

## Extra Intonation

Speaking with a normal range of rate, rhythm, and intonation requires sophisticated speech motor control. Neuromotor speech centers in the brain must coordinate respiratory, phonatory, and articulatory muscles with great precision and timing in order to produce this normal variation of speech (Borden & Harris, 1984).

The slower, rhythmical, and monotonous speech pattern students have been practicing promotes greater fluency, in part, because it *reduces* the demands on their speech motor control system (Manning, 2001; Starkweather & Givens-Ackerman, 1997).



Extra Intonation is a speech modification that begins to raise these demands back to normal levels. It changes Linked Relaxation Rhythm in a way that moves it toward more natural sounding speech. As its name implies, this strategy uses an *extra amount* of intonation. This helps students to shift out of the monotone quality that characterizes Linked Relaxation Rhythm.

As students exaggerate rising and falling inflections, they add variation and flexibility to the rhythm of their speech. This expands the range of their modification and naturally leads to fluctuations in speech rate.

Extra Intonation enables students to speak in a more spontaneous and free-flowing manner, while integrating previously learned fluency skills. Even though it eliminates the obvious rhythmic pattern of Linked Relaxation Rhythm, Extra Intonation still incorporates *non-periodic* cycles of relaxation that prevent tension from building.

The contour of these cycles is partially determined by how long various syllables are stretched. Some syllables are produced with a one-second stretch, others are longer, and still others are shorter.

Typically, the syllables and words that are *stressed* or *accented* are emphasized with a *longer stretch*. While unstressed syllables receive a shorter stretch, they are nonetheless joined together in a relaxed, continuous manner.

***Extra Intonation can be taught in the following way:***

1. Explain the rationale (described above and on page 54 of the Student Workbook).
2. Guide students through steps 1–4 of “Using Extra Intonation” (see pages 55–56 of the Student Workbook). Provide models as indicated.
  - » Explain and demonstrate how stress patterns in words and sentences can affect meaning.
  - » Tell students that when they use Extra Intonation the length of their stretches will be determined by the meaning of what they are saying.
  - » When modeling Extra Intonation, exaggerate the rise and fall of your intonation. Remember that the duration of the stretch for different syllables will vary. (Stressed syllables will usually be stretched for more than one second. Unstressed syllables are produced more quickly, yet still combined in a relaxed fashion.)
3. Students should do additional practice with Extra Intonation using the all Smooth Movement, Easy Voice, and Light Contact Phrases and Sentences (see pages 48–53 of the Student Workbook).

4. When practicing at the phrase and sentence level, have students incorporate the use of Slides, Easy Stuttering, and Cancellation.
5. After students become proficient at using Extra Intonation in combination with stuttering modification strategies, introduce activities that involve conversational speech.

## A/V Resources for Extra Intonation

### Audio Files

[Track 2.14](#): Extra Intonation [1:17]

[Track 2.15](#): Using Extra Intonation [3:58]

[Track 2.16](#): Smooth Movement Phrases read at Extra Intonation [1:58]

[Track 2.17](#): Easy Voice Phrases read at Extra Intonation [1:46]

[Track 2.18](#): Light Contact Phrases read at Extra Intonation [1:51]

[Track 2.19](#): Smooth Movement Sentences read at Extra Intonation [1:52]

[Track 2.20](#): Easy Voice Sentences read at Extra Intonation [2:00]

[Track 2.21](#): Light Contact Sentences read at Extra Intonation [1:57]

### Video Files

[v51](#) Therapist Instruction #1: Younger Student [3:57]

[v50](#) Therapist Instruction #2: Older Student [3:57]

[v52](#) Student Example #1: Workbook Words and Phrases [2:56]

[v54](#) Student Example #2: Reading Text [0:38]

[v53](#) Example #3: Conversation [1:55]

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