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Why is the giraffe's neck so long?

Artic Games - Just R

by

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Introduction
Either you have noticed, or a speech pathologist has told you, that your child is having a problem making the R sound. The purpose of this CD is to help you understand how to make the R sound, how to help your child listen for the sound, how to help your child make the correct sound in order to reinforce what the speech pathologist is doing, and to give your child a fun way to do home speech practice.

Working on R
You need to know how to identify an incorrect R sound in your child's speech. An incorrect R may sound like a W, like the "u" in "up, or like the "oo" in "good." We've all heard children say, "Look at the cute wabbit," or "Do you like this flowuh?" or "I need some scissoos." Some parents will say, "My child sounds like he is from Boston" when describing their child's R production. If you *are* from Boston, it's a dialectical variance, and perfectly normal. If you want your child to have a standard English dialect, the /r/ sound is enunciated.
Before you begin to work on the correct production of R, present some warm-up activities to prepare your child for the best possible speech experience.

Ear Training:
These are auditory, receptive, sound awareness activities. Riding in the car with your child presents a good opportunity to notice when their target sound appears in words. For example, if you hear a word with an R in it in a song, you can point that out to your child. "Oh, I heard an R in the word ride! Better yet, your child can tell *you* that there was an R in the word ride. You can add to the information by telling your child where in the word the R appeared—beginning, middle, or end. Later, when your child is good at producing the R sound in words, have your child say 10 words with R every time you stop at a red light.

Warm-up:
Make some non-speech tongue movements to get ready to make the R sound. 1) Hold your tongue tip up against the bumpy ridge behind your top teeth. See how long you can hold it there. 2) Open your mouth wide, and move your tongue forward and backward without moving your jaw. See how fast you can switch positions. 3) Make some tongue clicks or pops by holding your tongue up behind your top teeth, releasing it with as much suction and noise as possible. 4) Do the tongue flange. Take a small sip of water and hold it in your mouth by pressing your tongue tip and the sides of your tongue along the gum line, sealing the water in. See if you can bend over and keep the water in your mouth by holding it in this position. 5) Put your tongue tip on the bumpy ridge behind your top teeth and lick backward to the middle of the roof of your mouth. Do this without making any sound. After about five days of practice, add your voice. It should sound like you are saying "ler."

Knowledge:
There are many ways to produce a correct R sound. The two most commonly taught methods both require the sides of the back of the tongue to touch the back of the palate. In the retroflex method, the tip of the tongue is curled up and back toward the palate. In the bunched method the middle of the tongue is bunched up in the middle of the mouth. Check with your speech pathologist to see which method has been most successful with your child. The R is officially called a lingua-postalveolar glide sound.

What you tell your child:

"This is the pirate sound, aaargh, or the bad dog go back to your box sound (grrr), or the revving engine sound (vroom, vroom)." Sometimes just making these "non-speech" sounds will elicit a good R. If not, hang upside down so that the back of the tongue falls to the back of the mouth. While you are hanging upside down, make the "i" sound as in bit, but keep your lips smiley and pulled back so it doesn't turn into a W. Then make a light growling sound.

Practice:

Make the sound in isolation, in other words, all by itself. Have your child make several R sounds by using one of the descriptions above. Then combine it with a vowel sound. For example, you could say ray, ree, rie. Then put the vowel first and say air, ear, ire. Finally, put the R in the middle and say ayray, eeree, eye-rye. At first you will want to stay away from vowels that make the lips round, such as O and OO.

As you begin to work with your child using this CD, you will be asked to choose whether you want the sound to appear in the initial, medial, or final position of words, or in a cluster. Then you will need to be able to tell whether your child is pronouncing the sound correctly. The following information will help you understand what the choices mean and how to help your child accurately produce the target sound.

A sound is in the initial position when it begins the word. For example, if you choose to work on initial R, you will be given words like: rabbit, room, and rescue to practice. An R in the medial position will come between other sounds. This includes words like: camera, tomorrow, and around. Sounds in the final position end the word. Your child will work on words such as: paper, whisper, and cover. If you click on "cluster" the R will occur with at least one other consonant: bread, spread, and zebra.

Game Play Instructions - Getting Started

The first screen you will see when the CD opens is the Main Menu. Click on either the *Word Practice* or *What's Different* game. Choose your options for play by clikcing on *Options*. Start playing by clicking the *Start* button in the Menu Bar at the bottom of the game screen.

Game Screens - Glossary

Content Bar - the strip on each game screen that contains some or all of the following buttons: recording, CI scoring (Correct/Incorrect), pause, stimulus presentation: *Word, Phrase, Sound (Snd), Sentence 1(S_1), Question, Answer, Initial Sound Cue (ISC), Carrier Phrase (CP), Sentence 2 (S_2), Hide Text/Show Text*, and game levels (individualized for each game).

Focus Bar - the strip on each game screen that contains the *Initial, Medial, Final, Clusters*, and *All* choices.

Menu Bar - the strip that contains the following buttons: *Options, Change Game, Start, Show Answer, Print, Finished,* and *Next*.

Text Bar - the white strip in which the printed stimuli are displayed.

Game Play Settings - Overview

The *Options* on the Main Menu screen include *Credits*, a list of the creators of the software, and *Lock Finish Button*. This option, when turned on, keeps clients from quitting a game before they are finished. The button works only during game play and disables any button that will disrupt the game. The teacher can always unlock the *Finished* button by simultaneously pressing the control and U.

Adjust the volume of the CD by clicking *Volume* in the Main Menu. To adjust the volume during game play, choose *Options* and select *Volume*.

Click *Help* in the Main Menu page to read an overview of the CD or to read game play instructions for each of the games. If you need help once you're in a game, click on *Options* and select *Help*.

Click the *Sign-in* button located on the Menu Bar in the Main Menu to enter the names of the teacher and client. Once entered, these names are printed on the results and homework pages.

Results pages are displayed after each set of 10 trials and may be printed immediately for a hard copy of your client's progress. You may also save the data to disk in text format by clicking on the *Save Log* button (Final Results page only).

The *Repeat* button (left-curving arrow), found at the far right of the Content Bar, sets up the game just played. *What's Different* has this button. *Word Practice* has *Next/Last* buttons.

There is a *Pause* button in the games that use a timer. Click on the *two paws* next to the timer to pause it.

In all games you can view the results pages, return to the Main Menu, or quit the program by clicking on the *Finished* button on the Menu Bar at the bottom of the screen.

Pronunciation--The authors attempted to keep with the traditional articulation approach that allows the child to notice where the target is. Many words may seem over-exaggerated or over-precise and crisp (e.g. water instead of wa-der). This was intentional, expecting that in the generalization phase this affectedness would reduce automatically. Also, because children are going to say "gonna" and "gotta", often pronounced as duhnuh and dotta, we included these words in their informal form instead of the more precise "going to" and "have to". Mama, Papa, etc. are included for emergent language learners.

Word Practice

Word Practice, Auto Play

Objective The client will see a picture, hear it labeled, record their imitation of the stimulus, and judge the accuracy of their production.

How to Play Select one of two levels of play--the *Word Practice (WP)* level or the *Auto Play (Auto)* level. If you are using the *Auto Play* level, choose the type of stimulus you want the computer to present by clicking on one of the choices in the Content Bar (the small squares toward the bottom left of the screen, starting with "*W*"). The selected level and stimulus choice are highlighted in orange. Click on *Start* to begin the game.

Word Practice
The computer displays a picture and presents the *Word* stimulus each time. There is a pause, the length of which is chosen from the *Options* menu, during which the client can name the picture before the computer does (confrontation naming format). If you want to change the stimulus presentation to *Phrase, Sentence,* or one of the other stimulus presentation options, choose it from the Content Bar. Move to the next picture by clicking on the *right-facing Next arrow* in the Menu Bar.

Auto Play
The computer displays a picture, names it, and moves to the next picture. (The speed of presentation is set in the *Options* menu). At this level, the stimulus will always be the one you have chosen from the Content Bar. The teacher can lower the volume from the *Options* menu to allow clients to name the pictures themselves (rapid automatic naming format).

Response Options Change the focus of the session at any time by clicking on one of the focuses in the Focus Bar, and change the set of words you are working with by clicking on *Load a Set*.

Stop the continuous play of items (*Auto Play* only) by clicking anywhere on the picture screen. Resume play by clicking on the *Next arrow*. Go back to the previous screen by clicking on the *left-facing Last arrow* in the Menu Bar.

Record and play the client's responses with the *VCR-like buttons* on the left of the Content Bar.

Click on the *Sunburst* symbol to hide or show text for the target.

Change levels at any time by clicking on the new level (*WP* or *Auto*), then the *Next* arrow. The computer shows a *Quick Results* page for the items completed. Click *Start* to begin the next set of items at the new level.

Click on *Say Again* to hear the computer say the target word, phrase, etc.

Change games at any time by clicking on the *Game* button.

Print a homework page by clicking on the *Print* button.

View the results pages by clicking on *Finished* and choosing *Quick Results* or *Final Results* from the pop-up menu.

Options	Choose various game options by clicking the *Options* button located on the Menu Bar. Options include:

Help - Read a description of how to play the game.

Volume - Adjust the volume of the game voice.

Delay Between Screens - Set the delay between item presentations. This allows for rapid naming practice or teacher intervention. Intervals allowed are: 1, 3, 5, and 10 seconds.

Delay Before Speech - Set the delay before the computer speaks the stimulus. This allows time for the client to name the picture first. Intervals include: No Delay, 5, 10, and 20 seconds.

Auditory Stimulus - Use this option to determine whether the computer will speak the stimulus (*Voice*) or the client will (*No Voice*).

Stimulus Presentation Order - Choose random or sequential item presentation. By default items are presented in the same order each time.

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Scoring	Keep track of the spontaneity and accuracy of your clients' productions by clicking on the scoring keys on the Content Bar. Scoring choices are: correct (C), incorrect (I). The computer keeps track of the scoring and summarizes it on the *Quick Results* page. You must do your own scoring, the computer does not evaluate the speech productions.
Game Results	After 10 pictures are viewed, the computer automatically goes to the *Quick Results* page.

Quick Results: the level played, the target words practiced this session, CI (correct/incorrect) scoring for each word, and the time spent playing. **These results are not saved, so when you leave this page, those numbers are gone. To print a hard copy, click on *Print*.**

From this page you can change options, change games, or start the game over. If you click on *Finished,* you can quit the program, return to the Games menu, or go to the *Final Results* page.

Final Results: the level played (*Word Practice or Auto Play*), the number of words viewed, and CI scoring totals.

 On this page there is a place to type in your comments from the session and results from the *Final Results* page. These comments can be saved by clicking on *Save Log* in the Menu Bar. When the *Save Dialogue Box* comes up, indicate the place you would like the log saved, just as with any other word processing document.
You can start another game by clicking on *Play Again*. Click on *Print* to print out your final results. Click on *Finished* to quit the program completely, return to the Games menu, or play the game again.
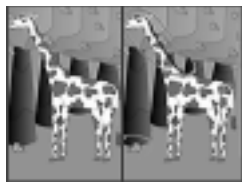
What's Different?

Objective The client will scan two pictures, find three differences between the pictures, and talk about the differences.

How to Play Click on *Options* to set up the game to play the way you want it to. The options for this game are discussed below under **Options**. Click on *Start* to begin the game.

Two pictures are shown on the screen. The picture on the left is the model. Find three things that are different between the two pictures, and click on the pieces of the picture on the right that are different. Differences include a feature change in: color, shape, position, size, omission of a feature and addition of a feature. When you find the differences between the pictures, use words to describe what you see. "I see_____."

Response Options Change the focus of the session at any time by clicking on one of the focuses in the Focus Bar.

Change the set of words you are working with by clicking on *Load a Set*.

Record speech: Record and play the client's responses with the *VCR-like buttons* above the timer.

Set the timer by using the *Options* button, selecting *Timer,* and choosing a time. Pause the timer by clicking on the *two paws*. This is helpful if you want to talk about the pictures during the game. Disable the *Timer* by choosing *Unlimited*.

Click on the *left-curving Repeat arrow* to replay the current picture.

Change games at any time by clicking on the *Game* button.

Click the *Show Answer* button to have the computer show all three differences, one at a time. Hitting the spacebar will work for this as well.

Print a homework page by clicking on the *Print* button.

View the results pages by clicking on *Finished* and choosing *Quick Results* or *Final Results* from the pop-up menu.

Options *Help* - Read a description of how to play the game.

Volume - Adjust the volume of the game voice.

Your Text Options - Personalize the *Your Text* button(s). For instructions on how to input your own text and stimulus recordings, see page nine of this manual.

Hide Original Picture - Turn this into a memory game by hiding the picture on the left after it has been displayed for 5, 10, or 20 seconds. If you want the picture to remain on the screen, choose *Never*.

Stimulus Presentation Order - Choose random or sequential item presentation. By default items are presented in the same order each time.

Target Text in Text Bar - Choose whether or not the written target stimulus appears under the game board.

On Correct - Choose *Pause* if you want the game to stop while you and your client discuss the pictures and their differences. If you want the game to continue automatically after the client has found all three differences, choose *Continue*.

Timer - discussed on previous page under *Response Options*.

Scoring   Keep track of the spontaneity and accuracy of your clients' productions by clicking on the scoring keys in the Content Bar. Scoring choices are: Correct (C), Incorrect (I). Please see the keyboard shortcuts if you would like to score using keys instead of the mouse. The computer keeps track of the scoring and summarizes it on the *Quick Results* page. You must do your own scoring, the computer does not evaluate the speech productions.

Game Results   After 10 screens are played, the computer automatically goes to the *Quick Results* page.

Quick Results: the target words practiced this session, SI (spontaneous/imitative) scoring for each word, the time spent on each screen, and the number of differences found. **These results are not saved, so when you leave this page, those numbers are gone. To print a hard copy, click on *Print*.**

From this page you can change options, change games, or start the game over. If you click on *Finished,* you can quit the program, return to the Games menu, or go the *Final Results* page.

Final Results: the number of pictures viewed, and SI scoring totals.

On this page there is a place to type in your comments from the session. These comments can be saved by clicking on *Save Log* in the Menu Bar. When the *Save Dialogue Box* comes up, indicate the place you would like the log saved, just as with any other word processing document.

You can start another game by clicking on *Play Again*. Click on *Print* to print out your final results. Click on *Finished* to quit the program completely, return to the Games menu, or play the game again.

CD Notes

Sound Segmentation and Syllable Breaks

In the *Articulation Focus* one-syllable words can be presented as individual sounds. Silent letters are paired with the sounds closest to them. The silent letter is usually final "e" and is paired with the sound just before or just after it. For example, the word, "lives" is broken down as: l i v es. Multisyllable words are broken as the words are spoken, not necessarily as the dictionary breaks them. For instance, the word, "teacher" is broken into the syllables: tea • cher on the CD, but the dictionary breaks it into: teach • er. In pronouncing words, speakers of English like to start each syllable with a consonant sound. Also, when two consonants make one sound the words may be divided between the consonants, but the consonant on the end of the first syllable is not pronounced. Therefore, "sticky" is broken into stic • ky but is pronounced, sti • kee; "tissue" is broken into tis • sue but is pronounced, ti • shoo. Finally, when there is a vowel + "r" the vowel and the "r" are separated unless the combination says "er". So, "car" is separated into: c a r, but "her" is: h er. The most awkward pronunciation occurs in the "ar" and "or" single syllable words. The words "f ou r", "w ar m", and "m o re" have the vowel sound /o/ pulled away from the /r/. While some students may be able to accurately produce the "or" and "ar" sounds, others may need to think of this as two distinct mouth movements and that is why we have the auditory presentation of /o/ then /r/.
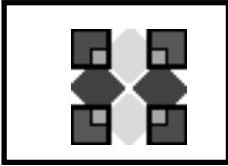
Clusters

/l/ Clusters

pl (I)	fl (I)
pl (M)	fl (M)
pl (F)	sl (I)
bl (I)	spl (I)
bl (F)	ld (F)
tl (F)	ld (M)
dl (M)	lf (M)
dl (F)	lf (F)
kl (I)	lk (F)
kl (F)	zl (F)
gl (I)	lz (F)

/r/ Clusters

pr (I)	gr (I)	rd (F)
pr (M)	gr (M)	rk (F)
br (I)	fr (I)	rl (F)
br (M)	fr (M)	rn (M)
tr (I)	thr (I)	rn (F)
tr (M)	spr (I)	rs (F)
dr (I)	str (I)	rst (M)
dr (M)	skr (I)	rst (F)
kr (I)	zhr (F)	rt (M)
kr (M)		rt (F)
		rth (M)
		rth (F)
		rz (F)

/s/ Clusters

sp (I)	skr (I)
sp (M)	skw (I)
spl (I)	sl (I)
spr (I)	sm (I)
st (I)	sn (I)
st (M)	sw (I)
st (F)	ps (F)
str (I)	ts (M)
sk (I)	ts (F)
sk (M)	ks (M)
	ks (F)
	ns (F)
	nts (F)

I Like Keys: Artic Games

"Enter" to start the program

→   (right arrow) go to the next screen
←   (left arrow) go to the previous screen
↑   (up arrow) increase the volume
↓   (down arrow) decrease the volume

"Control" and "H" toggle between display/hide text
"Control" and "U" will unlock the *Finished* button

"P" print the picture and homework

"F" return to the main screen
"X" or "Q" exit/quit the program

"C" score the pronunciation as imitative correct
"E" or "I" score the pronunciation as imitative incorrect

Whenever there is a dialog box, use "Y" for yes and "N" for no.

Note: If the shortcut says "Control" and "key" then the "Control" key is acting like the shift key. Press the "Control" key and while holding it down, press the other key in the Control.

Macintosh® System Requirements

The Macintosh version requires an Apple Macintosh with a G3 or above chip, 64 megabytes of available RAM, OS9, or OSX version 10.2.5 or greater, a CD-ROM drive, and color monitor. A microphone may be required to record voices. You can play the games from the CD or, if you have 500MB of disk space, you may copy the game to a folder on the hard drive. The game will play much faster if it is installed on the hard drive.

Windows® System Requirements

The Windows version requires Windows 98/ME or Windows 2000/ XP, a Pentium II chip, 64 megabytes of available RAM, a CD-ROM drive, a multimedia sound card and video card, and a color monitor. A microphone is required to record voices. You can play the games from the CD; install a small (10MB) shortcut on the desktop; or, if you have 500MB of disk space, you may install the game to the hard drive. The game will play much faster if it is installed on the hard drive.

Complete Manual

A copy of this manual is included on this CD in Adobe Acrobat® format.

LocuTour Multimedia, Inc. End-User License Agreement

This agreement allows you to:
(a) Use the LocuTour Multimedia software on a single computer at any one time.
(b) Print copies of the complete manual from the CD and distribute those copies provided the copies are distributed free of direct or indirect charges.

For information on other products and a free demo CD, check out our web site at www.LocuTour.com or e-mail us at info@LocuTour.com.

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