



All about the /R/ sound

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

Some common errors for the /R/ sound

- Some children use a /w/ for /r/ (“wed” for “red”)

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

- Emphasize the /R/ sound in your speech.
Example: Parent: “Are you ready. Listen, Rrready. Rrready has the /R/ sound.”
- Emphasize /R/ words within your child’s speech.
Example: Child: “It’s waining.” Parent: “Rrraining? Yes, it is Rrraining.”

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

Child says: “woad” (for road)

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: “Road.”

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

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

Provide Feedback: “I heard the /wwwww/ sound when you said road.”

Use a Communication Breakdown technique: “Woad or rrroad?”

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 to get correct production of /R/ during Target Sound Practice

Child says: “wain” (for rain)

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

Listening List /R/ at the beginning

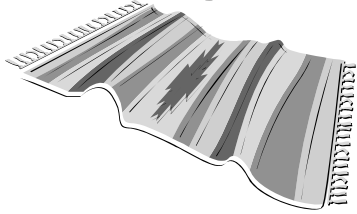
Say these words to your child. Have them watch and listen without repeating the word.

rack	reap	rub	wreck
raid	rim	rush	roots
ranch	road	right	room



Target Sound Practice Cards

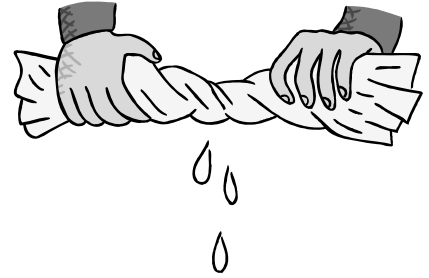
rug



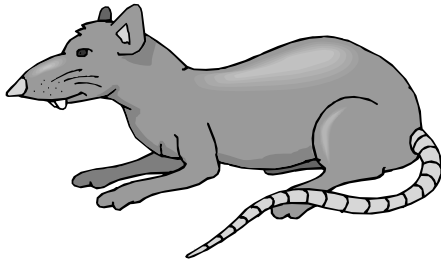
rock



rag



rat



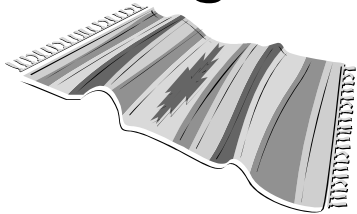
rain



rake



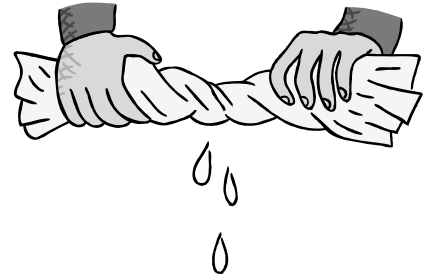
rug



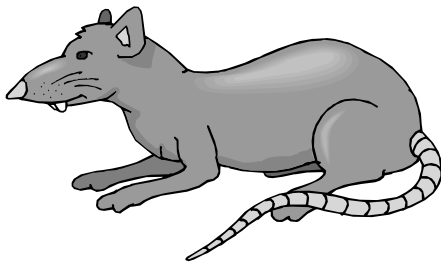
rock



rag



rat



rain



rake





Carrying over Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the child's daycare 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: rat rain rock rug</p>	<p>Ask me to say these words: rat rain rock rug</p>
<p>Ask me to say these words: rat rain rock rug</p>	<p>Ask me to say these words: rat rain rock rug</p>
<p>Ask me to say these words: rat rain rock rug</p>	<p>Ask me to say these words: rat rain rock rug</p>
<p>Ask me to say these words: rat rain rock rug</p>	<p>Ask me to say these words: rat rain rock rug</p>



Child's Name: _____

Date: _____

SOUND PROBE - R at the beginning of words

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 us 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>R</u>AID	<input type="checkbox"/>	<input type="checkbox"/>
<u>R</u>AP	<input type="checkbox"/>	<input type="checkbox"/>
<u>R</u>EEF	<input type="checkbox"/>	<input type="checkbox"/>
<u>R</u>ID	<input type="checkbox"/>	<input type="checkbox"/>
<u>R</u>HYME	<input type="checkbox"/>	<input type="checkbox"/>

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