



All about the /R/ sound

- The /R/ is a sound made by pulling back your tongue and humping it back while lifting the tip slightly.
- This is the growling dog sound (grrrr).

Some common errors for the /R/ sound

- Some children use a /w/ for /r/ (“cwayon” for “crayon”)

Awareness to develop a child’s recognition of the /R/ sound in everyday conversations

- Emphasize the /R/ sound in your speech
Example: Adult: “Look at that crack. Listen, crrrrrack. Crack has the /r/ sound.”
- Emphasize /R/ words within your child’s speech
Example: Child: “I need a different cwayon.” Adult: “Cwayon? Oh, crrrrayon. They’re in the drawer.”

Cue child’s production of /R/ using corrective feedback strategies in everyday conversations

Child says: “cwayon” (for crayon)

Adult responds with a strategy that best fits the moment:

Provide a good Model of the /R/ by saying the word again slowly and clearly: “Crayon.”

Provide a Visual Cue: Point to your cheek and emphasize the /r/ sound as you say “Crrrrrayon.”

Provide a Verbal Cue: “Listen to the /R/ sound. Crayon. I use the back of my mouth to make the /R/.”

Provide Feedback: “I saw your lips rounding when you made the /R/ sound.”

Use a Communication Breakdown technique: “Do you mean “cwayon” or “crayon?”

Target Sound Practice designed to give children many opportunities to say the /R/ correctly

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

Activity One: Awareness Activities for /R/ before Target Sound Practice

- Use the Listening List (below) to heighten awareness of the /R/ before target sound practice sessions.

Activity Two: Target Sound Practice for /R/ with words and picture cards

- Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /R/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

Cueing strategies for /R/ during Target Sound Practice

Child says: “Cwach” (for crack)

- Say, “Let’s try that again. Crrack.”
- Point to your cheek. Say “Watch me. Crrrrack.”
- Tell the child to smile big to pull his/her lips back and say “Crrrrack.”

Listening List /CR/ blends

Say these words to your child.

Have them watch and listen without repeating you.

crab	craft	cramp	crank
cracker	craggy	cranberry	crash
cradle	cram	cranes	crate

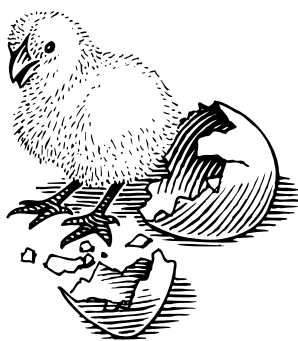


Target Sound Practice Cards

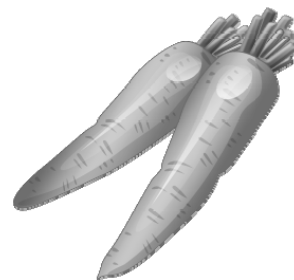
cry



crack



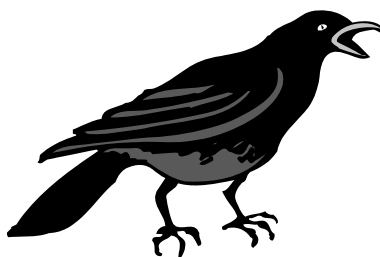
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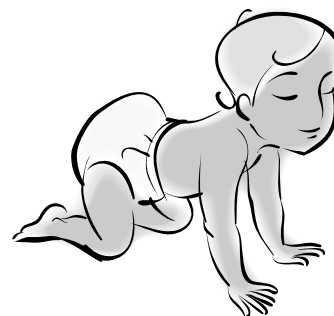
crust



crow



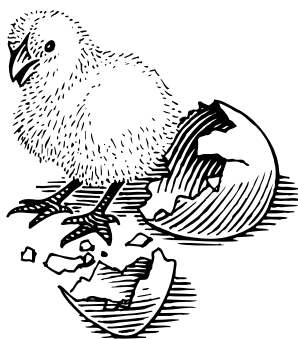
crawl



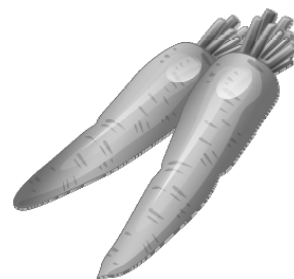
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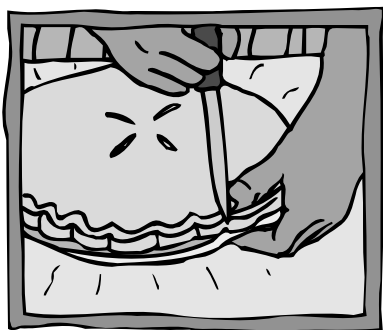
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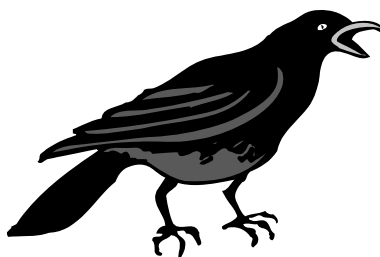
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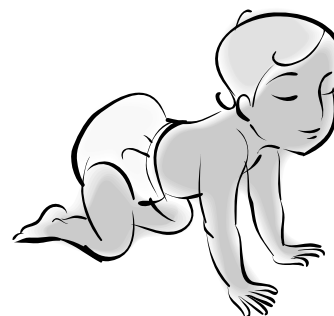
crust



crow



crawl





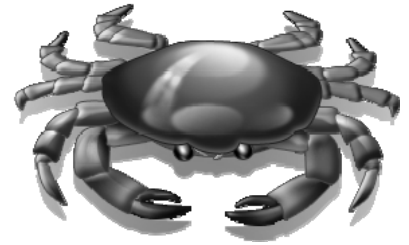
crane



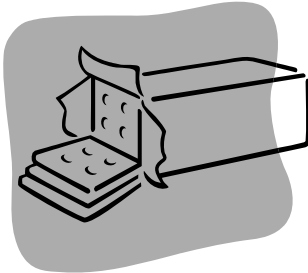
crayons



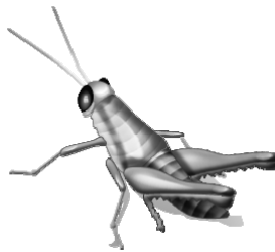
crab



crackers



cricket



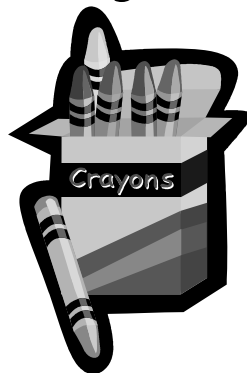
ice cream



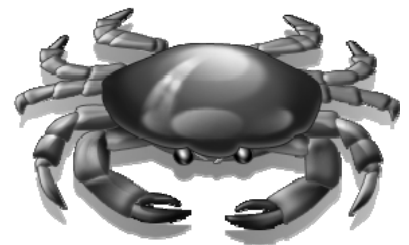
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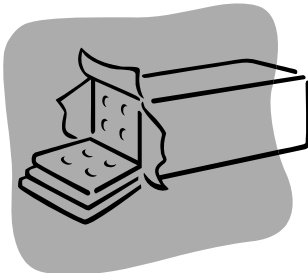
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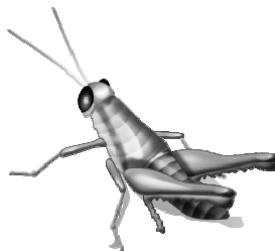
crab



crackers



cricket



ice cream





Carrying over Target Sound Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the childcare and/or school. This allows the child practice throughout the day and helps remind us the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

on the bathroom mirror
on the refrigerator
in the car during travel

on his/her cubbie at daycare/school
on the doorway leaving the classroom
on his/her pillow to say before bed

<p>Ask me to say these words:</p> <p>cry</p> <p>crow</p> <p>crack</p> <p>crunchy</p>	<p>Ask me to say these words:</p> <p>cry</p> <p>crow</p> <p>crack</p> <p>crunchy</p>
<p>Ask me to say these words:</p> <p>cry</p> <p>crow</p> <p>crack</p> <p>crunchy</p>	<p>Ask me to say these words:</p> <p>cry</p> <p>crow</p> <p>crack</p> <p>crunchy</p>
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Child's Name: _____

Date: _____

SOUND PROBE - CR blends

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give the speech/language pathologist an idea of how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
<u>C</u>ROP	<input type="checkbox"/>	<input type="checkbox"/>
<u>C</u>RAYON	<input type="checkbox"/>	<input type="checkbox"/>
<u>C</u>RIB	<input type="checkbox"/>	<input type="checkbox"/>
<u>C</u>ROWD	<input type="checkbox"/>	<input type="checkbox"/>
<u>C</u>RUMB	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: