

frozen	+	The frozen ice.	The ice was frozen.	
Friday	+	On Friday.	We will go on Friday.	
frog	+	A frog.	A frog jumped in the pond.	
Total Fr Initial Correct (out of 9)			Percent Correct	100

## Initial Spr Blends

Single Words

Phrases

Sentences

spring	+	Spring time.	Spring time is here.	
sprung	+	The plant sprung.	The plant sprung up.	
sprinted	+	Sprinted down.	He sprinted down the hall.	
Total Spr Initial Correct (out of 9)			Percent Correct	100

+ for Correct 1 for Stimulable 0 for Not Stimulable

### Notes

No problem with blends.





# Matthew Results-Baseline Results Page

Prevocalic R	AR Initial	AR Medial	AR Final	EAR Initial	EAR Medial	EAR Final	AIR Initial	AIR Medial	AIR Final	IRE Initial	IRE Medial	IRE Final	ER Initial	ER Medial	ER Medial Stressed	ER Medial Unstressed	ER Final	OR Initial	OR Medial	OR Final	RL	Target
100	55	88	66	100	100	100	100	100	100	100	66	66	88	88	100	100	100	100	77	100		

- Student uses retracted /r/.
- Successfully produces all initial /r/ blends.





# What targets are options for Matthew?

Prevocalic R	AR Initial	AR Medial	AR Final	EAR Initial	EAR Medial	EAR Final	AIR Initial	AIR Medial	AIR Final	IRE Initial	IRE Medial	IRE Final	ER Initial	ER Medial Stressed	ER Medial Unstressed	ER Final	OR Initial	OR Medial	OR Final	RL
100	55	88	66	100	100	100	100	100	100	100	66	66	88	88	100	100	100	100	77	100

- [ar] Final 66%
- [or] Final 77%
- [ire] Medial 66%
- [ire] Final 66%

# Note Correctly Produced /r/ Words

- Use for natural tongue position establishment
- Warming up for production practice
- Are possible targets
- Can send home words for homework



# Matthew's goals

**IEP Goals** Matthew will produce [ar], [ire], and [or] with 80% accuracy over 5 Consecutive therapy sessions as measured by SLP tally and probe test.

**Working File Goals** Matthew will produce [ar] initial, medial, and final word positions with 80% accuracy over 5 Consecutive sessions. [ar] final is the first target followed by [ar] initial. Matthew will open his mouth wider during [ar] productions.



# Evaluation Review

**Goal:** To find a correct production

- Using the correct production establish whether the students naturally uses a retroflex vs. retracted /r/.
- Choose an appropriate target within the same sound family in which the correct word was produced.



# Review: Evaluation and Target Selection

- Evaluate all variations of /r/.
- Interpret the evaluation results.
- Choose one intervention target by determining allophone with highest chance of improvement.
- Write goals and objectives.



# Ways to Measure Student Progress:

- Briefly review previously mastered targets to check for retention.
- Use advanced screening tool to collect current data and evaluate direction of therapy.
- Use Daily Data Collection and Daily Tally Sheets to measure progress day to day.



# In Public Schools Working with Groups is a Reality

- Attempt to schedule all /r/ students together.





# Reasons for Lack of Progress: Chronic /r/ Students

- Traditional approach was taught with lack of target/wrong target.
- Student taught incorrectly (er red, er run)
- Student taught unnatural tongue position.
- Speech has become effortful.





# Dismissal Criteria

- When students can produce all /r/ allophones with at least 80% mastery at the sentence level.
- When students, parents, and teachers report it is no longer a problem.
- When articulation needs can be addressed at home or in the classroom.



# Questions?



# Handout & References

[www.sayitright.org/resources](http://www.sayitright.org/resources)