Troubleshooting with Chronic R Students

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Say It Right, LLC

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Financial Disclosure

- I am the owner of Say It Right and the author of The Entire World of R.

Module 6-Chronic /r/ Students Course Agenda

- Breaking previous intervention habits.
- Performing an oral mechanism exam.
- Regrouping strategies.
- Improving student motivation.

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Chronic /r/ Students Course Learner Outcomes

- Participants will name the 10 steps for breaking ineffective intervention habits.
- Participants will list 2 reasons why to perform an oral mech exam and name 2 things to look for during the exam.
- Participants will name at least 4 regrouping strategies and when to use them.
- Participants will name 4 ways to improve student motivation.

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Who are your Chronic /r/ Students?

Have been in speech for at least a year.

"Your lifers"

Seem to lack motivation.

Have usually developed some compensatory patterns or awkward habits

Need to learn new, good, clean habits

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About Chronic /r/ Students cont...

A student who has 5 or less correctly produced "key" words on various /r/ screening assessments

A student who is in speech in middle school, lacks motivation and sounds unnatural and is anxious about /r/.

A student who has acquired habits resulting in unnatural speech production

Visual and auditory "secondary" characteristics during speech production

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Video: Brandon History R Intervention

Click Video

password: rmakeoverpdf

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Eight Primary Issues Common with Most Chronic /r/ Students

1. No specific target or lack of target.
2. Lack of key "correctly produced" word.
3. Wrong tongue placement.
4. Effortful speech production
   - secondaries
   - anxiety

5. Decreased student motivation
   - frustration
   - apathy
6. Acquired intervention habits/dysfunctional patterns.
7. Possible structural abnormalities.
8. SLP attitude.

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Therapy Reminders with Chronic /r/ Students

- Gain rapport-student questionnaire.

- Assess motivation issues-student questionnaire (ongoing).

- Assess /r/ production-find students strengths.

- Oral mechanism exam: Look for tight frenulum.

- Practice nonsense words to decrease habits/stress.

- Practice correct productions (to work on carryover).

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## 10 Step Process for /r/ Intervention With Chronic /r/ Students

1. Evaluate 32 variations of /r/.

2. Find the "key word" —successful production.

3. Choose a customized target for one allophone.

4. Determine natural tongue position.

5. Breaking habits/dysfunctional patterns.

6. Practice using targeted production practice lists.

7. Practice at least 150 correct productions per session.

8. Use homework consisting of key words.

9. Measure carryover — key words tracked in session and words heard in conversational speech.

10. Start with process over once 80% accuracy at sentence level for chosen target.

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For each of the missing links, there is a rule to help you solve the problem.
No matter what the student sounds like, how long they have been in therapy,

Blah, blah, blah, blah blah, I still use these principles.

There Are More /R/'s Than You Think!

Many UNIQUE /R/'s to consider!
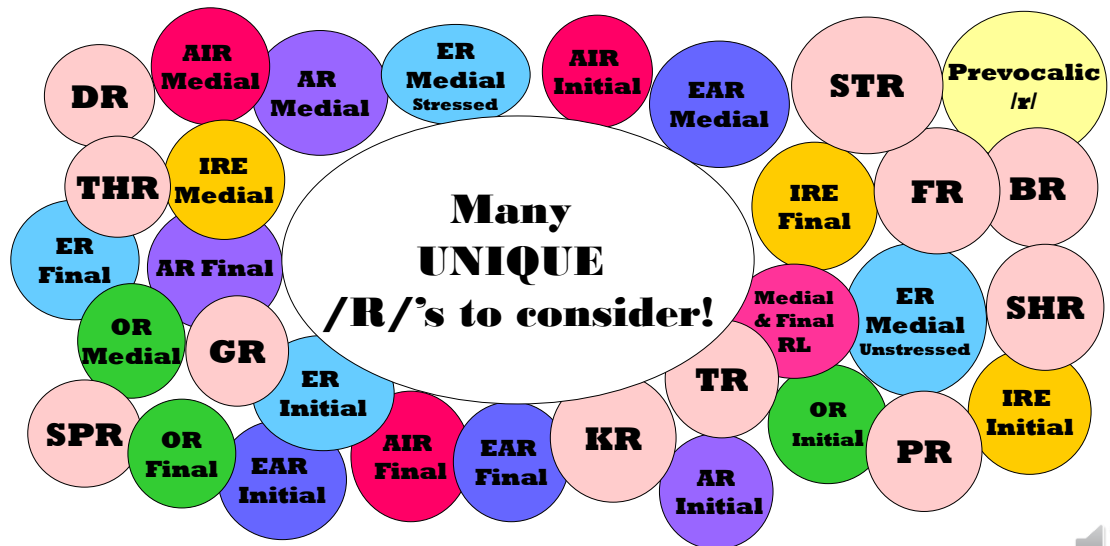
Treat Each of the 32 /r/ Allophones as Separate Sounds

☙Many of the /r/ allophones have 3 word positions.

☙Work on only word position at a time and treat each word position as a separate sound.

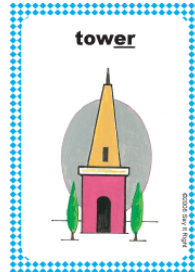☙For some reason, students may be able to produce one word position, but not the others.

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Four Main Categories of /r/

Prevocalic

R Blends

Vocalic

RL

Prevocalic, Initial, or Consonantal /r/   e.g. *ring, run, race*

Initial /r/ Blends
         e.g. price, break, straight

Vocalic /r/ or r-controlled
                  e.g. door, star, skier

Medial/final /rl/
                  e.g. girl, swirl, barrel

6 Categories of Vocalic /r/

[er]	[or]	[ar]
Ernie	Orville	Archie
buttercup	corn	barn
feather	four	star
[air]	**[ire]**	**[ear]**
Erin	Ireland	Erie
ferry	fire	cereal
fair	fireman	deer

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Traditional and Phonetically Consistent Approach

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Initial Position	Medial Position	Final Position
ribbon	barefoot	car
run	buttercup	fear
rain	thorn	four
race	wireless	butter
ring	barn	software

Initial AIR	Medial AIR	Final AIR
Arizona	dairy	millionaire
Erin	ceremony	square
heiress	haircut	scare
arrowhead	barefoot	tear
aerosol	stairs	pair

Traditional Approach

versus

Phonetically- Consistent Approach

This chart compares the traditional approach to the phonetically-consistent approach. You will notice as you look at the traditional approach, the allophonic variations of R are placed only according to their position in the word whereas with the phonetically based approach, the R-controlled vowels are separated according to oral placement as well as there placement within the word.

For example, with the phonetically based approach the R-controlled vowel AIR is broken down into initial AIR: *Arizona*, *Erin*, *heiress*, *arrowhead*, and *aerosal* medial AIR: *dairy*, *ceremony*, *haircut*, *barefoot*, and *stairs* and final position: *millionaire*, *square*, *scare*, *tear*, and *pair.*

The traditional approach, however, places only prevocalic R in the initial position but then randomly mixes the post-vocalic Rs in both the medial and final word position categories.

Likewise, on most traditionally-based articulation tests, only a limited number of randomly chosen Rs are evaluated: one R at the beginning of a word, such as *ring*, one in the middle of a word, such as *orange*, and one at the end of a word, such as *flower* or *finger*, as well as a hand-full of common blends, which often makes pinpointing where to begin in therapy difficult.

Benefits of Using a Phonetically-based Approach

o **Evaluates**
all variations of /r/

o **Provides**
a starting point for treatment

o **Targets**
individual needs

o **Reduces**
time in therapy

o **Measures**
student progress

So what are the specific benefits of using a phonetically-consistent approach over the traditional approach to R therapy?

Probably the most important benefit, is the phonetically-based approach evaluates all of the many variations of R at the word, phrase and sentences levels, rather than just looking at word position and whether or not it can be produced in blends. By taking neighboring vowel and consonant influences into account, it becomes easy to pinpoint exactly where to begin in therapy according to your students' individual needs.

Next, because the phonetically-based approach targets treatment only on misarticulated Rs and uses students' correct R productions to teach these incorrect productions, students will spend most of their time focusing only on their misproduced Rs, thereby significantly reducing the total number of hours they will spend in therapy.

For example, if a student is able to say words containing Final AR but is not able to say words containing AR at the beginning of the word, you are not going to waste their time doing something they already know how to do. By targeting only misproduced R variations, you can hone in on what they really need to learn in order to get them dismissed from therapy more quickly.

Finally, since this approach systematically separates and isolates R into its most basic allophonic components and word positions, it is easy to collect relevant data so that student progress can be easily documented…and we all know how important that is!
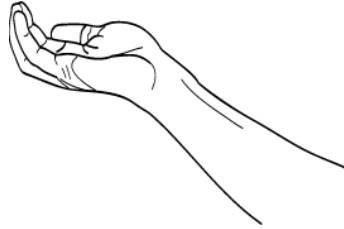
Now that you have some insight as to what the phonetically-based approach is all about, let's talk about how you can integrate this approach into your own R treatment.
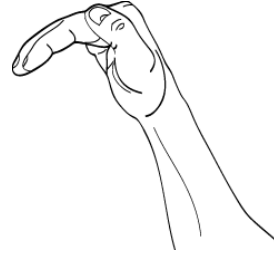
/R/ Is Different From Other Phonemes

There is no consistent placement as there is for other phonemes

(e.g. /t/ or /s/, alveolar ridge).
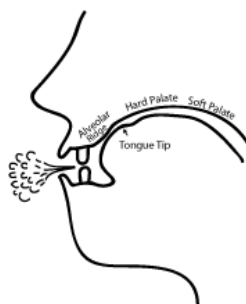
There Are 2 /r/ Tongue Positions

Retroflexed   *Retracted*

Once you have identified the correctly produced R and explained that there are two different ways to make this sound, you then demonstrate these ways using these hand cues. If the student makes the retracted R, like I make, the back of the tongue will hump up much like a mountain and the frenulum will not be visable. If the student makes the retroflexed R, you can explain to them that it is kind-of like a backwards C and that you will be able to see the frenulum under the tongue . Now we are going to watch a short video of Natasha working with Jake…you will notice that Natasha makes the retroflexed R. Another important point to make was that Jake was dismissed within about 6 months of this video with all goals mastered.
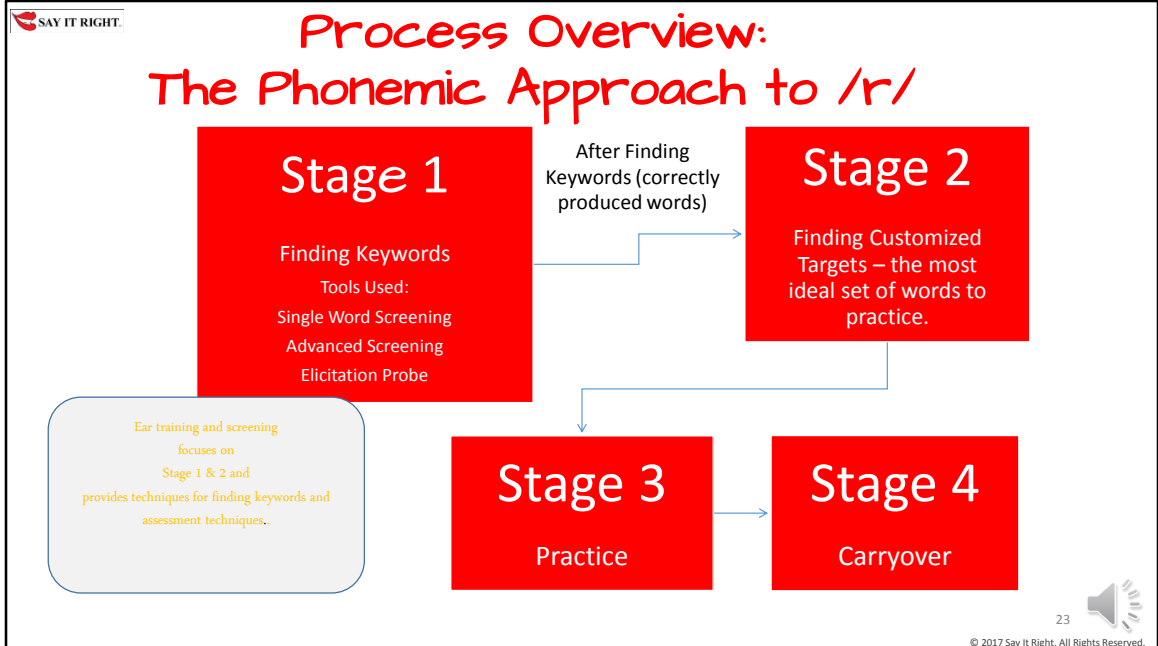
Two SLP's Discussing Natural Tongue Position

Click Video

Find out What the Previous SLP Was Doing in Intervention

- Was a phonemic approach to /r/ used?

- What tongue position was taught?

- Were the production probe lists phonetically consistent and in correspondence with the treatment target?

- What target was being worked on?

Process Overview:
The Phonemic Approach to /r/

Stage 1

Finding Keywords
Tools Used:
Single Word Screening
Advanced Screening
Elicitation Probe

After Finding Keywords (correctly produced words)

Stage 2

Finding Customized Targets – the most ideal set of words to practice.

Ear training and screening focuses on
Stage 1 & 2 and
provides techniques for finding keywords and assessment techniques..

Stage 3

Practice

Stage 4

Carryover

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Talking Points: The R Makeover Course Teaches SLPs training methods for successful productions. Our Course breaks down the training process into 4 different stages.
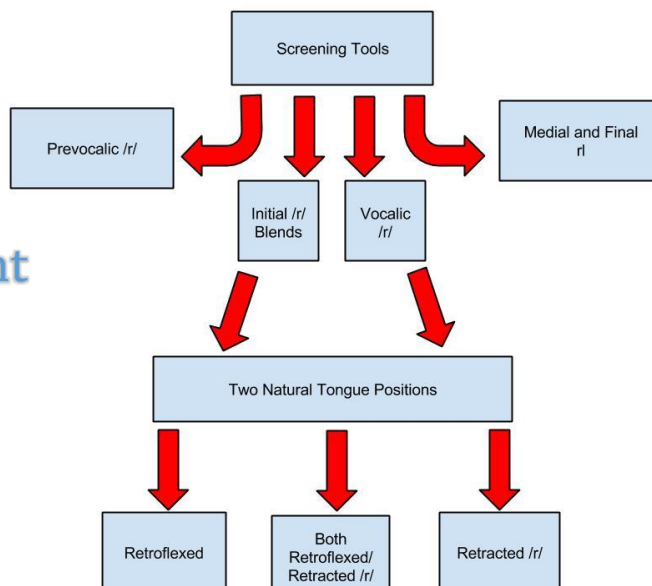
Screening for the 32 /r/ Allophones

Find a starting point for treatment.

Research shows that *almost all students can produce at least one type of /r/.*
(Curtis & Hardy, 1959; Ristuccia, 2005).

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/r/Assessment Flow Chart

Assess /r/ Production in a Variety of Contexts:

Learn to Be a Detective

- EWR Single Word Screening.
- EWR Advanced Screening.
  - If no correct productions: elicitation probe administration
- Structured conversation: Rainbow passage.
- Conversational speech sample- note correct /r/'s

Goal:
- Identify student strengths.
- Find a correct /r/.
- Choose ideal intervention target.

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Screening Results Assist in Choosing a Successful Target

- Work with students correct productions.

- Consistent production probe lists.

- Increase students kinesthetic awareness of what her tongue is doing during correct productions.

Student success is the priority: If student is not successful with the EWR Single Word Screening, administer the EWR Advanced Screening, if not successful, administer the EWR Elicitation Probe.

Which Target Is the Most Ideal?

Intervention Target =

Based upon Students success on /r/ screening tools.

(**Or** their correct production (s) on those tools)

Areas to Re-consider

- Re-evaluate traditional production probe lists based upon initial, medial and final word positions.
- Re-think elicitation techniques that do not work/use student's strengths.
- Re-think the tongue placement/position that you teach.
- Ability to work successfully with /r/. Eliminate negative thinking.

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Old production probe list from: old workbook, internet lists, lists that are not phonetically consistent.

Inefficient R elicitation techniques: Er red, er run, er race.

Old techniques previous used: let them go and trust the new process.

Know your natural tongue position and know that half the time your student may not have the same one as you.

None of these things are bad or wrong, it is just the feeling and resistance they create in your mind. How do these beliefs limit you and your students in the back of your mind.

All of these techniques and thinking about them get us into a worried place in our mind vs. clearning the space to clinically solve the problem.

Oral Mechanism Exam & Structural Abnormalities

Important Considerations Before Making Recommendations to Students and Parents

➢It is absolutely essential and necessary that each SLP check with his/her district to ensure that recommendations for frenulum clipping are allowed.

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Determining if a Student Has A Structural Abnormality

- Need to re-evaluate with screening- find correct productions.

- Perform oral mechanism exam-check for frenulum.

If the student has at least one correct production, clipping of frenulum could help faciliate progress.

Tight Frenulum

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Video: Oral Mechanism Exam: Frenulum

Click Video →

https://vimeo.com/205454337 password: rmakeoverpdf

Reflection: Oral Mech Exam

• What do you think will happen if the frenulum did get clipped?

• Do you feel that the results would be immediate?

• Do you feel that some of the patterns would need reshaping?

• If a parent asked for our feedback about getting the frenulum clipped what advise would you give them about the remediation process following?

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Create a Group Just for that Chronic R Student To Refine Skills

- If student is still not making progress (struggling with correctly producing "key words"). It is recommended to see them individually until progress is steadily increasing.

- Can see in a small group (3 or less) or individually.

- If student is still not making progress (struggling with correctly producing "key words"). It is recommended to see them individually until progress is steadily increasing.

- Keep students in this group until you have re-administered the single word screening and there are more than 5 correctly produced words.

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Student Interview Using the Questionnaire

- Allows you to reinvent intervention so they can be successful.

- Have students fill out after the assessment is completed and every few sessions.

- Watch for unnatural speech.

- Frustration due to lack of progress.

- See if you can pick out any correctly produced /r/'s.

Student Interview Using Questionnaire

Click Video

Questionnaire

1. How do you feel about being in speech?

2. What are your interests?

3. What do you like to do outside of school?

4. What subject do you enjoy in school?

5. What do you like to do during recess?

6. What is your favorite thing about speech?

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Questionnaire (CONT.)

7. If speech is one of your favorite things, what do you like about speech?

8. What do you dislike about speech especially /r/ intervention?

9. What is frustrating to you when working on /r/?

10. Are you willing to try again with a new approach?

11. What /r/ word can you say well?

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Don't Let Effortful Speech Production Become a Habit !!!

We need to <u>STOP</u> what we are doing immediately if we:

- Choose a new target.

- Re-assess tongue position.

- Decrease anxiety by using correctly produced words as a way for the student to hear and feel what a correct production sounds and feels like.

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Practice Nonsense Words To Decrease Student Anxiety

- If student is not successful with real words there is another option for production practice.

- Nonsense words "facilitating contexts" decrease the complexity by using sound combinations with (no word meaning).

- These contexts are in the chosen category "word" class of the chosen target (e.g. ear medial).

- Takes anticipation or anxiety out of saying words that students know they cannot produce.

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Nonsense Words: To Decrease Anxiety

Click Video

https://vimeo.com/202996978   password: rmakeoverpdf

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Use Nonsense Words in Blocked and Randomized Practice

Blocked practice – using nonsense words: single words, phrases and sentences.

> 80% at each level before moving onto the next level.

Example for AR initial target:

- AR single words until 80% accuracy.

Then move onto

- AR initial phrases until 80% accuracy.

Randomized practice - using nonsense words

> Start production practice at a different place

> Example

- AR initial sentences.
- AR initial single words.
- AR initial conversation.
- AR initial phrases.
- AR initial structured conversation (reading).

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EAR Medial Nonsense Words Practice List

- Probe list chosen from key word "serious" (EAR medial).
- Very targeted with the vocalic /r/ + consonant sound
- (e.g. sightseers).
- Have student practice words.
- Score and add correct words to key word list.

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Nonsense Word List EAR Medial Probe List

- Sightseers
- Sears sale
- Searsa
- Searso
- Zearzan
- Zearza
- Shearshed
- shearsho

- Chearchess
- Cheercheek
- Cheer chocolate
- Jearja
- Jearjoo
- Pierpont
- Peirpo

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Nonsense Word story Template

SAY IT RIGHT.

Going to the Beach

_____ and _____ live on _____ Avenue near _____ beach on an island
1st character _2nd character_ _avenue name_ _beach name_

called _____. It had been raining on _____ for five days in a row, and
island name _island name_

_____ and _____ were tired of being inside. But today was sunny and
1st character _2nd character_

warm—a nice beach day.

"Hey," said _____. "Let's go to the beach!"
1st character

"Yes," said _____, "that's an excellent idea!" Next, _____ and _____ started
2nd character _1st character_ _2nd character_

getting ready. _____ put on his bathing suit and put the shovels, sunscreen, buckets,
1st character

towels, and a _____ in the wagon. _____ got the lunch ready and put in a
toy _2nd character_

sandwich, _____, _____ chips, and a banana. Then _____ put on his bathing
food _chip name_ _2nd character_

suit and was ready to go to the beach. _____ pushed the wagon and _____
2nd character _1st character_

sat in the wagon. They walked down _____ Avenue toward the beach. When
avenue name

_____ and _____ got to the beach, they pulled the wagon
1st character _2nd character_

over the wooden bridge and onto _____ beach.
beach name

_____ and _____ unloaded the wagon and set out the
1st character _2nd character_

stuff on the sand. _____ put on sunscreen and ran toward the
2nd character

ocean. _____ sat under the umbrella and put on sunscreen.
1st character

Then _____ heard a loud crash. "What was that?" _____
1st character _1st character_

said to himself. Then he looked up in the sky and saw black clouds

coming over the beach. "Oh, no!" _____ said. "It's going to
1st character

rain again!" He ran to get _____ out of the ocean and _____
2nd character _1st character_

and _____ packed up the wagon as fast as they could and walked
2nd character

down _____ Avenue toward the house as fast as they could.
avenue name

Key	
1st Character	
2nd Character	
Avenue	
Beach	
Island	
Toy	
Chip name	
Flavor	

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Video: Homework: Using Correctly Produced Words in a Nonsense Story

Click Video

https://vimeo.com/205409223 password: rmakeoverpdf

Nonsense Word Production

Ask student what he is doing with his tongue.

Ask student how the words feel and sound.

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Observation: Nonsense Words

❧ What did you notice with nonsense word production?

❧ Did he seem comfortable?

❧ How did the speech sound?
  ❧ Natural?

  ❧ What students could you use nonsense words with to decrease anxiety and increase success?

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Attitude, Motivation and Regrouping Strategies

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Decreased Motivation is the Result of Many Hours of Lack of Success

- Our job is to increase the motivation by giving a pep talk and finding the small successes.

- The correctly produced "key" word list is a great reminder that the student is able to produce a correct /r/.

Five Methods for Achieving Student Motivation

1. Show students what /r/ they can say (screening).

2. Keep track of words they can say and keep adding to the list.

3. Show students daily progress notes.

4. Use strategies for regrouping (nonsense words).

5. Use perfect and repetitive practice utilizing;
   - chosen target
   - natural tongue position

Celebrate Small Gains

- Tongue placement.

- Target knowledge.

- Words that are successfully produced.

- Skill level with production probe lists :
  - single words
  - phrases
  - sentences
  - structured conversation
  - conversational speech

I always emphasize the positive even if things are not going as well as planned.
By doing this we focus on what is working in the /r/ intervention process.

Breaking Habits and Dysfunctional Patterns

Things done in the past that have been unsuccessful.

Unnatural tongue position.

Unsuccessful elicitation techniques
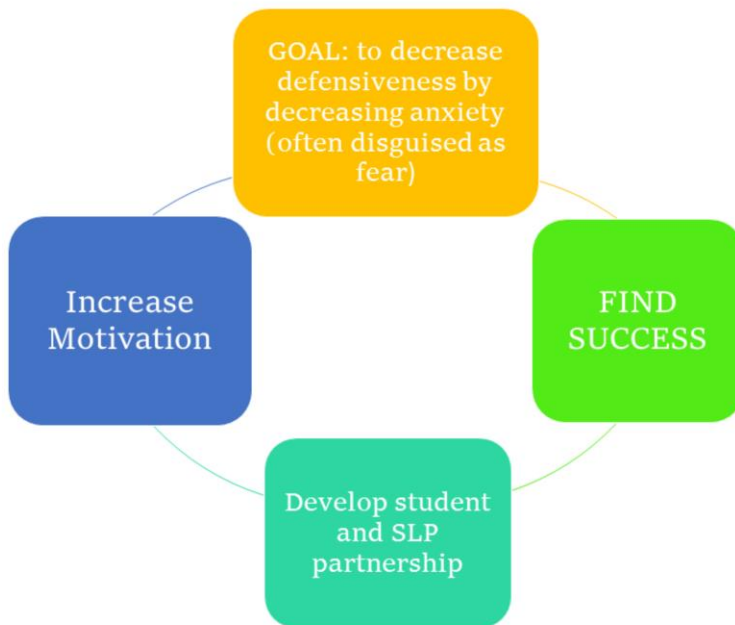
Defensiveness

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Eliminating Dysfunctional Behaviors Will Take Perseverance and Patience

Ask yourself the following questions..

- What is the behavior?

  - Is the student not hearing the sound correctly?

  - Is the student anxious? Are students being disruptive

    due to anxiety?

GOAL: to decrease defensiveness by decreasing anxiety (often disguised as fear)

FIND SUCCESS

Develop student and SLP partnership

Increase Motivation

Continuing and Chronic /r/ Students are Often Defensive

Chronic /r/ Students May Have a Lack of Motivation or Apathy

- Students may appear unmotivated or unwilling to participate in intervention.

- Are they displaying hidden nervous displays of behaviors due to anxiety (e.g. cracking of the neck, shrugging of shoulders up to the ears)?

- These behaviors may appear in the following ways:
  - Verbal complaining about Speech.
  - Not sitting still in seat.
  - Not being compliant in the speech.

Continuing /r/ Students are Often Frustrated & Have an Apathetic Attitude

Evident Behaviors Include:

- Unnatural speech

- Secondaries

- Effortful speech

Help your student regroup

❧ Help a student to stay neutral or calm when they are not being successful with /r/.

❧ Regrouping are steps to take to help reorient a student to the present moment and realize the areas where they are successful.

❧ Also to show the students that a new system or strategy for working with /r/ is in place.

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4 Strategies for Re-Grouping

- Review and produce "key words" Use these words to feel placement and hear how a correct /r/ sounds.

- Natural tongue position for /r/. Review placement cues which correspond to your natural tongue postion.

- Breathing mindfully.

- Movement exercises.

Breathing takes the emphasis off the task (mind) and brings the student back into their body. It promotes a feeling of being grounded.

Movement exercises promotes breathing and bridges a mind-body connection. Movements of large muscle groups help coordination of small muscles groups (lips, tongue and jaw).
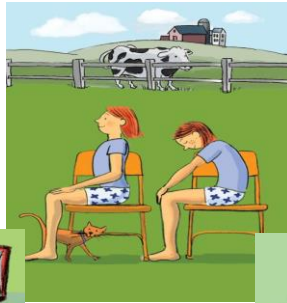
Breathe in - belly expands out like a balloon
breath in - belly deflates
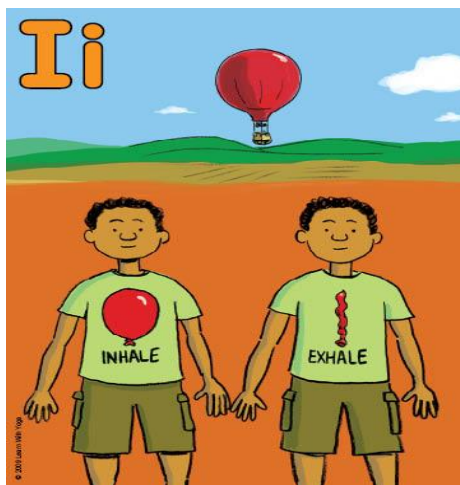
The inhale and exhale breath is a simple yet effective way to calm down the body and mind.
I use this exercise when I sense frustration with the student.

Calm Down Movement Set

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The calm down movement set is used in conjunction with
The inhaled and exhaled breath. All of these exercise can be performed sitting and
standing which works well in a therapy room.
Ocean breath
Seated forward fold
Seated cat/cow
Washing machine
Temple massage

Summary of Chronic /r/ Students Course

- ❧ Troubleshoot using the 10 steps.
- ❧ Ask questions and get curious about their feelings about /r/.
- ❧ Oral mechanism exam.
- ❧ Explore previous unsuccessful strategies.
- ❧ Capitalize on your student's success. Listen for and use "key words" as a starting point for practice.
- ❧ Be open to new methods of /r/ intervention.
- ❧ Change your attitude, be patient and watch magic happen in your therapy room.
- ❧ *R Makeover Course* has more detailed information on /r/ intervention.

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