

Sequential Teaching Program - /r/ - Step 1

Target	Level	Prompting	Criteria for Change	Home practice
/ar/ (vocalic /r/)	isolation	direct model (DM) with visual, tactile, verbal cues	90%	none
		DM w/o visual, tactile, verbal cues	90%	none
		delayed model (DeIM)	90%	none
		no model (NM)	90%	none
		NM + child rates own production	90%	/ar/ NM
other vowels + /r/	syllables	DM with visual, tactile, verbal cues	90%	/ar/ NM
		DM w/o visual, tactile, verbal cues	90%	/ar/ NM
		DeIM	90%	/ar/ NM
		NM	90%	/ar/ NM
		NM + child rates own production	90%	other vowels + /r/
vocalic /r/, various vowels	words	DM with visual, tactile, verbal cues	90%	other vowels + /r/
		DM w/o visual, tactile, verbal cues	90%	other vowels + /r/
		DeIM	90%	other vowels + /r/
		NM	90%	other vowels + /r/
		NM + child rates own production	90%	vocalic /r/ in words
vocalic /r/	phrases*	DM w/o visual, tactile, verbal cues	90%	vocalic /r/ in words
		DeIM	90%	vocalic /r/ in words
		NM	90%	vocalic /r/ in words
		NM + child rates own production	90%	vocalic /r/ in phrases
vocalic /r/	sentences	DM w/o visual, tactile, verbal cues	90%	vocalic /r/ in phrases
		DeIM	90%	vocalic /r/ in phrases
		NM (generates own sentences)	90%	vocalic /r/ in phrases
		NM + child rates own production	90%	vocalic /r/ in sentences
Continue to practices at this level while moving to step 2				Continue to practice at home

*Phrases - carrier phrases such as “I want _____”; “I see _____”; “I picked _____”; “I found _____”

Sequential Teaching Program - /r/ - Step 2

Target	Level	Prompting	Criteria for Change	Home practice
/r/ initial position + vowels /r/1	syllables	direct model (DM) with visual, tactile, verbal cues	90%	vocalic /r/ in sentences
		DM w/o visual, tactile, verbal cues	90%	vocalic /r/ in sentences
		delayed model (DeIM)	90%	vocalic /r/ in sentences
		no model (NM)	90%	vocalic /r/ in sentences
		NM + child rates own production	90%	/r/1 + vowels
/r/1	words	DM with visual, tactile, verbal cues	90%	/r/1 + vowels
		DM w/o visual, tactile, verbal cues	90%	/r/1 + vowels
		DeIM	90%	/r/1 + vowels
		NM	90%	/r/1 + vowels
		NM + child rates own production	90%	/r/1 in words
/r/1	phrases*	DM w/o visual, tactile, verbal cues	90%	/r/1 in words
		DeIM	90%	/r/1 in words
		NM	90%	/r/1 in words
		NM + child rates own production	90%	/r/1 in phrases
/r/1	sentences	DM w/o visual, tactile, verbal cues	90%	/r/1 in phrases
		DeIM	90%	/r/1 in phrases
		NM (generates own sentences)	90%	/r/1 in phrases
		NM + child rates own production	90%	/r/1 in sentences
Continue to practices at this level while moving to step 3				Continue to practice at home

*Phrases - carrier phrases such as “I want _____”; “I see _____”; “I picked _____”; “I found _____”

Sequential Teaching Program - /r/ - Step 3

Target	Level	Prompting	Criteria for Change	Home practice
/r/ medial + vowels /r/2	syllables	direct model (DM) with visual, tactile, verbal cues	90%	/r/1 in sentences
		DM w/o visual, tactile, verbal cues	90%	/r/1 in sentences
		delayed model (DeIM)	90%	/r/1 in sentences
		no model (NM)	90%	/r/1 in sentences
		NM + child rates own production	90%	/r/2 + vowels
/r/2	words	DM with visual, tactile, verbal cues	90%	/r/2 + vowels
		DM w/o visual, tactile, verbal cues	90%	/r/2 + vowels
		DeIM	90%	/r/2 + vowels
		NM	90%	/r/2 + vowels
		NM + child rates own production	90%	/r/2 in words
/r/2	phrases*	DM w/o visual, tactile, verbal cues	90%	/r/2 in words
		DeIM	90%	/r/2 in words
		NM	90%	/r/2 in words
		NM + child rates own production	90%	/r/2 in phrases
/r/2	sentences	DM w/o visual, tactile, verbal cues	90%	/r/2 in phrases
		DeIM	90%	/r/2 in phrases
		NM (generates own sentences)	90%	/r/2 in phrases
		NM + child rates own production	90%	/r/2 in sentences
Continue to practices at this level while moving to step 4				Continue to practice at home

*Phrases - carrier phrases such as “I want _____”; “I see _____”; “I picked _____”; “I found _____”

