



Voice Rubric

This is a general guideline for service delivery of school based speech and language services. **Professional judgment will be used and recommendations may vary based on the student's age, current district programming, eligibility, previous therapy, and progress.**

Medical History Input: _____

Student Name: _____

Hearing screening: Pass Fail Teacher: _____

Student Grade: _____

General Education Supports <small>Please attach any supporting documents</small>	Yes/no	Supports Eligibility	Does not support Eligibility
Teacher: <input type="checkbox"/> Interview <input type="checkbox"/> Observation <small>See Attachment</small>			
Parent: <input type="checkbox"/> Interview <small>See Attachment</small> Cultural and Linguistic Considerations (Use when necessary)			
Student: <input type="checkbox"/> Interview <small>See Attachment</small>			

DEFINITION: Voice Impairment: A voice impairment is the absence or abnormal production of voice characterized by: deviant initiation /duration, tonal quality, pitch, loudness and/or resonance for age, gender, or speaking situation.

	Mild***	Moderate	Severe
Description of Voice	Noticeable differences that may be inconsistent in pitch, quality, intensity, rate, and resonance. Voice difference including hoarseness, nasality, denasality, pitch, or intensity inappropriate for the student's age is of <i>minimal</i> concern to parent, teacher, student, or physician.	Persistent noticeable differences noted in production quality (tension, resonance), pitch, intensity, or rate. *Voice difference <i>is of concern</i> to parents, teacher, student, or physician. *Voice is <i>not appropriate</i> for the age and gender of the student.	*Consistent noticeable extreme differences noted in voice production quality (tension, resonance), pitch, intensity, or rate. Voice differences are of <i>concern</i> to parents, teacher, student or physician. Voice is <i>distinctly abnormal</i> for the age and gender of the student.
Informal Assessments Evaluation Tool	*The voice difference is <i>not severe enough to interfere</i> with communication. *The student's awareness may affect communication.	The voice difference may interfere with communication and impair intelligibility or both.	The voice difference impairs communication and intelligibility or both.
Educational Impact Reading Impact Writing Impact	*Voice rarely distracts listeners from messages. *Minimal impact on social, emotional, and/or academic functioning. *Minimal listener and/or speaker reaction as noted by two familiar listeners.	*Voice distracts the listener from the message. *Moderate listener and/or speaker reaction and concern as noted by two familiar listeners. *Interferes with social, emotional, and/or academic functioning.	*Voice significantly distracts the listener from message. *Avoidance of speaking situations may be observed. *Seriously limits social, emotional, and/or academic functioning due to limited ability to communicate appropriately.
Intervention***	Generally does not warrant specialized instruction, instead may warrant general education supports and strategies.	Generally warrants 4-6 sessions per month or equivalent. *actual number of sessions depends on need.	Generally warrants 6-8 sessions per month or equivalent. *actual number of sessions, depends on need.

