



Study Guide
for
Estill Mentor & Course Instructor
Phase One Examinations

Certification Manual, 5.1
2019

Getting Started

Begin your preparations by studying **Certification Manual, 5.1**. This is available for download from www.estillvoice.com in Get Certified and My Trainer Center. Study Sections II and V carefully. Questions from both the *Core Values and Practice Standards* and the *Estill Mentor and Course Instructor* pages may appear on your written exam.

Continue by studying the Level One and Two Course Instruction Manual, watching the Research Videos from start to finish, listening to In Her Own Words, reading The Estill Voice Model: Theory and Translation, The Estill Papers, articles and presentations in Keep Growing in My Trainer Center Resources, and consulting reference books and articles that relate to the domains of voice work where you feel you need deeper knowledge (acting voice, voice therapy, choral conducting, etc.) If you have not already done so, you must purchase Estill Voiceprint Plus, Version 7.

Reflect

In your time as an Estill Master Trainer, what did you feel, hear, see as you observed EMCIs present, answer questions, and lead Open Coachings?

What questions were the students asking, and how did the EMCIs answer?
(These kinds of questions will be presented to *you* in your Oral Examination.)

Did the students in the courses where you led Practice Groups share similar interests and goals, or were they diverse?

Did the EMCIs present with an EVT application theme, or did they integrate multiple applications “*for your speaking, for your singing, for your health*”?

Were there demonstrations that you might adapt for your own use?

Do you have a different application-knowledge-base that you would like to offer?

What sections of the course would you find most challenging to present?

What kinds of “audiences” would you find most challenging to reach?

Use these reflections (your memories) to guide your preparation for the Phase One Exams.

Study Guide for Anatomy & Physiology of Voice, Speech, Hearing

The applicant for EMCI must be thoroughly familiar with all muscles and structures involved in voice and speech production: respiratory, phonatory, and articulatory. You could find the answers to questions on the EMT Written Examination between the covers of the Level One and Two Course Workbooks; the EMCI Oral and Written Exams will probe for more extensive knowledge. The EMCI should speak credibly when presenting or discussing physiology with medical doctors, speech scientists, speech therapists, osteopaths, etc. The EMCI should also be able to present persuasive arguments for Estill Principles and Guidelines and against commonly held beliefs within the voice community that are anatomically misleading. Included below are a partial list of terms that the applicant should be prepared to discuss.

Begin by reviewing all contents of the **EMT STUDY GUIDE** currently posted in My Trainer Center/Resources/Certification/Preparation.

Terms	Definition/Discussion
Mechanics of Respiration	
Natural Functions of the Larynx	
Nerves supplying the Larynx	
Cranial and Spinal Nerves for Speech and Hearing	
Ranges of motion in Cricothyroid Joint	
Ranges of motion in Cricoarytenoid Joint	
Changes in larynx and vocal tract from infancy to old age	
What sensations are available at the level of the glottis/true vocal folds?	
Why is what we hear in our heads and what we hear in recordings of our own voices so different?	
Posterior Glottal Gap	
Mucosal Wave	
Outer Ear	

Middle Ear	
Inner Ear	
Frequency range of human hearing	
Faucial Pillars	
Function of palatopharyngeus m.	
Relaxation Pressure Curve	
Pleural linkage	
Neural pathways of voice vs. speech	
Sympathetic vs Parasympathetic Nervous System	

Study Guide for Speech Science & Acoustics Questions

The applicant for EMCI must be able to identify the acoustic information contained in the various Estill Voiceprint Plus displays and discuss the acoustics and psychoacoustics of the voice with professional peers in speech pathology, linguistics, sound engineering, etc. Included below are a partial list of terms that the applicant should be prepared to discuss.

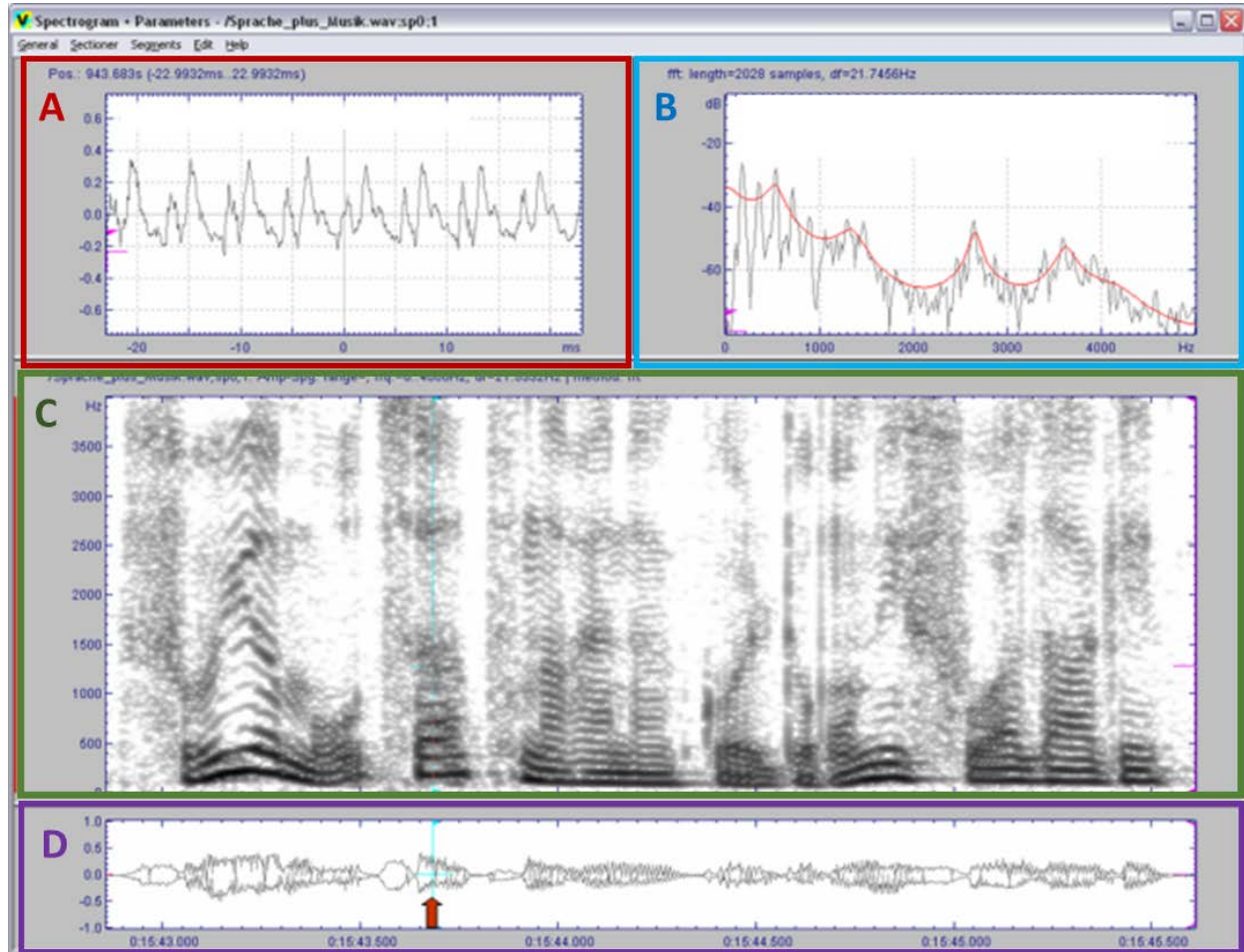
Begin by reviewing all contents of the **EMT STUDY GUIDE** currently posted in My Trainer Center/Resources/Certification/Preparation.

Terms	Definition/Discussion
Air flow	
Amplitude	
Noise v. Tone	
Complex periodic sounds	
Harmonic Series/Overtone Series	
Source-Filter Theory	

Fletcher-Munson Curve / Equal Loudness Contour	
Formants	
F1 & F2 significance	
Sounds generated at the level of the glottis	
Myoelastic-Aerodynamic theory of vocal fold oscillation	
Body-Cover Theory	
Propagation of Sound	
Speed of Sound	
Inverse Square Law	
Bernoulli Principle	
Hertz (Hz)	
Intensity	
Loudness	
Decibels	
Period	
Octave	
Pitch	
Fundamental Frequency	
Wide Band v. Narrow Band Displays	
Fourier Transform	
Power Spectrum display	
Waveforms	

Resonance of the vocal tract	
Singer's Formant	
Spectrogram display	
Speed of sound	
Formant Tuning	
Formant Transitions	
Forced Resonance	
Sympathetic Resonance	
Sub-glottal air pressure	
What does it mean when a sound engineer <i>compresses</i> a singer's <i>vocals</i> ?	
How does frequency response of a microphone affect the sound of the voice	
What is Voice Onset Time (VOT)?	
Why is VOT of interest in speaking and singing diction, accents?	
What are the acoustic characteristics of a plosive consonant?	
What is the International Phonetic Alphabet?	
What spectrogram displays tell us most about source characteristics?	
What spectrogram displays tell us most about filter characteristics?	

Identify each of the displays below and describe the information each presents.



Acoustic Graph Descriptions:

A.

B.

C.

D.

Study Guide for Estill Voice Training® Foundations, Concepts, Principles and Applied Physiology

Begin by reviewing all contents of the **EMT STUDY GUIDE** currently posted in My Trainer Center/Resources/Certification/Preparation. Remember to watch [In Her Own Words](#) and the **Research Videos** all the way through – from the beginning to end.

Terms	Definition/Discussion
The Speech Chain	
Dynamical Systems Theory	
Scientific Method	
Experimental Design	
Pilot Studies (Colton, Estill, et al)	
EMG Studies (Estill, et al)	
Airflow Studies (Estill, et al)	
Perceptual Studies (Estill, et al)	
Anatomy & Physiology Studies (Estill, et al)	
Acoustic Studies (Estill, et al)	
Explain videoendoscopic examination of the larynx	
Attractor States	
Focused Deliberate Practice	
What are Distinctive Features (from Linguistics), and how do they influence development of the Estill Voice Model?	
EGG signals vs. Inverse Filtered Glottal Waveforms	
Estill’s use of “Modes” vs. “Voice Qualities”	

What contributes to Most Comfortable Vocal Effort?	
Why is MCVE important?	
What does EVT recommend in place of “Breath Exercises”?	

Study Guide for Vocal Health

Applicants for EMCI need not be Speech Therapists; however, they should know enough to be “credible” were they members of a Voice Treatment Team, and to recognize when a voice might be in trouble.

Review the “Common Problems” section on the **EMT STUDY GUIDE** currently posted in My Trainer Center/Resources/Certification/Preparation. Ask yourself how you might decide whether a problem is a *normal* consequence of not knowing how to use the voice, or, a sign of something more serious that might prompt you to counsel the student to see a medical professional.

Terms	Definition/Discussion
What can be done to prevent high frequency hearing loss?	
What is paresis vs. paralysis?	
Effects of paralysis/paresis in branches of the laryngeal nerve.	
Transnasal videoendoscopic examination of the larynx	
Transoral videoendoscopic examination of the larynx	
Benefit of videostroboscopy in voice examination	
Mucosal wave	
Effects of Polyps and Nodules on the vocal folds	
Gastroesophageal Reflux vs. Laryngopharyngeal Reflux	
Reinke’s Edema	
Basement Membrane Zone	

What is phase asymmetry?	
What is laryngitis?	
What does voice onset time (VOT) have to do with vocal health?	
What is phonotrauma?	
How do laryngeal tissues respond to phonotrauma?	
What are the symptoms of phonotrauma?	
How do allergies affect the voice?	
How do hormonal fluctuations affect the voice?	

Study Guide for Performance Applications

Applicants for EMCI need not be musicians nor actors; however, they need to understand enough about the Performing Arts to be “credible”.

Terms	Definition/Discussion
How is choral singing different from solo singing?	
How must actors adapt when performing without amplification?	
What are the names of the keys on the piano?	
What are musical scales?	
What are musical keys?	
How do the performance schedules of Operatic and Musical Theatre performers differ?	
Describe several approaches/techniques used in singing voice pedagogy (hint: linked to musical	

styles and performance conditions)	
What are some of the style or performance conditions that influence these singing voice teaching approaches?	
Name 3 famous singing voice teachers, living or dead	
Describe several approaches/techniques used in acting voice pedagogy (hint: linked to dramatic styles and performance conditions)	
What are some of the style or performance conditions that influence these acting voice teaching approaches?	
Name 3 famous acting or acting voice teachers, living or dead	

Article Critique Essay Preparation:

Assuming the perspective of an EVT expert, you will be asked to write a critique of an article written by an author outside of our EVT community. This critique should summarize the author's main points, translate these points into terminology from the Estill Voice Model, and then discuss where the Estill Voice Model might agree - or disagree - with the author's proposals. This article is chosen by the EMCI-ATP and given to the EMT entering the EMCI Phase One Examination process at least one week prior to the scheduled date for the written exam. The article may come from a subject area *outside* of the EMT's known application expertise. Below is an article that can be used to practice for the Article Critique.

<https://www.csmusic.net/content/articles/to-belt-or-not-to-belt-does-musical-theatre-damage-your-voice/>

Oral Examination Preparation

Return to the first page and your reflections on the kinds of questions participants asked during the course lectures and during the Course Practice Groups you led.

Where do students face the greatest challenge when meeting Estill Voice Training® for the first time?

Who is our “toughest customer” (could be a different student in every course) and how would you interact, persuade, encourage them to engage in our training activities?

Prepare mini-speeches on the topics of “supporting the voice from the diaphragm”, “treating the voice mechanically destroys artistic expression”.

Good Luck in your Phase One Examinations!

Looking Ahead: Reminders for Phase Two EMCI Observations

During your EMCI Observations you will assist in *Course Administration* in addition to lecturing.

Download and study the **Course Operating Manual** available in My Trainer Center / Resources / Courses / Production.

You must also download and study the **EMCI Observation Packet** from My Trainer Center / Resources / Certification / Preparation.

Once you become an “EMCI-C” you will be able to download and practice with the **Course Presentation Slides**, the PowerPoints with **Video Clips** of the **EVT Research and Training Videos**. Start collecting the audio and video clip examples you will want to use when presenting. They can be inserted into the PowerPoint. It is strongly suggested that clips be no more than 30 seconds long.

Practice running “all of the above” while incorporating **Estill Voiceprint Plus**. And do not forget that you should be highly skilled in assembling a **Make & Move Larynx**.