

Voice Severity Rating Scale Instructions

1. Circle the score for the most appropriate description for each category of the rating scale. Do not include regional or dialectal differences when scoring.
2. Information obtained from a commercial assessment instrument and/or spontaneous communication sample, classroom observation, teacher/parent input or checklists can be utilized to circle appropriate description.
3. To determine the effect of the voice disorder on the student's educational performance, utilize information obtained during classroom observations, teacher/parent input.
4. Add the scores on the **rating scale** & circle the total.
5. Answer yes/no to the final statements at the bottom of the form.

Criteria: The total score must fall at least within the mild range and the score for “effect on educational performance” must be at least “4” to support a recommendation of eligibility.

Student: _____

Date: _____

School: _____

SLP: _____

VOICE SEVERITY RATING SCALE

<p>Formal/Informal Assessment</p> <p><i>Pitch</i></p>	<p>0</p> <p><input type="checkbox"/> Pitch is within normal limits</p>	<p>1</p> <p><input type="checkbox"/> There is a noticeable difference in pitch which may be intermittent.</p>	<p>3</p> <p><input type="checkbox"/> There is a persistent, noticeable, inappropriate raising or lowering of pitch for age and sex.</p>
<p><i>Intensity</i></p>	<p>0</p> <p><input type="checkbox"/> Intensity is within normal limits</p>	<p>1</p> <p><input type="checkbox"/> There is a noticeable difference in intensity which may be intermittent.</p>	<p>3</p> <p><input type="checkbox"/> There is a persistent, noticeable, inappropriate increase or decrease in the intensity of speech or the presence of aphonia.</p>
<p><i>Quality</i></p>	<p>0</p> <p><input type="checkbox"/> Quality is within normal limits</p>	<p>1</p> <p><input type="checkbox"/> There is a noticeable difference in quality which may be intermittent.</p>	<p>3</p> <p><input type="checkbox"/> There is persistent, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness stridency or other abnormal quality.</p>
<p><i>Resonance</i></p>	<p>0</p> <p><input type="checkbox"/> Resonance is within normal limits</p>	<p>1</p> <p><input type="checkbox"/> There is a noticeable difference in resonance which may be intermittent.</p>	<p>3</p> <p><input type="checkbox"/> There is a persistent, noticeable cul de sac, hyper- or hyponasality, or mixed nasality.</p>
<p><i>Effect on Communication</i></p>	<p>0</p> <p><input type="checkbox"/> The voice variation does not effect communication</p>	<p>2</p> <p><input type="checkbox"/> The voice variation may interfere with communication and/or intelligibility.</p>	<p>4</p> <p><input type="checkbox"/> The voice variation does interfere with communication and/or intelligibility.</p>

<i>Effect on Educational Performance.</i> <i>Social</i> <i>Emotional</i> <i>Academic</i> <i>Vocational</i>	0 <input type="checkbox"/> No interference with child's participation in educational setting. Acquisition of basic cognitive and/or affective performance skills is not affected.	2 <input type="checkbox"/> Minimal impact on the child's participation in educational setting. Acquisition of basic cognitive and/or affective performance skills may be affected.	4 <input type="checkbox"/> Does interfere with child's participation in educational setting. Acquisition of basic cognitive and/or affective performance skills is usually affected.
Total Score	0 2 3 4 5	6 7 8 9 10 11 12 13	14 15 16 17 18 19 20
Rating Scales	Mild	Moderate	Severe

Yes No Based on compilation of the assessment data, this student scores in the *Mild*, *Moderate* or *Severe* range for a Voice Disorder
Yes No There is documentation/supporting evidence of adverse effects of the Voice Disorder on educational performance.