Self-Help Video #6 Part 4:

Speak and Read Aloud on Exhale Exercises

<https://youtu.be/x75UelkQulM>

(Begin :58 seconds to bypass Medical Disclaimer)

The oral cavity with the tongue and larynx hold the first life traumas which will require resolution.

<https://orgonomictherapy.com/2013/09/10/reichs-body-armor-oral/>

Begin to “un-train” bad habit of speaking while breath holding or shallow breathing. A high lung volume is required. A low lung volume requires greater expiratory muscle effort; laryngeal straining may occur. Perform the vocalization exercises ON THE EXHALE. You will practice a shorter, fuller inhale with a longer sustained exhale.

<https://voiceaerobicsdvd.com/parkinsons-advocacy/speech-and-breathingare-you-running-out-of-breath-when-you-speak/>

<https://virtualspeech.com/blog/exercises-warm-up-voice-before-speech>

Increase loudness of your sigh. On the breath exhale, substitute “sigh” with vowel “A” sound. “Stretch” vowel to fill the same time space as the sigh. Do another inhale; exhale with the vowel “E"; Do this same process for “I”, “O” “U.” On the next exhalation, say all the vowels together—A,E,I,O,U—pacing the sequence to fill the exhalation span.

Read from First Grade book of one-syllable words. Use the "A,E,I,O,U" exercise, but read one “word” per exhale. Gradually increase to speaking five words on exhale. Do not “breath-hold” or “shallow-breath” as you increase the number of words you speak on the exhale. If you do shallow breathing or breath-holding, start over with the “Yawn & Sigh” exercise; repeat the vocalization exercise beginning with A-E-I-O-U step.

<https://ia802608.us.archive.org/3/items/nurserylessonsin00londiala/nurserylessonsin00londiala.pdf>

<https://ia800201.us.archive.org/14/items/historyofengland00pier/historyofengland00pier.pdf>

Language consists of “cognitive meanings," from the brain’s integration of the auditory sounds of the words and throat sounds.

<https://www.phon.ucl.ac.uk/courses/pals0009/week1.php>

<https://www.amazon.com/Articulatory-Phonetics-Bryan-Gick/dp/1405193204>

A fetus hears sounds and speech coming from outside the mother's body. Receptive language develops faster than expressive language. Children first speak single words, then two-word and three-word sentences. Children speak in unintelligible babbles that mimic the cadence and rhythm of adults. Babies begin to speak without cognitive meanings. Meanings develop from all body senses, the "context."

<http://www.healthofchildren.com/L/Language-Development.html>

<https://onlinelibrary.wiley.com/doi/abs/10.1111/desc.13066>

The child's first year is pre-language stage of movement gestures, eye contact, facial expressions, sounds (cooing, babbling), emotions ( crying). Before the child utters its first word, the brain has integrated non-verbal body language with environmental context. The “word” is the vocalization “sound” “matching” other cues which actually form the “meaning”.

<https://www.tandfonline.com/doi/pdf/10.2752/174589311X12893982233551>

(this is a pdf; copy and paste to browser)

Mindfulness exercises about how body senses create “language meaning”: Repeat Video #3

Mindful Sensory Integration exercises of “Body Scanning.” Add the vocalization exercises and maintain internal and external sensory awareness. Do not add the “reading” exercise yet. The sensory integration exercises start from the head to increase the energetic wave activation of the vagus nerve.

[www.frontiersin.org/articles/10.3389/fpsyt.2018.00044/full](http://www.frontiersin.org/articles/10.3389/fpsyt.2018.00044/full)

Activate your other senses of proprioception (sense of movement and position), vestibular (balance), magnetoreception (detect magnetic fields), and 22 other different senses, plus sight, sound, smell, taste, and touch.

<https://consciousnutrition.com/really-22-different-senses/>

Touch an item: new object or familiar article of clothing you are wearing. Feel the texture, temperature, and other tactile features; close your eyes and create the mental image of the item. Allow the words to arise which describe your present experience. Notice the type of word, such as descriptive of the tactile, or an emotional word, or a memory, or a judgmental “word” thought. These are the cognitive “meanings” of your past experiences with this item or similar items. It is these “meanings” which will interfere with an “in-the-moment” experience with this item.

Use this same technique to explore any sense. Look at something, listen to a sound, notice an odor, place a food in your mouth and taste it. Each time you do the vocalization exercise, pick a different sense activation exercise. This keeps the brain from developing “habituation”—a habit—which leads the OCD mind to take over, rather than your vagal parasympathetic input.

You will become aware of any pre-existing beliefs and thoughts which are below cognitive consciousness (sub-conscious or unconscious).

 Now do vocalization reading activity, speaking on the exhale, being aware of cognitive “meanings” which arise spontaneously.

<https://hbr.org/2015/06/breathing-is-the-key-to-persuasive-public-speaking>