

## Improving /r/ Quality Table

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

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



Click on [FREE Downloads at linguistystems.com](http://FREE Downloads at linguistystems.com) to print this page.



**FREE Downloads**

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.

