**Hierarchal Cueing Levels**

1. **Begin with daily word drills.**
2. **Final words**
3. **Initial words**
4. **Medial words**
5. **Blends**
6. **Do 1 minute timings after they can say the correct sound in words consistently. Time them for one minute while they say as many words with their sound correctly. Keep track of any errors. If they are making more than four errors in a minute they are going too fast or they are not ready for timings. Once a student can reach 80 words per minute with no more than 1 error than they are ready to move to sentences.**
7. **Move to sentences. Follow the same positional hierarchy.**
8. **Do 1 minute timings for all positions of words in short sentences. Once the student can do 50 short sentences with 1 error or less than they are ready to move to conversation.**
9. **Move to generalization of the sound into conversation.**
10. **Choose 1 time a day to target the sound. Let your student know ahead of time that you are listening for the correct sound.**
11. **When the student makes an error repeat the sound back just as they said it. Ex: S=Can I look at the wabbit? P=You want to look at the wabbit? See if the student recognizes the error and corrects himself.**
12. **Next level: When the student makes an error, question him. Ex: S=Can I look at the wabbit? P=I don’t know what a wabbit is. See if the student will correct himself.**
13. **Next level: When the student makes an error don’t respond. Ex: S=Can I look at the wabbit? P=A what?**
14. **Continue through each of these levels until the student is self correcting independently.**