

Improving /r/ Quality Table

Error Type	Characteristics	Suggested Prompts	Suggested Strategies
Incomplete Movement	<ul style="list-style-type: none"> Moves the right parts of the tongue, but the tongue tip is not far enough back for retroflex /r/ Moves the right parts of the tongue, but the sides are not elevated enough for bunched /r/ Sounds close to an adult-like /r/, but not quite right 	<ul style="list-style-type: none"> “Point the tip of the tongue back all the way.” (retroflex) “Make a deep valley with your tongue.” (bunched) “Pull your tongue all the way back.” (bunched) 	<ul style="list-style-type: none"> Practice facilitating contexts and have the student self-rate his /r/ quality.
Weak Production	<ul style="list-style-type: none"> Exhibits reduced tongue, throat, and/or lip tension. Articulators are making the correct movements, but production still sounds mushy or weak. 	<ul style="list-style-type: none"> “Use your strong /r/.” “Tighten up your tongue. Tighten your throat. Freeze your lips tight.” 	<ul style="list-style-type: none"> Practice tightening other muscles (e.g., hand muscles) and then relaxing them to feel the difference.
Incorrect Articulators	<ul style="list-style-type: none"> Substitutes /w/ for /r/ Uses the lips and/or the jaw, but does not attempt to use the tongue for /r/ 	<ul style="list-style-type: none"> “Use your tongue to say it.” 	<ul style="list-style-type: none"> Practice the elicitation strategy that works best.
Incorrect Movement	<ul style="list-style-type: none"> Lifts the whole tongue instead of differentiating the tongue tip for retroflex /r/ Lifts the middle of tongue instead of the sides for bunched /r/ Sounds more vowel-like than /r/-like 	<ul style="list-style-type: none"> “Point the tip of your tongue back.” (retroflex) “Lightly bite the sides of your tongue with your back teeth. Feel how the middle of the tongue makes a valley. Say /r/ with the valley tongue.” (bunched) 	<ul style="list-style-type: none"> Use an implement or a gloved finger to touch the student’s tongue and indicate the parts that should move. Practice the elicitation strategy that works best.
Vowel Distortion	<ul style="list-style-type: none"> Uses one /r/ variation in place of another (e.g., “car” and “core” sound the same) Substitutes an /r/-less digraph for an /r/ variation (e.g., “coi” for “core”) 	<ul style="list-style-type: none"> “Bounce” the co-occurring vowel before /r/ production (e.g., “Ka-ka-ka-car”). 	<ul style="list-style-type: none"> Use auditory discrimination tasks to help the student hear the difference between the target and the variation. Practice key words that elicit the best production.

Adapted from Step Up to R® by Leslie Sparkuhl. Copyright © 2012 LinguiSystems, Inc.



Click on FREE Downloads at linguisystems.com to print this page.

These materials are for your own use with students and clients on your caseload.
It is a violation of copyright to post these pages on or link to them from a commercial website.



FREE Downloads

