



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/.**

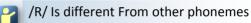


Using a phonemic approach to /r/ remediation will greatly assist you in meeting the needs of your students



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





There is no consistent placement as there is for other phonemes



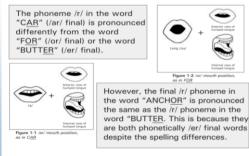


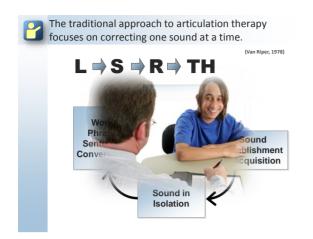


The traditional approach has not proven to be very effective when evaluating and treating R.



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





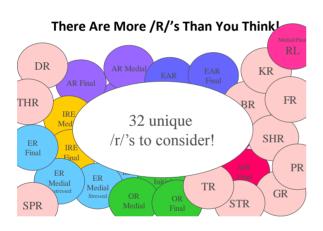
The lack of a comprehensive remediation strategy has four primary causes:

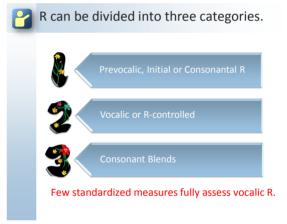


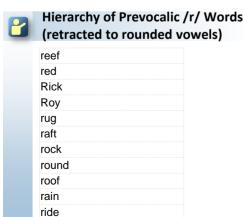




Deficiencies in education







Overview of Vocalic R's

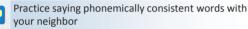
[er] Ernie buttercup feather	[or] Orville corn four	[ar] Archie barn star
[air]	[ire]	[ear]
Erin	Ireland	Erie
ferry	fire	cereal
fair	fireman	deer

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

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

Traditional **Approach Probe** List Sample

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



Phonemic Approach

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



1	Final Position	Medial Position	Initial Position
1	car	barefoot	ribbon
Tradit	fear	buttercup	run
	four	thorn	rain
Appr	butter	wireless	race
1	software	barn	ring
-			
vers	Final AIR	Medial AIR	Initial AIR
1	millionaire	dairy	Arizona
Phone	square	ceremony	Erin
Cons	scare	haircut	heiress
Аррі	tear	barefoot	arrowhead
	pair	stairs	aerosol

itional roach

rsus

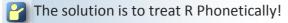
eticallysistent roach

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?







P Benefits of using a phonetically-based approach:



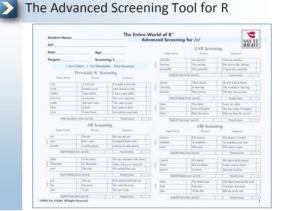
Evaluates
 all variations of R
 Provides
 a starting point for treatment

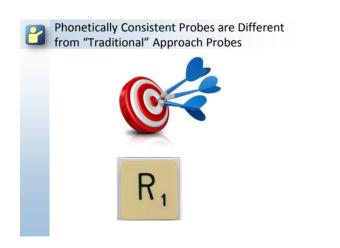
Targets
 individual needs

o Reduces time in therapy

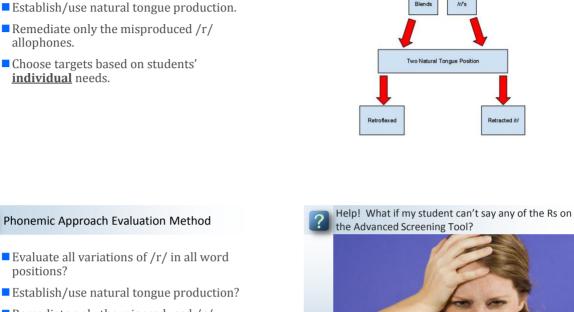
o Measures student progress







How to decide which tool to use: 21 Word Screening Tool Advanced Screening for R You have 2 No Rs are You have Most Rs are correct on or more limited correct the 21 Word possible time Tool targets Interfering The case is You want The student disorders particularly more can't read are present challenging information



Remediate only the misproduced /r/ allophones?

Phonemic Approach Evaluation

word positions.

Evaluate all variations (31) of /r/ in all

Choose targets based on students' individual needs?

Screening Tools

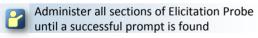
Vocalio /r/'s

prevocalic /r/

Medial and Final



There are 2 variations of EWR Elicitation







			-
	Prob	o #	
of Birth:			
+ : Cor	rect 1: Stimu	lable 0 : Inc	on
	Bilabials (/p	o, b/)	
initial	rectal	final	
earp	pearp	pier	٦.
earb	bearb	beer	1
	abiodentals (f, v/)	_
earf			

Date	P	robe #	
Date of Birth:			
	Initial /r/	hop	tub
row /ro/			
rip /rı/			
red /re/			
rain /re/			
reef /ri/			
raft /ræ/			
rida (mal			

Screening Process

Write down correctly produced /r/ words

Have student say a correctly produced /r/ word

Attempt to establish natural tongue position

Screen student

Why Evaluate /r/ in a Comprehensive

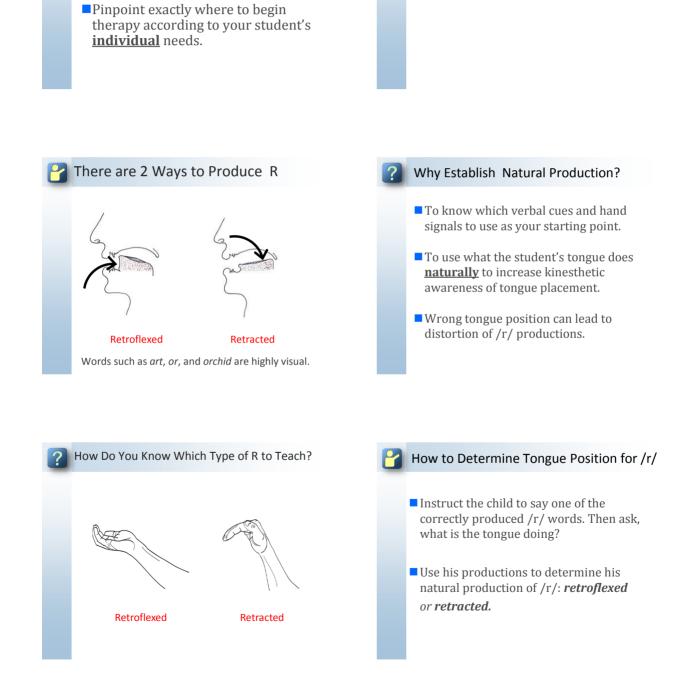
Manner?

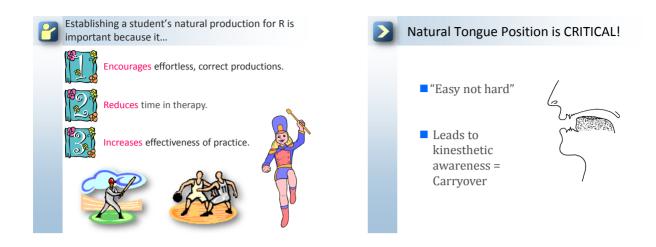
To find a starting point for treatment.

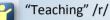
Research shows that *almost all*

students can produce

at least 1 type of /r/. (Curtis & Hardy, 1959; Ristuccia, 2005).







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

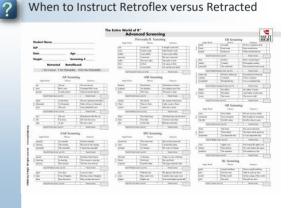


... equivalent to teaching a child who is right handed write with the left hand

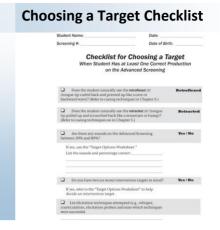
Establishing Natural Production Example: Brock

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.







Target O	otions	Wo	rkshee	t
	Shadoret Name:		Date:	
	Screening #7	arget Options	Worksheet	
	Option 1 junt #	hroninge	Possible Elicitation Techniques	
	Option 2 Seat #	hrontage		
	Option 3 feast p	hereninge		
	Target =		attenade for the colory this larget	1
	fills in a fight and a			

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.

	tudent Name_				The Entire			ad Screeni	ng foi	/r/		SAY	ä
	LP_ C. R.;		ciA.							EAR Scree	nine		'n
D	ate 10-11-0	s	Age	10)			Single Words		Phrases		Sentences	
ъ	argets:		Scree	ning	. 1			earache		An earache.		I had an earache.	
			1. C. Columbal		for Not Stimulable		1	earring	T	The earring.	1	She put on the earring.	
								earnuffs	4	The earmuffs.	7	I found the earmuffs.	
		Prev	ocalic R Sc	reen	ing			Total EAR I	nitial Correct	(out of 9)	9	Percent Correct	C
	Single Words		Phrases		Sentences								_
	red	4	A red sofa.	1	I bought a red sofa.	4		beard		Thick beard.	+	He had a thick beard.	
	rock		Found a rock.	-	Matt found a rock.	+	1	steering		Is steering.		The woman is steering.	_
	rabbit	1	A pet rabbit.	1	I have a pet rabbit.	-		serious	+	Was serious.	+	The boy was serious.	_
	raccoon		A raccoon.		We saw a raccoon.	+		Total EAR I	Medial Correct	(out of 9)	9	Percent Correct	I¢
	radio	+	The new radio.	L	The radio is new.	4		deer	1.	Two deer.	Ť4	I saw two deer.	-
	Rob		Is Rob.	6	My name is Rob.	+	3	fear		Fear of heights.		She has a fear of heights.	
	rose		A rose bush.	+	Joe cut the rose bush.	+		hear		Hear the news.	1	Did you hear the news.	-
	Total Prevocal	ic R Con	AR Scree	120 ming		100			Final Correct	(aut of 9)	9 2010	Percent Correct	1
	Total Prevocal	ic R Cen		-							9 enin	Percent Correct	1
			AR Scree	ning				Total EAR I		(atof9) AIR Scree	9 enin	Percent Correct	1
1	Single Words	+	AR Scree Phrases	ning	Nerds Contra		1	Total EAR I Single Words	+	(at of 9) AIR Scree Phrases		Percent Correct	1
-	Single Words	+	AR Scree Phrases The art.		We saw the art.	1	1	Total EAR I Single Hords [heiress	+	AIR Screen Phrases	+	Persent Correct	1
and a	Single Words	+ + + +	AR Scree Phrases The art. Bob's arm. Arcade games.		We saw the art. I bumped Bob's arm. I played arcade games.	1	1	(Total EAR) Single Hords heiress airplane area	+	(act of 9) AIR Screen Phrases The beiress. An airplane. This area.	*	Persent Correct	
m	Single Words art arm arcade	4 4 4 Const	AR Scree Phrases The art. Bob's arm. Arcade games.	1 1 +	We saw the art. I bumped Bob's arm. I played arcade games.	1 1 4 55	1	(Total EAR) Single Hords heiress airplane area	+ +	(at of 9) AIR Screen Phrases The beiress. An airplane. This area. (at of 9)	*	Persent Correct	
and the second s	Single Wonds art arm arcade Total AR Initial	+ + + Conect	AR Scree Phrases The art. Bob's arm. Arcade games. gat of h	1 1 +	We saw the art. I bumped Bob's arm. I played arcade games. Pacaet Consci	1 1 4 55	and the	Total EAR I Single Hords heiress airplane area Total AR	+ + + tribal Conset	(at of 9) AIR Screen Phrases The beiress. An airplane. This area. (at of 9)	*	Persent Correct g Scentroces The heirress is home. An airplane goes fast. This area is open. Persent Correct we stared at the house.	
Andre	Single Wonds art arcade ToprAR Inter farm	+ + + Const	AR Scree Phrases The art. Bob's arm. Arcade games. (at of it) At the farm.	1 1 +	We saw the ar. 1 bumped Bob's arm. 1 played arcade games. Pagent Correct We saw animals at the far We saw animals at the far	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Actual Accel	Total EAR I Single Hond heiress airplane area Total AR Stared	+ + + tribal Consci	(act of #) AIR Screen Phrases The heiress. An airplane. This area. (act of #) We stared.	+++++++++++++++++++++++++++++++++++++++	Persent Correct g Sentences The heirress is home. An airplane goes fast. This area is open. Persent Correct We stared at the house.	
And	Single Wonds art arm arcade Star AR Initial farm Denmark	4 4 9 Const	AR Scree Phrases The art. Bob's arm. Arcade games. Iotof't) At the farm. To Denmark. The cart.		We saw the art. I burned Bob's arm. I played arcade games. Pesent Corest We saw animals at the fam We will go to Denmark. We pushed the cart.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	tanda hand	Total EAR1 Single Words heiress airplane area Total AR Stared Paris carrot	+ + + tribal Consci	(at of 9) AIR Screet Phener The heiress. An airplane. This area. (out of 9) We stared. Went to Paris. A carrot.	+++++++++++++++++++++++++++++++++++++++	Preset Correct g Senimces The beiress is home. An airplane goes fast. This area is open. Persent Const. Persent Const. Vestared at the house. Cathy went to Paris. Jane ate a carrot.	
	Single Words art arcade Tour AR Islan Denmark cart	+ + + - + - 	AR Scree Phrases The art. Bob's arm. Arcade games. Iotof't) At the farm. To Denmark. The cart.	1 1 + 5 + + +	We saw the art. I burned Bob's arm. I played arcade games. Pesent Corest We saw animals at the fam We will go to Denmark. We pushed the cart.	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	And And	Total EAR1 Single Words heiress airplane area Total AR Stared Paris carrot	intai Conect	(act of 9) AIR Screen Phonors The heiress. An airplane. This area. (out of 9) We stared. We stared. Went so Paris. A carrot. at (set of 9)	+++	Preset Correct g Senimces The beiress is home. An airplane goes fast. This area is open. Persent Const. Persent Const. Vestared at the house. Cathy went to Paris. Jane ate a carrot.	
	Single Honds art arm arcade farm Deemark cart (Stat AR Made	+ + + Connet	AR Scree Phrases The art. Bob's arm. Arcade games. (auto'l) At the farm. To Denmark. The cart. (aut of l)	ning	We saw the art. I burnped Bob's arm. I played arcade games. Penet Covert We saw animals at the far We will go to Denmark. We pushed the cart. Preset Covert	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		Total EAR) Single Words heiress airplane area Total AR Stared Paris carrot Total AR	intai Conect	(at d9) AIR Screet Phones The heiress. An airplane. This area. (out of 9) We stared. Went so Paris. A carrot. a (out of 9) The black bear.	+++ 0 +++	Present Connect Sentences The heiress is horne. An airphane goes fast. This area is open. Present Connet We stared at the house. Cathy went to Paris. Jame area carrot. Present Connet Present Connet	
Freed Andread	Single Words art arm arcade TotarAR visat Denmark cart Coar AR Made Car	+ + + + Conet + + + + +	AR Scree Phrases The act. Bob's arm. Arcade games. act of the At the farm. To Denmark. The cart. (act of the The cart.	ning	We saw the art. I burged Bob's arm. I played acade games. Peoset Corest We saw animals at the far We saw animals at the far We saw animals at the far We pushed the cart. Proset Corest Bob played with the car.	25 m + 1 / 28	france annualed	Toui EARI Single Hord heiress airplane area stared Paris carrot Tou/AR bear	initial Consect	(at d9) AIR Screet Phones The heiress. An airplane. This area. (out of 9) We stared. Went so Paris. A carrot. a (out of 9) The black bear.	+++	Paraet Correct Paraet Correct S Servinces The heiress is home. An airphane goes fast. This area is open. Vestared at the house. Cathy went to Paris. Jane at a carrot. The black hear at the fo	



Transfer Advanced Screening Results Choose Baseline **Results** Page



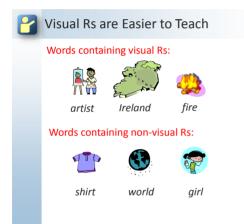


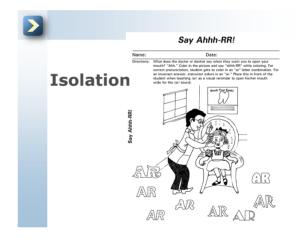


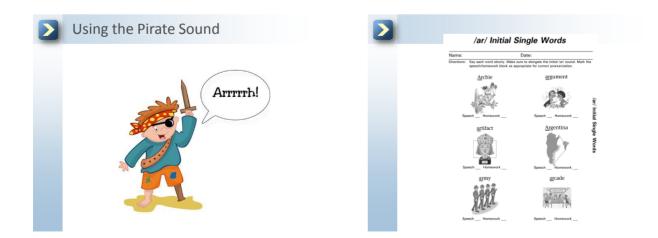
Utilize Phonetically Consistent Probe Lists for Production Practice (Method one)

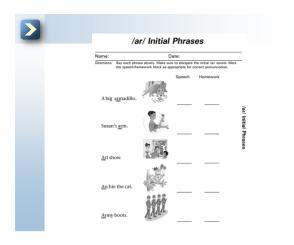
- AR visual teaching tools
- AR auditory environmental sounds.
- AR initial single word probe lists
- AR initial phrases
- AR initial sentences
- AR initial stories
- AR Mixed complexity practice

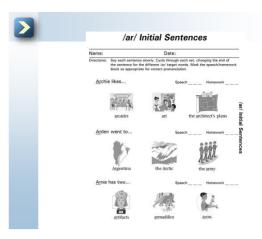
AR Visual Teaching Tools





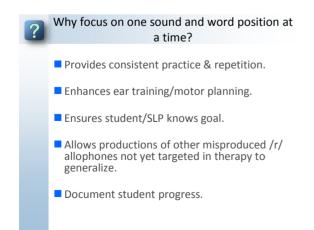


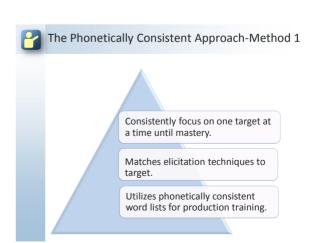


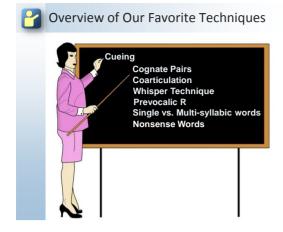


	<u>AR</u> CHIE'S <u>AR</u> T	
Review the follow	ving words:	
<u>Ar</u> den	Arion	<u>ar</u> tist
Archie	arcade	art
arm-in-arm	<u>ar</u> mful	
and saw <u>Ar</u> chie, the lost. Both Tim and town, the <u>artist</u> saw found his <u>art</u> supplie the money on game	in the town of <u>Ar</u> ion. One d cat, playing with some <u>art</u> s <u>Arden picked up an armfu</u> them and gave them some s. Then, Tim and <u>Arden we</u> s and snacks. Finally, Tim a ve had such a fun day.	supplies that someone had if of pallets and paints. In money because they had nt to the <u>ar</u> cade and spent
With what was Arch	ie the cat playing?	
Who gave them mo	ney?	
What did Arden and	d Tim do with the money? _	









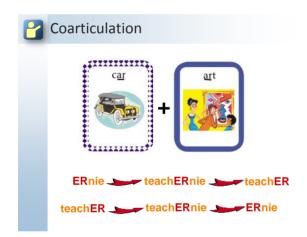
Coarticulation

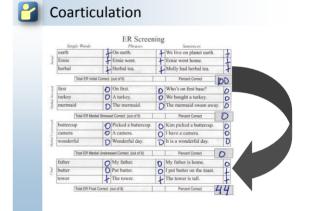
Works best with a correctly produced final word and a misproduced initial word (or vice versa)

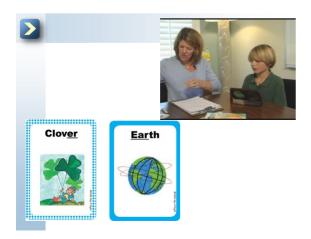
Review baseline screening results page

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.







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

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

Example:



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

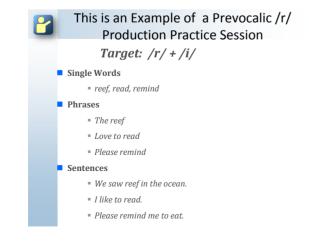
- Prevocalic /r/
- Initial /r/ blends

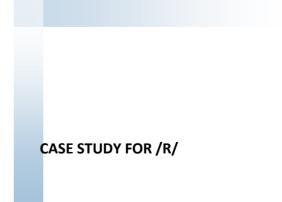
Remediation of (Prevocalic /r/)

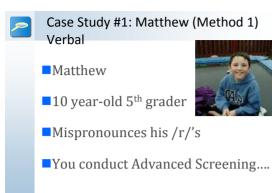
Have student use a **mirror** so that she can see her own mouth. This is important to eliminate any lip rounding and ensure that the student is producing both the /r/ plus the vowel.



🖓 Cueing Example: Jordan







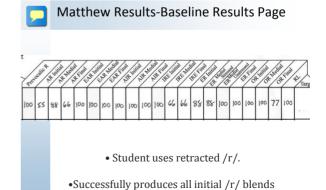
Verbal Review

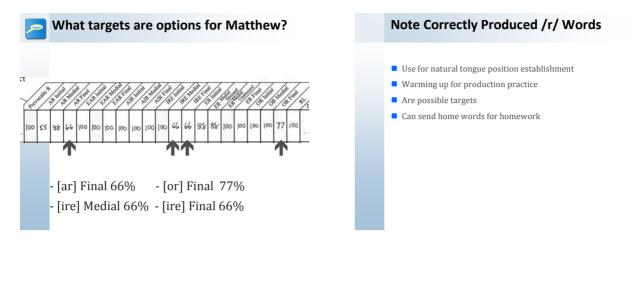
	udent Name_	N	1 then 1		The Entire							X	ŝ
					A	dvo	ince	d Screening	g fo	r /r/		SAY	
	1. C. R.			-						EAR Screet	ning		-
D	ate 10-11-0	5	Age_	10)			Single Words		Phrases		Sentences	
Te	argets:		Scree	nina	. 1			carache		An earache.		I had an earache.	
			1.0-04-1-1-1		for Not Stimulable		3	earring	7	The earring.	1	She put on the earring.	
	+ Ior Co							carnuffs	4	The earmuffs.	7	I found the earmuffs.	
		Pre	vocalic R Sc	reen	ing			Time FAR Info	Correct	Sout of \$1	9	Percent Correct	2
	Single Words		Phrases		Sentences								
	red	1.	A red sofa.	T.	I bought a red sofa.	1.1	1	beard		Thick beard.	+	He had a thick beard.	
	rock		Found a rock.		Matt found a rock.	분	1	steering		Is steering.	+	The woman is steering.	
	rabbit		A pet rabbit.		I have a pet rabbit.	+	-	serious	+	Was serious.	+	The boy was serious.	
	raccoon		A raccoon.	+	We saw a raccoon.	#		Total EAR Med	ial Conec	t faut of \$0	9	Percent Correct	1
	radio	1	The new radio.		The radio is new.	1		deer	-	Two deer.	14	I saw two deer.	
	Roh	1	Is Rob.		My name is Rob.	+	3	fear		Fear of heights.	+	She has a fear of heights.	
	rose		A rose bush.		Joe cut the rose bush.	+	- 2	hear		Hear the news.	+	Did you hear the news.	
	Total Previous	lic R Car	AP Scree	20		00		Total EAR Fina	(Conect		9	Percent Correct	
	Single Words	lic R Car	AR Scree Phrases	-				Total EAR Fina Single Words	é Conect	(aut of 9) AIR Scree Phrases	9 enin		
			AR Scree	ning						AIR Scree	9 enin	g Sentences	
1	Single Words		AR Scree Phrases	ning	Needs to per		1	Single Words	+	AIR Scree Phrases		g Sentences	
-	Single Words	4	AR Scree Phrases The art.		We saw the art.	1) 11	1	Single Words	+	AIR Scree Phrases The heiress.	+	g Sentences The heiress is home.	
-	Single Words art arm	+++++++++++++++++++++++++++++++++++++++	AR Scree Phrases The art. Bob's arm. Arcade games.		We saw the art. I bumped Bob's arm. I played arcade games.	1.30	1	Single Words heiress airplane	+ +	AIR Scree Phraser The heiress. An airplane. This area.	+	g The heiress is home. An airplane goes fast. This area is open.	
-	Single Words art arm arcade	+ + +	AR Scree Phrases The art. Bob's arm. Arcade games.	1 1 +	We saw the art. I burnped Bob's arm. I played arcade games.	1000 - 40000 - 4000 - 4000 - 4000 - 4000 - 4000 - 4000 - 4000 - 4	1	Single Words heiress airplane area	+ +	AIR Scree Phraser The heiress. An airplane. This area.	+	g Sentences The heiress is home. An airplane goes fast. This area is open.	
	Single Wonds art arm arcade Total AR Initial	+ + + +	AR Scree Phrases The art. Bob's arm. Arcade games. (actor(1))		We saw the art. I burped Bob's arm. I played arcade games.	1000 - 40000 - 4000 - 4000 - 4000 - 4000 - 4000 - 4000 - 4000 - 4		Single Hords heiress airplane area [toai AIR mb	+ 1 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	AIR Scree Phrases The heiress. An airplane. This area. (out of 8)	++++	g Seniences The heiress is home. An airplane goes fast. This area is open. Percent Coned We stared at the house.	
and the second	Single Wonds art arm arcade Tota AR inter farm	+ + + t Const	AR Scree Phrases The act. Bob's arm. Arcade games. (at of f) At the farm.		We saw the art. I burnped Bob's arm. I played arcade games. Percet Correct	+ + + +	And here	Single Houls heiress airplane area [tosiAR htt stared	+ + + # Conso + +	AIR Scree Phrases The heiress. An airplane. This area. (out of 9) We stared.	+++++++++++++++++++++++++++++++++++++++	g Seniences The heiress is home. An airplane goes fast. This area is open. Percent Coned We stared at the house.	
And And	Single Wondr art arm arcade Star AR initial farm Denmark	+ + + 1Conect	AR Scree Phrases The art. Bob's arm. Arcade games. Intoff) At the farm. To Donmark. The cart.		We saw the art. Thurped Bob's arm. Thurped Bob's arm. Thurped Bob's arm. Passet Conset We saw animals at the farm We will go to Demmark. We pushed the cart.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	And Made	Songle Hords heiress airplane arca TopiAR no Stared Paris	4 9 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	AIR Scree Pheases The heiress. An airplane. This area. (act of 9) We stared. Went to Paris. A carrot.	+++++++++++++++++++++++++++++++++++++++	g Senimes is home. An airplane goes fast. This area is open. Persent Gonst We stared at the house. Cathy went to Paris. Jane ate a carrot.	
And And	Single Words art arm arcade Tour AR Initia farm Denmark cart	+ + + IConstit + +	AR Scree Phrases The art. Bob's arm. Arcade games. Intoff) At the farm. To Donmark. The cart.	ning	We saw the art. I burged Bob's arm. I played acceled games. Pacet Const. We saw animals at the farm We will go to Denmark. We pushed the cart. Pacet Const. Bob played with the car.	1 + + 1 1 + + 1 1 + + 1	And And	Single Hords heiress airplane area [tosiAR inti stared Paris carrot	4 9 4 Consci 4 4 4 del Cone	AIR Scree Phraser The heiress. An airplane. This area. (out of B) We stared. Went to Paris. A carrot. et (out of B)	+++	g Senimes is home. An airplane goes fast. This area is open. Persent Gonst We stared at the house. Cathy went to Paris. Jane ate a carrot.	
the last the last	Single Honds art arm arcade farm Denmark cart (Stat AR Medi	+ + + i Conset	AR Scree Phrases The art. Bob's arm. Arcade games. Jost of F) At the farm. To Denenark. The cart. t (out of F)	ning	We save the arr. I burnped Bob's arm. I played acade games. Passet Const. We will go to Denmark. We will go to Denmark. We will go to Denmark. Passet Const.	1 + + 1 1 + + 1 1 + + 1		Single Words heiress airplane area [Total ARI Inti stared Paris carrot [Total ARI Ma	+ + + # Conso # 4 dis Conso	AIR Scree Pheases The heiress. An airplane. This area. (act of 9) We stared. Went to Paris. A carrot.	+++	8 Sentences The heiress is home. An airplane goes fast. This area is open. Proset Const We stared at the house. Cathy went to Paris. Jane ate a carrot. Preset Const Preset Const	
Faul Machael Annual	Single Words art arm arcade Star AR total Denmark cart Star AR Made Car	+ + + iConet	AR Scree Phrases The art. Bob's arm. Arcade games. Jat d'b) At the farm. To Denmark. The cart. (jat d'b) The cart.	1 1 4 4 4 7 1 8 4 1 8	We saw the art. I burged Bob's arm. I played acceled games. Pacet Const. We saw animals at the farm We will go to Denmark. We pushed the cart. Pacet Const. Bob played with the car.	28 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Total Andre	Single Honds heiress airplane area [tota AR htt stared Paris carrot [tota AR htt (tota AR htt (tota AR htt (tota AR htt) (tota AR ht) (tota	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	AIR Scree Phones The heiress. An airplane. This area. (ad off) We stared. Went to Paris. A carrot. a (ad off) The black bear.	+++	Sentroces Sentroces The heiress is home. An airplane goes fast. This are is open. Perant Const We stared at the house. Cathy sent to Paris. Jane at a carrot. Y Perant Const The black hear at the fo	



Date 10-11	-05 Age	10	Single Words	Physics	Sentences
argets:	Screen	ing # 1	dream	A bad dream.	I had a bad dream.
			dry	4 Dry a dish.	Ted dried the dish.
		0 for Not Stimulable	drum	+ Play the drum.	I play the drums.
+ for Correc	et 1 for Stimulable	0 for Not Stimulable	Total Dr Initial	Correct (out of P)	Percent Correct / C
	Initial Pr Blo	ends		Initial Kr Bl	ends
Single Words	Phrases	Sentences	Single Words	Physics	Sentences
prize	A prize.	Jo bought the prize.	crib	4- In the crib.	The baby slept in the crib.
prune	+ Ate the prune.	I ate the prune	crash	1 By the crash.	Today the bike crashed.
print	+ Printed the book.	Bob printed the book.	crumb	A cookie crumb.	Sam ate the cookie crumb.
Total Printial Single Hondr Brad	Carreet (out of %) Initial Br Blo Phraser + Saw Brad.	Percent Conect [CrC]	Single Hords	Initial Gr Bl Phrases	Persent Correct 7
Single Words	Initial Br Blo Phrases	ends Sentencer	Single Words	Initial Gr Bl	ends Semences
Single Hords Brad	Initial Br Blo Phrases	ends Sentences	Single Words grape	Initial Gr Bl Phrases	ends Sentences
Single Hords Brad brown	Initial Br Blo Parases + Saw Brad. + Likes brown.	ends Sentences I saw Brad today. Bill likes brown.	Single Honds grape great	Initial Gr Bl Phrases 4 Are a grape. 4 A great time.	ends Sentences Pam ste a grape. Ted had a great time.
Single Hords Brad	Initial Br Ble Phrases + Saw Brad. 5 Likes brown. + On the bridge.	Sources Sources I saw Brad today. Bill likes brown. We went on the bridge.	Single Words grape great green	Initial Gr Bl Phrases	ends Sentences Pam ate a grape. Ted had a great time. Jane bought a green towel.
Single Hondr Brad brown bridge That Brinna C	Initial Br Ble Phraser + Saw Brad. + Likes beown. - On the bridge. aread (ad of) Initial Tr Ble	Sentences Sentences I saw Brad today. Bill Bice brown. We went on the bridge. Twent Curred I LCC ends	Single Hords grape great green [Star Grintar	Initial Gr Bl Phrases A great time. A great time. A green towel. Connet (set of th) Initial Thr B	ends Sensorces Parm set a grape. Ted had a grape time. Jace bought a green towel. NewserConst 1 C
Single Hordr Brad brown bridge	Initial Br Ble Phrases Saw Brad. 5 Likes beown. 4 On the bridge. orned (out of 8)	I saw Brad today. Bill likes brown. We went on the bridge. hwant Const.	Single Words grape great green	Initial Gr Bl Phrases A a grape. A great time. A grean towel. Gomet (set of th) Initial Thr B Phrases	ends Senoces Para site a grape. Ted had a great time. Jane bought a green towel. Parant Correct
Single Hondr Brad brown bridge That Brinna C	Initial Br Ble Pleases + Saw Brad. + Case brown. + On the bridge. and (bd of th) Initial Tr Ble Pleases + In the trap.	Sentences Sentences I saw Brad today. Bill likes brown. We went on the bridge. Twent Curred I LCC ends	Single Hords grape great green [Star Grintar	Initial Gr Bl Phrases A As a grape. A green time. A green towel. Const (not of 9) Initial Thr B Phrases Spool of thread.	ends Sensorces Parm set a grape. Ted had a grape time. Jace bought a green towel. NewserConst 1 C
Single Honds Brad brown bridge <u>(Single Honds)</u> Single Honds	Initial Br Ble Phraser Saw Brad. Saw Brad. Likes beown. Ch the bridge. ornet and of the Phraser fin the trap. The trap. The trap.	Inds Seamcer I are Brad today. Bill likes brown. We were not the bridge. Preast Greet Edit Seamcorer The minnal were in the trap. She took out the trans.	Single Words grape great fstar Grintar Single Words	Initial Gr Bl Phrases + As grape. + A great time. + A great time. + A great time. - A	ends Senoves Para ste a grape. Teil that a grant time. Jane longita a grant time. Jane longita a grant time. Jane longita a grant week. Index Senoves Senoves I have a spool of thread. Mate counted to three.
Single Hords Bead brown bridge [Star for Instar C Single Hords trap	Initial Br Ble Pleases + Saw Brad. + Case brown. + On the bridge. and (bd of th) Initial Tr Ble Pleases + In the trap.	I save Break today.	Single Hords grape great green [Stat G i Har Single Hords thread	Initial Gr Bl Phrases A As a grape. A green time. A green towel. Const (not of 9) Initial Thr B Phrases Spool of thread.	ends Sensores Para site a grape. Feel had a green towel. Jane bought a green towel. Heaves Genet 1 [2] Invest Genet 2 [2] Sensores [1] have a spool of thread.
Single Hondr Brad boown bidge (Sau & Insur 2 Single Hondr trap trap trap	Initial Br Ble Phraser Saw Brad. Saw Brad. Likes beown. Ch the bridge. ornet and of the Phraser fin the trap. The trap. The trap.	Inds Seamcer I are Brad today. Bill likes brown. We were not the bridge. Preast Greet Edit Seamcorer The minnal were in the trap. She took out the trans.	Single World graps great great great Single Hunde thread thread throat	Initial Gr Bl Phrases + As grape. + A great time. + A great time. + A great time. - A	ends Senoves Para ste a grape. Teil that a grant time. Jane longita a grant time. Jane longita a grant time. Jane longita a grant week. Index Senoves Senoves I have a spool of thread. Mate counted to three.







IEP Goals Matthew will produce [ar], [ire], and [or] with 80% accuracy over 5 Consecutive therapy sessions as measured by SLP taily and probe test: Working File Goals Matthew will produce [ar] initint, Medial, and final word positie with 80% accuracy over 5 consecutive Sessions. [ar] final is the first target full by [ar] initial. Matthew will open his Mac wider during [ar] productors.	Matthe	w's goals
and Eori with 80% accuracy over 5 <u>Consecutive theory sessions as measured</u> by SLP tuily and probe test: <u>Working File Goals</u> Matthew will produce Eari initiat, Medual, and final word positie with 80% accuracy over 5 consecutive <u>Sessions</u> . Eari Final is the first target full by Eari initial. Matthew will open his Max	IED Coolo	M. W. will on the fart first
by SLP taily and probe test: Working File Goals Matthew will produce [ar] initial, Medual, and finel word positive with 80% accuracy over 5 consecutive Sessions. Earl final is the first taget full by Earl initial. Matthew will open his Max	and [or]	with 80% accuracy over 5
Working File Goals Matthew will produce [ar] initine, Medual, and finel word positive with 80% accuracy over 5 consecutive Sessions. Ear] final is the first target full by Ear] initial. Matthew will open his Max		17
Ear] INITIAL, Medial, and final word positive with 80% accuracy over 5 consecutive Sessions. Ear] final is the first taget full by Ear] initial. Matthew will open his Mac		
With 80% accuracy over 5 consecutive Sessions. Ears Find is the first taget Full by Ears initial. Matthew will open his Mac		
by Ears initial. Matthew will open his mou		with 80% accuracy over 5 Consecutive
		sessions. Ears Final is the first target follo

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.



- 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.



Handout & References

www.sayitright.org/resources