

THE ENTIRE WORLD OF R

Includes New Advanced Screening for R

Book of Elicitation Techniques

The Phonemic Approach to /r/ Remediation

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SAY IT RIGHT

Chapter 8

Elicitation Tips for EAR

The phoneme [ɹ] is a visual, /r/-controlled vowel. It is a combination of the vowel [ɪ] + [ɹ] in such words as *cheerful* and *skier*.

Our research shows that [ɹ] is the allophone with the highest correct percentage that students can produce without therapy. This is especially so for [ɹ] in the initial position, which students produced correctly 58% of the time. We hypothesize that this high incidence of correct production results from the ease of producing a correct vowel [ɪ] and the easy transition (and close approximation) to the [ɹ].

Cueing

Visually, the cue produces the /r/ aspect of the element. Because reminder refers to the sound, it is not a cue.

For an auditory cue, the song "Ole sound, emphasis" is used. Use a mirror to see the mouth position. In addition, you can use a vacuum cleaner. For visual and auditory cues, the character Ernie is used. Discuss what the vacuum sound is.

AR Final Probe List

PAR: spar bondar cadar gadar sodar	DAR: adar bondar cadar gadar sodar	JAR: ajar cookie jar mason jar najar	LAR: alar escolar Filar kolar quasar
SAR: cosar asar nassar pensar tensar	ZAR: czar bazar pizar Salazar sizar	KAR: sitar sidcar streetcar flatcar handcar	YAR: yar ayar oyar uyar
SHAR: ashar ishar oshar	GAR: Apar bogar cigar hagar monegar		

ER Production

Chapter 4—Treatment Techniques

Coarticulation Worksheet (Example)

Directions: Choose the two words that will be used. (Use the results from the Advanced Screening and refer to the checklist for choosing a target (p. 51, p. 55). One word should contain the target sound (and word position). The second should be a facilitating context word that is correctly produced. Write these words in the rectangles. Instruct the student to say the first word, maintain tongue position, and then say the second word. As the student fades out the elicitation word, cover it with your hand as the student moves to the facilitating word.

First Word **Second Word**

flower **Ernie**

OR Coarticulation

Targeting Medial Word Positions

ne: _____ Date: _____

Directions: This exercise uses correct production of initial or final productions to achieve success for medial word positions by creating medial words from the combination of initial and final words. Say the word pair. Glide the production from the final to the initial word, and say the medial word. Practice with real medial words such as *corn* and *explored* in completion.

1. For *Orville*. ⇨ forville
2. Snore *Orville*. ⇨ snoreville
3. Poor *ornament*. ⇨ pornament
4. Four *oranges*. ⇨ foranges
5. Store *Oregon*. ⇨ storegon
6. Poor *ornament*. ⇨ dornament
7. More *orangeade*. ⇨ morangeade
8. Sore *orchid*. ⇨ sorchid
9. Bore *Omelle*. ⇨ bornelle
10. Score *Oregon*. ⇨ scoregon
11. Shore *organ*. ⇨ shorgan
12. Poor *organist*. ⇨ porganist

Tips for Working with the Student

1. Praise the student's efforts. This will help with motivation. Remember that the /r/ misproductions are an ingrained habit and, therefore, improvement is difficult for the student. Both effort and success deserve recognition. Be positive and patient, and encourage teachers and parents to do the same.
2. Write down goals every session. At the beginning of each session, have the student write down and tell you the goals.
3. Focus only on the target /r/ variation and word position. In need, ignore the other /r/ errors as they have yet to be addressed.
4. Eliminate coarticulation and whisper techniques as quickly as possible. We don't want the student to develop bad habits. Fade out when the student achieves approximately 60% accuracy at the word level. These methods are used only to obtain and shape correct production, not as permanent means of articulation.
5. Practice makes perfect. Practice as many stimulus items as possible per session. See "Activities and Suggestions for Eliciting at Least 150 Items per Session" (p. 243).
6. Make each lesson fun. Ask about the student's interests and include them as a topic of discussion for carry-over activities. Our nonsense words and nonsense-word stories provide a fun, motivating way for the student to practice. You can make up your own characters and stories with the help of the student.
7. Be patient and realistic. There will be days when the student does great, and other days when progress is limited. Realize that this is part of the process and that it is difficult to change a habit.

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