

VOICE RATING SCALE (COPY: STUDENT FILE)

STUDENT: _____

DATE: _____

SCHOOL: _____

<p>Team Input Adverse Effect On Educational Performance: Social, Emotional, Academic, Vocational (Use Voice Team Input) Score: 1 point each for yes</p>	<p>0 = 0 - 1 No interference with student's ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener (teacher, parent, peer).</p>	<p>2 = 2 - 3 Minimally affects student's ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener (teacher, parent, peer).</p>	<p>3 = 4 - 5 Interferes with student's ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener</p>	<p>4 = 6 - 7 Limits student's ability to communicate appropriately and respond in school learning and/or social situations.</p>	<p>5 = 8 - 9 Seriously limits student's ability to communicate appropriately and respond in school learning and/or social situations.</p>
<p>PITCH</p>	<p>0 Pitch is within normal limits.</p>	<p>2 There is mild difference in pitch which may be intermittent.</p>	<p>3 There is a moderate raising or lowering of pitch for sex and age.</p>	<p>4 There is a severe raising or lowering of pitch.</p>	<p>5 There is a profound raising or lowering of pitch.</p>
<p>INTENSITY</p>	<p>0 Intensity is within normal limits.</p>	<p>2 There is a noticeable difference in intensity which may be intermittent.</p>	<p>3 There is a moderately noticeable inappropriate increase or decrease in the intensity of speech or the presence of aphonia.</p>	<p>4 There is a severely noticeable, inappropriate increase or decrease in the intensity of speech.</p>	<p>5 There is a profoundly noticeable, inappropriate increase or decrease in the intensity of speech.</p>
<p>QUALITY</p>	<p>0 Quality is within normal limits.</p>	<p>2 There is a noticeable difference in quality which may be intermittent.</p>	<p>3 There is a moderately, noticeable breathiness, glottal fry, harshness, hoarseness, tenseness, strident or other abnormal vocal quality.</p>	<p>4 There is a severely noticeable breathiness, glottal fry, harshness, hoarseness, tenseness strident or other abnormal vocal quality.</p>	<p>5 There is a profoundly noticeable breathiness, glottal fry, harshness, hoarseness, tenseness strident or other abnormal vocal quality.</p>
<p>RESONANCE</p>	<p>0 Nasality is within normal limits.</p>	<p>2 There is a noticeable difference in nasality which may be intermittent.</p>	<p>3 There is a moderately noticeable cul de sac, hyper or hyponasality, or mixed nasality.</p>	<p>4 There is a severely noticeable cul de sac, hyper or hyponasality, or mixed nasality.</p>	<p>5 There is a profoundly noticeable cul de sac, hyper or hyponasality, or mixed nasality.</p>
<p>DESCRIPTIONS OF CURRENT PHYSICAL CONDITION (NO RATING POINTS)</p>	<p>No consistent laryngeal pathology; physical factors are temporary and may include allergies, colds, abnormal tonsils and adenoids, short term abuse or misuse.</p>	<p>Laryngeal pathology may be present; medical evaluation is indicated.</p>	<p>Probable presence of laryngeal pathology; medical evaluation is indicated..</p>	<p>Physical factors may include: paralysis of vocal folds; neuromotor involvement i.e.cerebral palsy; medical evaluation is indicated.</p>	<p>Speech is largely unintelligible. Medical evaluation is indicated.</p>
<p>TOTAL SCORE (MDC) UNITS (IEP)</p>	<p>0 1 2 3 NON-DISABLING</p>	<p>4 5 6 7 1 = 15 - 30 mpw 1 = 60 - 120 mpm</p>	<p>8 9 10 11 2 = 31 - 60 mpw 2 = 124 - 240 mpm</p>	<p>12 13 14 15 3 = 61 - 90 mpw 3 = 244 - 360 mpm</p>	<p>16 16+ 5 = 91 + mpw 5 = 364 + mpm</p>

NOTE: Student may demonstrate voice impairment but if there is no adverse effect, he/she is not eligible for special education.