



SPECIAL EDUCATION RESOURCES

Consideration of Voice Disorder

This worksheet can be used by IEP teams in considering a voice disorder as part of a speech or language impairment. For each item, circle the item that best represents the student's performance. Students must demonstrate the presence of a delay in communication skills that also has an adverse educational impact to meet criteria for a speech or language impairment in Wisconsin. When a valid comparison to a normative sample cannot be made or a student has significant impairments, consider completion of the [Functional Communication Summary](#) worksheet.

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Academic Activities, Tests, and Measures

Speech-Language Pathology Probes, Tests, and Measure

	Data sources include use of oral language across school settings	Quality hoarse, breathy, no voice	Resonance hypernasal or hyponasal	Volume judged for appropriateness and variability	Pitch appropriateness for age, and for appropriate variability
No Apparent Impact	Participates similarly to peers in most settings.	Voice quality is consistent with expectations given age, or culture of student.	Resonance is consistent with expectations given age, or culture of student.	Volume is consistent with expectations given age, or culture of student.	Pitch is consistent with expectations given age, or culture of student.
Minimal Impact	Evidence of challenges with one setting or situation when compared to peers	Inconsistent differences in voice quality noticeable to the trained listener	Inconsistent differences in resonance; noticeable to the trained listener	Inconsistent difficulty with appropriate volume; noticeable to the trained listener	Inconsistent difficulty with appropriate pitch; noticeable to the trained listener
Moderate Impact	Evidence of challenges in most settings and situations when compared to peers	Consistent difficulty in conversation Observed across listeners	Consistent difficulty. Resonance is not consistent with expectations given age, or culture of student. Observed across listeners	Consistent difficulty. Volume is not consistent with expectations given age, or culture of student. Observed across listeners	Consistent difficulty. Pitch is not consistent with expectations given age, or culture of student. Observed across listeners
Substantial Impact	Evidence of very limited function in most areas	Persistent difficulty noticeable at all times	Persistent difficulty. Always inappropriate for age, or culture noticeable at all times	Persistent difficulty. Always inappropriate for age, or culture noticeable at all times	Persistent difficulty. Always inappropriate for age, or culture noticeable at all times