Exercises and tips for /r/:

1) tongue “push-ups”: have the student stick his/her tongue straight out

and push against a popsicle stick or spoon or the back of a toothbrush 10

times every day to increase tongue strength and tension

2) /k/ and /g/: have the student say the /k/ sound rapidly for 30 seconds,

then have the student say the /g/ sound rapidly for the next 30 seconds

to increase awareness of where the tongue should be placed for /r/ (high

in the back of the mouth) and to increase tongue strength

3) tongue “flops”: have the student stick his/her tongue straight out, then

ask the student to flop the tongue in and out of the mouth keeping the

tongue as straight and pointed as possible (tongue should rake the teeth

and roof of the mouth and eventually point towards the throat)

4) mirror: look in the mirror and tell the student to put the tongue up high

in the back and spread the tongue outward so that the sides of the back

of the tongue touch the insides of the back molars

5) It is helpful to tell the student to smile while trying to say their sound.

This will help them avoid the urge to stick their lips out and produce the

/w/ sound in place of the /r/ which is important in the early stages.

Exercises and tips for /l/:

1) tongue “clicks”: have the student click the tongue (as in the sound of a

horse walking) by sucking the tongue to the roof of the mouth and then

pulling down to create the clicking sound

2) licking: have the student lick a popsicle from the bottom to the top using

the tip of the tongue

3) candy: have the student hold a small piece of candy (like an m&m) or a

cheerio behind the top front teeth using only the tip of the tongue, mouth

should be open wide

4) It is helpful to tell the student to open their mouth widely, placing the tip

of their tongue behind the top front teeth to produce the /l/ sound.

Tips for /s/:

1) Tell the child to smile and then blow while keeping his/her teeth together.

The tongue should not come through the teeth for these sounds.

2) It is sometimes helpful to describe correct production of /s/ as “whistley”

or “skinny air” (as opposed to /sh/ which would be “fat air”).

3) It can also be helpful to tell the student to make a /t/ sound rapidly

several times using the tip of the tongue. Then tell the student to stretch

out the /t/ sound which should produce a proper sounding /s