

Teacher Input – Voice

Student _____ School _____ Teacher _____ Grade _____

Your observation of the above student's voice will help determine if a voice problem exists which adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic and vocational performance.)

Please return the completed form to the speech/language therapist by _____ (date)

Compared to the other children in the classroom.....	<u>Yes</u>	<u>Sometimes</u>	<u>No</u>	<u>N/A</u>
1. Is this student able to project loudly enough to be adequately heard in your classroom during recitations?				
2. Does this student avoid reading out loud in class?				
3. Does this student appear generally to avoid talking in your classroom?				
4. Does this student ever lose his/her voice by the end of the day? If so, when? _____				
5. Does this student use an unusually loud voice or shout a great deal in your classroom?				
6. Does this student engage in an excessive amount of throat clearing or coughing? If so when? _____ If so, does it appear to disturb the other student? (ex., their concentration, listening)				
7. Is this student's voice quality worse during any particular time of the day? If so, when? _____				
8. Does this student's voice quality make it difficult to understand the content of his/her speech?				
9. Does this student's voice quality in itself distract you from what he/she is saying?				
10. Has this student ever mentioned to you that he/she thinks he/she has a voice problem?				
11. Have this student's parents ever talked to you about this student's voice?				
12. Have you ever heard any of his/her peers mention that his/her voice sounds funny or actually make fun of this student because of his/her voice problem?				
13. If this student has a pitch too low or too high, does his/her pitch make it difficult to identify him/her as male/female just by listening?				
14. During speaking, does this student's voice break up or down in pitch to the extent that he/she appears to be embarrassed by this?				

Comments/observations relating to this student's voice: _____

It is my opinion that these behaviors _____ do/_____ do not adversely affect the student's educational performance.