

## Smooth Movement

Speech production involves extremely rapid muscle movements. When people speak at a normal rate, their articulators move very quickly from one sound to another (Borden & Harris, 1984).



For the person who stutters, abrupt articulatory movements may precipitate speech disfluency (Bloodstein, 1995; Wall & Myers, 1995). Indeed, clinical observation suggests that stutters frequently have difficulty producing the *transitional* movements from sound to sound.

Smooth Movement helps students to produce gentle transitions between sounds. It is achieved by slowing, exaggerating, and blending transitional articulatory movements (Gregory, 1991).

This strategy focuses children's attention on *how* they move their articulators from sound to sound. Students slowly ease and relax their articulation as they "melt" one sound into the next, thereby gaining greater speech control.

***Smooth Movement can be taught in the following way:***

1. Explain the rationale (described above and on page 29 of the Student Workbook).
2. Preview steps 1–2 of "How to make a Smooth Movement" (see page 30 of the Student Workbook).
  - » Highlight the fact that producing a Smooth Movement is similar to Slow Stretched Speech in that it involves taking an easy Relaxed Breath, gently prolonging the first stretchable sound, and then slowly moving through the syllable with a bell curve.

3. Model, and have students practice Smooth Movement productions using the syllables on page 30 of the Student Workbook.
  - » Encourage them to pay particular attention to *how* they make the slow and gradual movement from sound to sound.
4. Have students do additional practice using the Smooth Movement Chart on page 31 of the Student Workbook.
  - » Tell students they are *not* expected to produce a Smooth Movement on these syllables within two seconds. They can take as long as is necessary to produce a relaxed, gradual transition between sounds.
  - » Remind students that eventually they will make Smooth Movements at much faster speeds. However, in order to do so with accuracy, they will need to first practice at this slower speed.
5. Students should also practice this skill by revisiting the Smooth Movement Words (see pages 27–28 of the Student Workbook). This time, as they use Slow Stretched Speech (approximately two seconds per syllable), they should pay special attention to *how* they are producing each Smooth Movement.

## A/V Resources for Smooth Movement

### Audio Files

[Track 1.20](#): Smooth Movement [1:12]

[Track 1.21](#): How to make a Smooth Movement [2:07]

[Track 1.22](#): Smooth Movement Chart [1:31]

### Video Files

[V25](#) Therapist Instruction [1:14]

[V24](#) Student Example #1: Workbook Syllables [3:24]

[V26](#) Student Example #2: Smooth Movement Chart [3:50]

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