

# Technique for Correction of /r/

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1. The posterior lateral margins of the tongue should be touching the lower surface of the molars on each side. That's very important. The posterior lateral margins of the tongue and the molars make up the **stability zones** and the /r/ will never be correct unless the tongue and teeth make contact there. When a child says /ɔ/ ("aw") for /ɜ/, it is mainly because the tongue dorsum is down.

You try it. Say "aw and then "er" and you'll see how the posterior tongue moves up and the lateral margins touch the molars.

Now say "aw" again and you'll notice how the tongue dorsum moves back up.

2. Use your index fingers to touch the child's cheeks where the upper molars are. Tell him to make sure the sides of the tongue touch his back teeth where you are touching.
3. When producing the vocal /aɜ/ (as in "car"), have the child say /a/ and then /aɜ/. Show him how you make it and when you say /a/, the tongue is down (*going to sleep*), but when you add the new sound /ɜ/ right after the /a/, the back of the tongue lifts up to the back teeth where you had touched and the tongue tip points behind him. It is often helpful to tell the child to make the tip of the tongue point to the wall behind him. If he says "aw" or something close to that, let him know that the back of the tongue fell down.
4. When teaching the consonantal /r/ (initial position), the tongue dorsum starts out up to the molars and the tongue tip starts out pointing back to the wall behind hi. When he adds /a/ to say "rah," the tongue essentially unrolls so the front of the tongue is down by the lower front teeth and the back of the tongue falls to make the /a/. The child must not drop the tongue until after the /r/ is produced.
5. Do only imitative work in syllables until the child can produce the target consistently. Then try picture naming (first in imitation and later without your model)