

/R/ IN INITIAL POSITION, WORD LEVEL

a 30 minute one-to-one session

STUDENT	JM
SESSION TYPE	Articulation
MINUTES	30
DATE	Tuesday

The goal area it serves. Given a picture prompt, the student will produce initial /r/ at the word level with 80 percent accuracy across three consecutive sessions.

Today's objective. The student produces initial /r/ at the word level without sliding into a w sound.

Scored against. Eight of ten correct on a target retires it from the drill list and moves it to phrases.

You will know it worked when. The independent column holds more marks than the model column, and the w substitution shows up in fewer than two rows.

TODAY'S TARGETS

each one becomes a scored row on the trial record

1	rabbit	open mouth
2	red	hold the r
3	rocket	back of tongue
4	rain	no w
5	roof	round lips

HOW THE SESSION RUNS

six steps, in order, with minutes

1	WARM-UP Hold the sound alone in the mirror for five seconds, twice, watching for lip rounding rather than pulling back.	3 MIN
2	REVIEW Run the target that hit criterion last session three times to confirm it held before adding a new one.	4 MIN
3	DRILL Work the targets on the grid in order, ten trials each. Give the word once, wait a full two seconds, then score before moving on. After two misses in a row, drop to a model and record the level rather than repeating the same cue.	10 MIN
4	ACTIVITY Play the picture race with the same targets: a correct production moves the car one space. Keep marking the grid so the game rounds count as trials rather than as free practice.	8 MIN
5	CARRYOVER Ask three real questions whose answers hold a target, and score the answer rather than a drilled repetition.	3 MIN
6	WRAP-UP The student reads the easiest row once more and circles it on the take-home strip.	2 MIN

SET UP BEFORE THEY ARRIVE

what is on the table, and what they work for

ON THE TABLE

/r/ picture deck

Table mirror

Tally chips

Take-home word strip

WORKS FOR

Three minutes of the racing game

Sticker on the chart

TRIAL RECORD

ten trials per target; mark each, then total the row

The student produces initial /r/ at the word level without sliding into a w sound.

TARGET	CUE	1	2	3	4	5	6	7	8	9	10	PROMPT	ACCURACY
rabbit	open mouth												
red	hold the r												
rocket	back of tongue												
rain	no w												
roof	round lips												

Mark each trial: + correct · - incorrect · o no response. Total the row, then note the prompt level.

HOW PROMPTS ARE SCORED

one level means the same thing for every clinician

Fading the Prompt Start independent on every target. Add a verbal cue after one miss, a visual cue after two, and a full model after three, then step back up as soon as a trial is correct.

I INDEPENDENT

Correct on the first try with no help after the target is given.

V VERBAL CUE

Correct after a spoken reminder of the sound, word or structure.

S VISUAL CUE

Correct after a card, mirror, gesture or written model is shown.

M MODEL

Correct only while imitating the clinician's full model.

PRACTICE BETWEEN SESSIONS

the two places the target has to travel

AT HOME

Read the take-home strip once at dinner, five words, with one repeat allowed and no drilling.

IN CLASS

The classroom team asks for one target word at attendance and accepts the student's best attempt without correcting it.

SESSION NOTES & NEXT TIME

two minutes before the next student

WHAT WORKED

The cue or material that moved accuracy today.

MOVE TO NEXT

The target ready to advance, and the one to hold.

NEXT SESSION STARTS WITH

The first thing to do when they sit down.