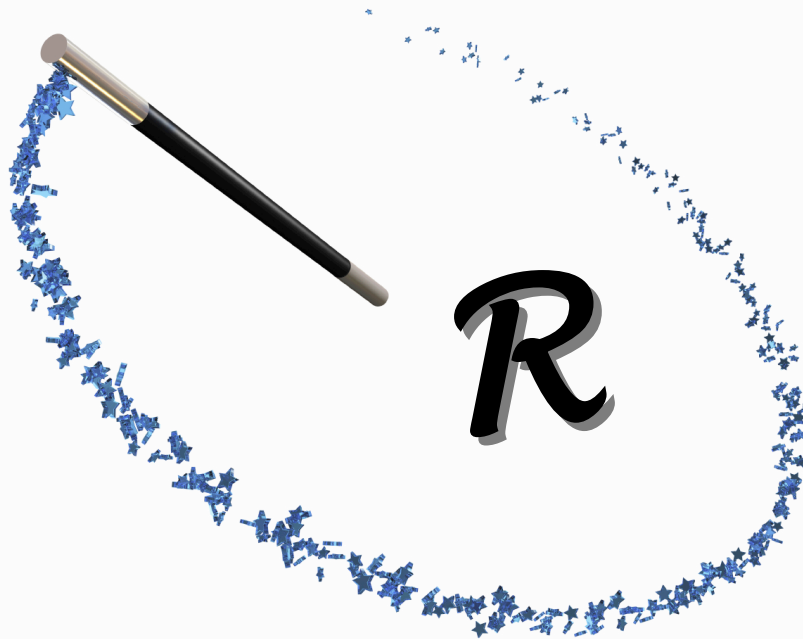
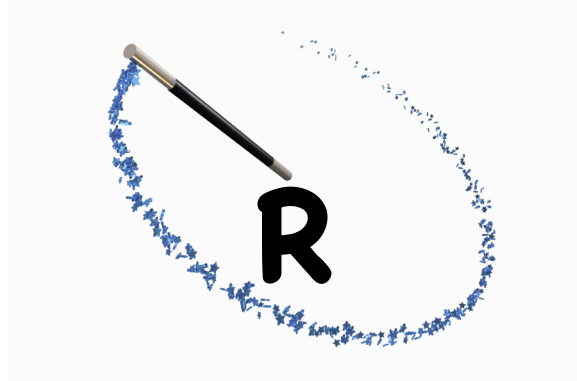


Prevocalic



Strategy



Strategy

- ❖ **Picture a Word With Your Sound**
- ❖ **Lift Up**
(Lift tongue tip up)
- ❖ **Curl Back**
(Curl tongue tip back)
- ❖ **Sweep Forward**
(Sweep roof of mouth with tongue tip in forward and downward direction)

Helpful Tips for Prevoallic **R**

The Prevoallic R (or Consonantal R) sound is the R in initial position of words such as *red* and *rock*, and in consonant blends as in *drum*. This strategy teaches the “Tip R” (or Retroflex R) as opposed to the “Back R” because teaching a Tip R is much easier kinesthetically, which makes its production also easier for children to understand, attempt, and eventually master. Much of the literature available supports this practice and the notion that children tend to respond better to a Tip R. The strategy’s focus on tongue movement especially helps students who tend to make glide errors.

Below are tips that can be used as necessary to give students a greater understanding of their strategy for Prevoallic R. You may choose which ones are needful based on the nature of your student’s errors and his/her performance with the strategy.

GENERAL TIPS

- ☞ Before introducing the strategy, be sure students have a good understanding of their mouth structure and the parts of their mouth which will be important for the production of their target sound, such as the tongue or tongue tip, the upper versus lower lip, the upper versus lower teeth, and the alveolar ridge or “bump” behind the upper teeth. For voiced versus voiceless sounds, it is also important they understand the difference between the “voice box” being on or off.
- ☞ Students often tend to elongate the target sound when they are first learning to say words with that sound. If the elongating of the target sound persists, their word productions will sound forced and

unnatural. A good way to help them through this is to cue them to say the word in “one beat” or simultaneously with the snap of one’s fingers. This indirectly forces them to blend the sounds quickly and more naturally.

- ☞ The first step of the strategy helps guide students to think of a word with their sound depending on which target position is being addressed, whether initial, medial, or final position of words. This small step heightens their awareness to the target position and other potential target words. This step can be omitted once that target position has been established over a couple of sessions.

ADDITIONAL CUES FOR SECOND STEP OF STRATEGY

- ☞ Your tongue is the most important part of your mouth when making the R sound.
- ☞ If your tongue tip doesn’t move, you can’t make the R sound.
- ☞ Let your tongue tip move, not your lips.

ADDITIONAL CUES FOR THIRD STEP OF STRATEGY

- ☞ Reach for the back of the throat with your tongue tip.
- ☞ Pretend like you’re going to tickle your throat with your tongue tip.

ADDITIONAL CUES FOR LAST STEP OF STRATEGY

- ☞ Your tongue tip (not the neck, jaw, or lips) needs to be kind of tight so that you can control it as it goes back down.
 - ☞ Don't let your tongue flop back down in your mouth.
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- ☞ When sweeping forward, use the tip of the tongue to make the R sound come out.
 - ☞ Make sure your tongue tip does go back down or else it sounds like you're swallowing your tongue.