



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.

Some common errors for the /R/ sound

→ Some children use a /w/ for /r/ (“pwint” for “print”)

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

→ Emphasize the /R/ sound in your speech

Example: Adult: “You look pretty. Listen, prrretty. Prrrretty has the /r/ sound.”

→ Emphasize /R/ words within your child’s speech

Example: Child: “I pwomise.” Adult: “Prrromise?”

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

Child says: “pwice” (for price)

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: “Price.”

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

Provide a Verbal Cue: “Listen to the /R/ sound. Prrrice. 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: “Pwice or Prrrice?”

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: “Pw^uesent” (for present)

→ Say, “Let’s try that again. Prresent.”

→ Point to your cheek. Say “Watch me. Prrrresent.”

→ Tell the child to smile big to pull his/her lips back and say “Prrresent.”

Listening List /PR/ blends

Say these words to your child.

Have them watch and listen without repeating you.

presume

practical

prank

prefer

pressure

praise

predict

prevent



Target Sound Practice Cards

present



press



pretty



price



prickly



print



present



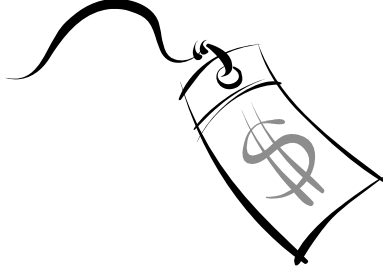
press



pretty



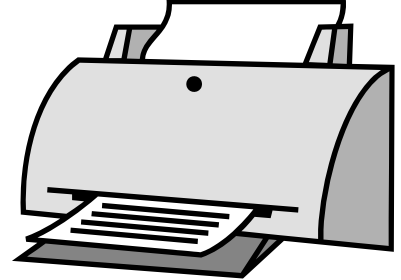
price



prickly



print



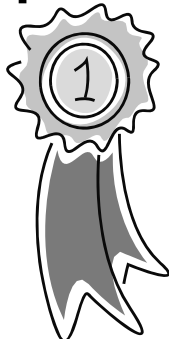


ACT on the /R/ sound in PR blends

prism



prize



promise



prop



prune



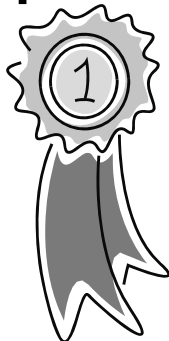
pry



prism



prize



promise



prop



prune



pry





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

Ask me to say these words: price present print promise	Ask me to say these words: price present print promise
Ask me to say these words: price present print promise	Ask me to say these words: price present print promise
Ask me to say these words: price present print promise	Ask me to say these words: price present print promise
Ask me to say these words: price present print promise	Ask me to say these words: price present print promise



Child's Name: _____

Date: _____

SOUND PROBE - PR 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>PR</u>IVATE	<input type="checkbox"/>	<input type="checkbox"/>
<u>PR</u>IDE	<input type="checkbox"/>	<input type="checkbox"/>
<u>PR</u>AIRIE	<input type="checkbox"/>	<input type="checkbox"/>
<u>PR</u>ACTICE	<input type="checkbox"/>	<input type="checkbox"/>
<u>PR</u>ALINE	<input type="checkbox"/>	<input type="checkbox"/>

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