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# **PROFESSIONAL VOICE DEVELOPMENT PROGRAM (PVDP) UNDERGRADUATE STUDENTS' EXPERIENCE**

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## SHORT INTRODUCTION

The Components of the Khidr's 3 week PVDP:

### PVDP

#### 4. Elective SAT training sessions



### PVDP

#### 5. Elective SAT supervision sessions



### PVDP

#### 6. Elective Research Project

##### Three Students led Research questions

1. Can a PVDP be helpful in gaining vocal awareness, changing vocal behaviors and learning new vocal skills?
2. What is the student's experience learning the SAT?
3. What is the student's experience learning subjective rating of progress in breath support?

##### Two Faculty led Research questions

1. Can the Plethysmograph be used in objective recording of progress in abdominal wall displacement throughout the SAT training ?
2. What do Performance Objectives add to our understanding of Voice Therapy?



## OBJECTIVE(S) AND METHODS

Caring for one's professional speaking voice is just as important as treating patients with voice disorders. Yet many voice clinicians focus solely on managing their patients' vocal health, while receiving inadequate training in protecting their own voices. Voice clinicians often complete their speech pathology education with little to no instruction on preserving their own vocal well-being.

2nd-year Speech and Language Therapy students enrolled in the Voice Disorders class in spring 2025 received an intensive Professional Voice Development Program.

The three-week program included nine hours of in-class instruction to raise awareness of one's voice and vocal environment, encourage changes in vocal habits, and enhance students' ability to change their surrounding environment. The training further aimed to develop skills that promote physical relaxation and body awareness, support presence in the moment, and enable the use of a breath-supported (abdominal) voice for speech tasks. In addition, the programme included an eight-hour, two-day workshop and follow-up supervision of the students trained in the technique, enabling them to teach the method to their peers.



## RESULTS

### Benefits for Undergraduate SLP students

Students subjective feedback at end of program

#### Q1: WHAT AWARENESS I GAINED?

- The importance of taking care of my voices as my professional tool,
- My Voice quality is influenced by breathing, posture, environment, and daily habits
- Caring for my voice involves increasing my water intake, avoiding noisy surroundings, avoiding talking / singing in the car, avoiding overuse/misuse of my voice
- I can maintain my vocal health by habitual practice of supported breathing, body relaxation, healthy vocal routines

#### SUMMARY :

- My voice must be cared for and protected
- My voice is closely linked to breathing, environment and my daily habits

#### Q3: WHAT SKILLS I LEARNT?

- A variety of breathing and vocal exercises (such as the Smith Accent Technique, diaphragmatic breathing, lip trills, body scanning and stretching)
- Ability to monitor and modify my voice in different situations,
- improved articulation and resonance, using intonation, emotions and volume,
- ability to apply my voice in professional speaking contexts – monologues, dialogues, public speaking and everyday communication

#### SUMMARY:

- Acquired voice training techniques for breathing, articulation, resonance, and professional voice use

#### Q2: WHAT BEHAVIOR I CHANGED?

- started to drink more water (from 3 to 8 and more cups/per day)
- avoided talking or singing in the car,
- not to overuse / misuse my voice,
- payed attention to my speaking environments
- Started to practice relaxation and supported breathing exercises as a daily routine,
- started focusing on using correct posture in sitting and standing
- became calmer, more positive, more mindful about giving my voice recovery time.

#### SUMMARY:

- Changed daily routine by drinking more water, reducing voice strain, and practicing supported breathing and relaxation

**Students demonstrated increased awareness of their own voices and vocal environments, along with positive changes in vocal habits. Despite challenges during the intensive training, participants reported improved skills and confidence in healthy voice use**



## CONCLUSIONS

The Professional Voice Development Program demonstrated a positive impact on students' vocal awareness and professional voice use.

Results support integration of structured voice care training into the education of future voice clinicians and indicate that the program may be applicable to other voice-dependent professions, such as speech-language therapists and teachers.



## REFERENCES

Khidr, A. (2017). *Voice Training Programs for Professional Speakers. Global Outcomes.* Plural Publishing.