

## **SPEECH TREATMENT FOR VOCAL TREMOR**

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Shape speech productions to:

- ❖ shorten voiced segments during speech, or use more “telegraphic” speaking pattern
- ❖ encourage increased phonatory-respiratory coordination
- ❖ modify pitch inflections, conversation according to which laryngeal muscles are involved in contributing to the vocal tremor

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### **1. Respiratory-phonatory coordination**

- a. Produce the “sh” sound as though “shushing” someone so that the majority of air is exhaled in one production
- b. Using the stomach and rib cage muscles, produce the “sh” sound so that it gets accented (loud) twice while maintaining exhalation of the airstream.
- c. Now repeat the exercises above in “a” and “b” using one of these voiced speech sounds: “zh”, “z”, or “v.” Sustain each of these sounds to determine which feels easiest to produce.
- d. Now use a phrase that you produce daily (e.g. “Hi! How are you?”) and use the melody (i.e. intonation) of that phrase to practice accented production similar to exercises “a, b, and c” above.

### **2. Focus on **easy voice onset** (continued respiratory/phonatory coordination) and **shortened voicing duration** (e.g. staccato-like production) in single syllable context**

- |          |          |
|----------|----------|
| a. He    | j. Hick  |
| b. Hoe   | k. Hack  |
| c. Hey   | l. Hutch |
| d. Hi    | m. Hate  |
| e. Who   | n. Hoop  |
| f. Half  | o. Haste |
| g. Hook  | p. Hoist |
| h. House |          |
| i. Hoof  |          |

3. Easy voice onset with shortened voicing duration (e.g. staccato-like) using double syllable words.

- |           |              |
|-----------|--------------|
| a. Holy   | i. Henhouse  |
| b. Hobo   | j. Hundred   |
| c. Handy  | k. Hailstorm |
| d. Healer | l. Headache  |
| e. Happy  | m. Horses    |
| f. Husky  | n. Hiccups   |
| g. Hammer | o. Hero      |
| h. Hanky  |              |

4. Practice using these phrases and insert pauses to break up the length of the phrase.

- |                       |                         |
|-----------------------|-------------------------|
| a. Hunt on the hill   | h. High school hero     |
| b. Horses make holes  | i. Hocus pocus          |
| c. Hit with a hammer  | j. Hug his hand         |
| d. Hysterical hiccups | k. Heat in the henhouse |
| e. Hooves of horses   | l. Hunt at the hill     |
| f. Husky Hercules     | m. Hundred hounds       |
| g. Half a halibut     |                         |

5. Practice purposefully shortening the vowels (staccato-like speech) in these words:

- |          |         |
|----------|---------|
| a. (h)Ax | g. Ate  |
| b. Each  | h. Own  |
| c. End   | i. May  |
| d. And   | j. Man  |
| e. Neem  | k. Team |
| f. Eat   | l. Tube |

6. Practice the same methods using these all-voiced words and then phrases:
- |          |                         |
|----------|-------------------------|
| a. Many  | l. Any                  |
| b. Meany | m. Eighty eight animals |
| c. Moon  | n. Elephants eat corn   |
| d. Melon | o. Axes and anvils      |
| e. Mary  | p. Alice and Andy       |
| f. Maybe | q. Ulcers are awful     |
| g. Apple | r. I often eat apples   |
| h. Agate | s. Is each egg cracked? |
| i. Attic | t. Alice ate ice cream  |
| j. Abbey | u. Alex the archer      |
| k. About | v. An awful accent      |
7. Practice Sentence level shortening of vowels
- Ms Carter keeps a clean house.
  - The pyramids are in Egypt.
  - He slipped the flask into a pocket.
  - His desk is always a mess.
  - The boat leaked and finally sank.
  - The chicken pecked at the corn.
  - The red auto is too expensive.
  - She found a bundle of money.
  - The smoke filled the air.
8. Practice phrasing and vowel shortening within standard or magazine paragraph context.
9. Identify short phrases that the client says daily to practice with shortened voicing.
10. Carryover to conversation and daily activities.