



TONGUE ROOT RETRACTION

the tongue root (the very back part of our tongue) pulls back toward the back wall of our throat

(PRESTON ET AL., 2020)

Choose your player!

ORAL CONSTRICTION

LIP POSITION

TONGUE ROOT RETRACTION

LOWERING POSTERIOR TONGUE BODY

LATERAL BRACING

(PRESTON ET AL., 2020)

Choose your player!

ORAL CONSTRICTION

LIP POSITION

TONGUE ROOT RETRACTION

LOWERING POSTERIOR TONGUE BODY

LATERAL BRACING

(PRESTON ET AL., 2020)

LATERAL BRACING

Sides of the tongue press against the upper gums or molars to create a point of contact for this sound, stabilizing the tongue

The Anchor

(PRESTON ET AL., 2020)

Choose your player!

ORAL CONSTRICTION

LIP POSITION

TONGUE ROOT RETRACTION

LOWERING POSTERIOR TONGUE BODY

LATERAL BRACING

(PRESTON ET AL., 2020)

Choose your player!

ORAL CONSTRICTION

LIP POSITION

TONGUE ROOT RETRACTION

LOWERING POSTERIOR TONGUE BODY

LATERAL BRACING

(PRESTON ET AL., 2020)

LIP POSITION

Slight lip rounding is common. You'll see more lip rounding before rounded vowels.



SIDEKICK

(PRESTON ET AL., 2020)

Choose your player!

- ORAL CONSTRICTION
- LIP POSITION
- TONGUE ROOT RETRACTION
- LOWERING POSTERIOR TONGUE BODY
- LATERAL BRACING

(PRESTON ET AL., 2020)

Choose your player!

- ORAL CONSTRICTION
- LIP POSITION
- TONGUE ROOT RETRACTION
- LOWERING POSTERIOR TONGUE BODY
- LATERAL BRACING

(PRESTON ET AL., 2020)

LOWERING POSTERIOR TONGUE BODY

The back middle part of the tongue should lower slightly toward the throat.



(PRESTON ET AL., 2020)

To say R:

- THE FRONT OF THE TONGUE LIFTS
- THE BACK OF THE TONGUE PULLS BACK
- THE CENTER OF THE TONGUE LOWERS
- THE SIDES OF THE TONGUE LIFT
- THE LIPS ROUND SLIGHTLY



(PRESTON ET AL., 2020)

To say R:

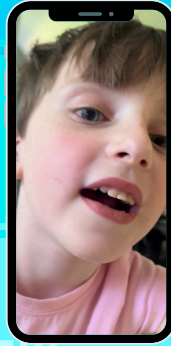
- THE FRONT OF THE TONGUE LIFTS
- THE BACK OF THE TONGUE PULLS BACK
- THE CENTER OF THE TONGUE LOWERS
- THE SIDES OF THE TONGUE LIFT



(PRESTON ET AL., 2020)

To say R:

- ♥ THE FRONT OF THE TONGUE LIFTS
- ♥ THE BACK OF THE TONGUE PULLS BACK
- ♥ THE CENTER OF THE TONGUE LOWERS
- ♥ THE SIDES OF THE TONGUE LIFT
- ♥ THE LIPS ROUND SLIGHTLY

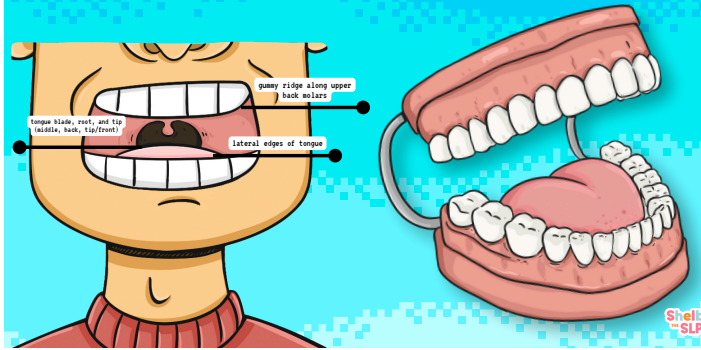


(USING A THROAT SCOPE)



(PRESTON ET AL., 2020)

DON'T SKIP ANATOMY



RESEARCH SAYS:

"about 25% of children with a history of speech delay as preschoolers continue to have /r/ distortions at 9-12 years of age" (Shriberg, 2009)

Research has proven - you CAN treat R effectively with 4-5 year olds! Start earlier if you can! (Krueger, B. I., & Storkel, H. L., 2022)

extracurricular activities

social/emotional

educational and employment consequences



LEVEL 2: Elicitation Techniques

START

LET'S

GO!



CHOOSE YOUR SUPER POWER:

COGNITIVE REFRAMING

COARTICULATION

PHONETIC SHAPING

SEPARATE THE SOUNDS

FACILITATIVE CONTEXTS

TOOLS TO USE



COGNITIVE REFRAMING

OLD SOUND

NEW SOUND

RESTART

GAME OVER



COGNITIVE REFRAMING

Let's practice our R sound today! ❌

Let's practice a NEW sound that you've never said before. We are going to learn how to say the motorcycle sound! 🏍️

CHOOSE YOUR SUPER POWER!

- COGNITIVE REFRAMING
- COARTICULATION
- PHONETIC SHAPING
- SEPARATE THE SOUNDS
- FACILITATIVE CONTEXTS
- TOOLS TO USE

CHOOSE YOUR SUPER POWER!

- COGNITIVE REFRAMING
- COARTICULATION
- PHONETIC SHAPING
- SEPARATE THE SOUNDS
- FACILITATIVE CONTEXTS
- TOOLS TO USE

PHONETIC SHAPING UNLOCK A CHEAT CODE!

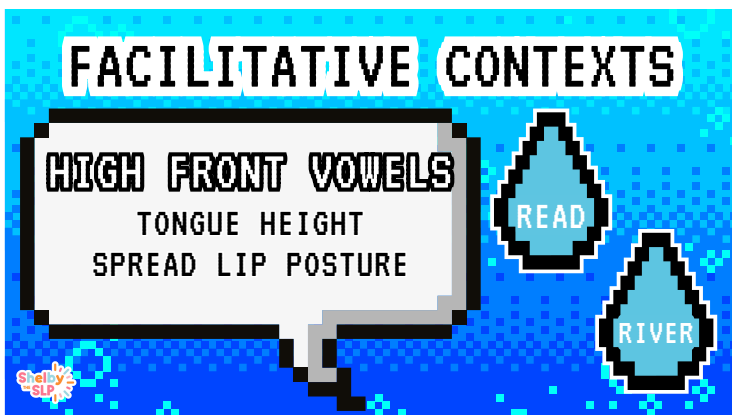
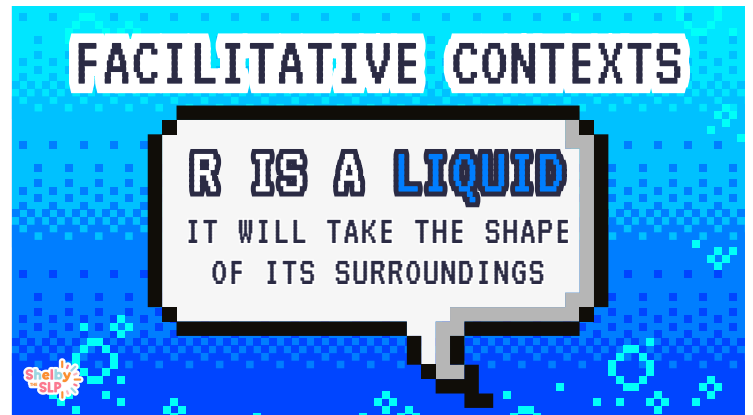
PHONETIC SHAPING UNLOCK A CHEAT CODE!

USE THE "SWEEPING" OR "LERR" METHOD

MAKE THE /L/ SOUND, SWEEP IT BACK, REMOVE TONGUE TIP FROM PALATE

PHONETIC SHAPING UNLOCK A CHEAT CODE!

PROLONG THE "EEE" SOUND AND PULLING THE TONGUE UP AND BACK WHILE KEEPING THE LATERAL EDGES OF THE TONGUE ELEVATED INSIDE THE UPPER BACK MOLARS.



FACILITATIVE CONTEXTS

ALVEOLAR FACILITATION

HELPS WITH TONGUE HEIGHT AND LATERAL BRACING

TRASH

DRAW



FACILITATIVE CONTEXTS

HIGH BACK VOWELS

HELPS WITH TONGUE ROOT RETRACTION

ROOT

RULE



FACILITATIVE CONTEXTS

LOW BACK VOWELS

TONGUE ROOT RETRACTION, HELPS WITH TENSION

WRONG

ROPE



FACILITATIVE CONTEXTS

VELAR FACILITATION

TONGUE ROOT RETRACTION AND ELEVATION

GREEN

CRASH



FACILITATIVE CONTEXTS

LIQUID FACILITATION

HELPS WITH TONGUE POSITION AND MOVEMENT

KARLA

LEARN



CHOOSE YOUR SUPER POWER!

COGNITIVE REFRAMING

COARTICULATION

PHONETIC SHAPING

SEPARATE THE SOUNDS

FACILITATIVE CONTEXTS

TOOLS TO USE



CHOOSE YOUR SUPER POWER:

- COGNITIVE REFRAMING
- PHONETIC SHAPING
- FACILITATIVE CONTEXTS
- COARTICULATION**
- SEPARATE THE SOUNDS
- TOOLS TO USE

COARTICULATION

STRENGTH-BASED

BAR + ROW
BORROW

COARTICULATION

STRENGTH-BASED

USE A STRONGER SOUND TO CONNECT THE WEAKER SOUND, USING THE STRONGER SOUND TO GET THE TONGUE IN CORRECT POSITION BEFORE FADING IT OUT

COARTICULATION

INITIAL R

USE THE R IN ROW TO GET THE TONGUE IN THE CORRECT POSITION FOR THE R IN BAR

BAR ← ROW

COARTICULATION

FINAL R

USE THE R IN BAR TO GET THE TONGUE IN THE CORRECT POSITION FOR THE R IN ROW

BAR → ROW

CHOOSE YOUR SUPER POWER:

- COGNITIVE REFRAMING
- PHONETIC SHAPING
- FACILITATIVE CONTEXTS
- COARTICULATION
- SEPARATE THE SOUNDS
- TOOLS TO USE

CHOOSE YOUR SUPER POWER!

- COGNITIVE REFRAMING
- COARTICULATION
- PHONETIC SHAPING
- SEPARATE THE SOUNDS** ←
- FACILITATIVE CONTEXTS
- TOOLS TO USE

SEPARATE THE SOUNDS (USE MOVEMENT!)

SEPARATE THE VOWEL (USE VISUALS!)

HOW MANY SOUNDS ARE IN AIR?

1 2 3

PUT UP YOUR GUESS

HOW MANY SOUNDS ARE IN AIR?

EH EE ER


3

CHOOSE YOUR SUPER POWER!

- COGNITIVE REFRAMING
- COARTICULATION
- PHONETIC SHAPING
- SEPARATE THE SOUNDS** ←
- FACILITATIVE CONTEXTS
- TOOLS TO USE

CHOOSE YOUR SUPER POWER:

- COGNITIVE REFRAMING
- PHONETIC SHAPING
- FACILITATIVE CONTEXTS
- COARTICULATION
- SEPARATE THE SOUNDS
- TOOLS TO USE

THROAT SCOPE

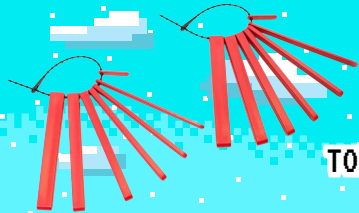
LIGHT UP TONGUE DEPRESSOR




BITE BLOCKS

JAW STABILIZATION


TONGUE-JAW DISSOCIATION




TONGUE-JAW DISSOCIATION




TEACH THE CONCEPT




Try using a tongue depressor, a lollipop, etc. to provide tactile input to these areas and tell the child to "glue" them together. "When you glue something, you have to press and hold to make it stick!" - this may help teach tension

TONGUE-JAW DISSOCIATION




TEACH THE CONCEPT



Grab a hair tie! "When you hold the hair tie it feels loose, when you pull it it gets really tight. Let's pretend you have a hairtie in your tongue - let's pull the hairtie inside your tongue to make it really tight!"

TONGUE-JAW DISSOCIATION



TEACH THE CONCEPT

E E E E

Use a vowel - E

"can you feel the sides of your tongue when you say that? Try holding that position while tapping your tongue tip to say /t/!"

TONGUE-JAW DISSOCIATION

TEACH THE CONCEPT

Butterfly Position

- Teach them how to "turn on" the lateral edges of the tongue by having them bite down on the sides of their tongue.
- "now try using your tongue to push your top teeth up"
- Try turning the sides of your tongue on inside your upper back molars

TONGUE-JAW DISSOCIATION

LEVEL 3:
Generalization & Carryover

LET'S

START

GO!

BUILD RAPPORT

LEARN THEIR INTERESTS

MAKE IT RELEVANT!

storytime

CLIENT: "I DON'T EVEN SAY WORDS WITH R IN THEM"

INTEREST: POP MUSIC

ME: "WHO ARE YOUR FAVORITE SINGERS?"

ME: "FAVORITE SONG FROM WICKED?"



(actually my face when I got this answer)

Shelby SLP

WHAT INTERESTS COME TO MIND WHEN THINKING ABOUT YOUR CLIENTS?

Shelby SLP

TARGET SELECTION & ACTIVITIES

FUNCTIONAL & MEANINGFUL

Shelby SLP



places

FUNCTIONAL & MEANINGFUL

Shelby SLP



places



foods

FUNCTIONAL & MEANINGFUL

Shelby SLP



places



foods



characters

FUNCTIONAL & MEANINGFUL

Shelby SLP

SCHOOL

places

foods

characters

names

HELLO MY NAME IS

FUNCTIONAL & MEANINGFUL

Shelby SP

SCHOOL

places

foods

characters

names

HELLO MY NAME IS

FUNCTIONAL & MEANINGFUL

toys/games

Shelby SP

SCHOOL

places

foods

characters

names

HELLO MY NAME IS

FUNCTIONAL & MEANINGFUL

toys/games

special interests

Shelby SP

CARRYOVER IDEAS

Shelby SP

CARRYOVER IDEAS

Shelby SP

CARRYOVER IDEAS

Shelby SP



REFERENCES

Seefeld, W. A., Boyce, S. E., Fox, R. A., Donohue, J. A. S., & Shine, R. E. (2007). *Eliciting sounds: Techniques and strategies for clinicians* (2nd ed.). Delmar: Cengage Learning.

Marshalla, P., & McInley, S. (2019). *The marshallguide: A topical anthology of Speech Movement techniques for Motor Speech Disorders & articulation deficits*. Marshalla Speech and Language.

Krueger, B. I., & Storkel, H. L. (2022). The impact of age on the treatment of late-acquired sounds in children with speech sound disorders. *Clinical Linguistics & Phonetics*. <https://doi.org/10.1088/02699266.2022.2093130>

Preston, J. L., Binney, W. R., Lecoq, M. C., Hildebrand, E. R., & McAllister, T. (2020). Tutorial: Motor-based treatment strategies for /r/ distortions. *Language, Speech, and Hearing Services in Schools*, 51(4), 966-989. https://doi.org/10.1044/2020_Lshss-20-00012

