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 (DelM)	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
		DelM	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/
		DelM	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
		DelM	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
		DelM	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	syllables	direct model (DM) with visual, tactile, verbal cues	90%	vocalic /r/ in sentences
/r/1		DM w/o visual, tactile, verbal cues	90%	vocalic /r/ in sentences
		delayed model (DelM)	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
		DelM	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
		DelM	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
		DelM	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 (DelM)	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
		DelM	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
		DelM	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
		DelM	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 _____"

Sequential Teaching Program - /r/ - Step 4

Target	Level	Prompting	Criteria for Change	Home practice
/r/ - all positions	reading	/r/s highlighted on page, stopping child to correct	90%	/r/2 in sentences
		/r/s not highlighted, stopping child to correct	90%	/r/2 in sentences
		/r/s not highlighted, child self-corrects and monitors	90%	/r/2 in sentences
				read short passages
***	brief narrative	NM - provide lots of opportunities e.g., picture	90%	read short passages
		description; sequential story telling	90%	read short passages
		Child should be self-monitoring		send home pictures
	conversation	clinician verbally reminds child to correct	90%	send home pictures
		clinician sets up visual cue for silent reminders	90%	send home pictures
		child self-corrects	90%	send home pictures
				practice conversation 5 minutes per day
	conversation novel contexts	see above - find new places to talk, walk around clinic, go outside the clinic, etc.	90% 90%	"" "" ""
	conversation novel people & contexts	bring in different conversational partners into the clinic room then move around to different places		"" "" Longer periods of conversation with new sound
Discharge				

***You may need to add more intermediary steps at this stage.