



Kristin Patterson-Maas

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Teacher's Rating Scale

VOICE SURVEY

Student: _____ Teacher: _____

Date: _____ Grade: _____ Classification (if any): _____

Please complete this form based upon observation of your student's vocal quality over the past month and return it to the speech-language pathologist. Your observations will help to complete a comprehensive profile of the student's voca quality in school.

1. Classroom Participation Student initiates conversations, answers questions, responds verbally	Always	More often than not	Sometimes	Never*	Unable to Determine
2. Intelligibility Student is readily understood and does not need to repeat verbal responses frequently	Always	More often than not	Sometimes	Never*	Unable to Determine
3. Reaction of Peers to Speech Errors Peers are accepting of the sound of the student's voice and do not often comment on it.	Always	More often than not	Sometimes	Never*	Unable to Determine
4. Impact on Academic Functioning a. Student can be understood when reading aloud.	Always	More often than not	Sometimes	Never*	Unable to Determine
b. Student avoids speaking, or refuses to answer because of the quality or sound of his/her voice.	Always*	More often than not	Sometimes	Never	Unable to Determine
c. Student can be understood when presenting to the class or answering questions.	Always	More often than not	Sometimes	Never*	Unable to Determine

****Please give specific examples or further explanation.***

Additional Comments: _____

****PLEASE NOTE**** Before referring a student to the Speech Therapist for voice concerns, please contact the student's parent and suggest that the student be seen by his/her pediatrician. A voice referral cannot proceed until medical causes are ruled out.

Vocal Behavior Checklist

www.krismaas.com

Special Education Compliance Tutorial
For Child Study Team Members, Teachers, Parents



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Yes	No	
		The student's voice consistently sounds rough or hoarse. <u>Example:</u>
		The student consistently speaks in a voice that is much too loud or much too low. <u>Example:</u>
		The student does not seem to have enough breath to finish his sentence. The ends of his utterances trail off or sound wheezy. <u>Example:</u>
		The student takes too many breaths while speaking. He always sounds like he just ran a mile. <u>Example:</u>
		The student sounds either hyponasal ("m" and "n" sound like "b" or "d"), or hypernasal (everything sounds like it's coming from his nose.) <u>Example:</u>

Does the student's vocal quality change throughout the day? At what times of day is it better or worse? _____

What specific situations cause the student's vocal quality to worsen? _____

What specific situations cause the student's vocal quality to improve? _____

Additional Comments: _____

Teacher Signature: _____

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