

**SLI - VOICE DISORDER CHECKLIST**

STUDENT: \_\_\_\_\_ DOB: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

PERSON COMPLETING FORM: \_\_\_\_\_

RELATIONSHIP TO STUDENT: \_\_\_\_\_

Please check beside each characteristic of student's voice you have observed.

**VOICE BEHAVIOR**

- \_\_\_\_\_ 1. Voice problems (pitch, loudness, or quality) not observed.
- \_\_\_\_\_ 2. Voice problems are observed as follows:
- \_\_\_\_\_ Voice often sounds raspy, hoarse, or harsh.
- \_\_\_\_\_ Voice has unusual nasal quality.
- \_\_\_\_\_ Student loses voice (becomes aphonic) or speaks too softly to be understood easily.
- \_\_\_\_\_ Student frequently displays vocal abuse such as yelling, throat clearing, or coughing
- \_\_\_\_\_ Student's voice problems have persisted over a period of time (at least 6 weeks).

**MEDICAL HISTORY**

- \_\_\_\_\_ 1. Student has seen physician because of voice problem.
- \_\_\_\_\_ 2. Student is frequently absent from school for respiratory problems.
- \_\_\_\_\_ 3. Student has known history of frequent colds, allergies, asthma, etc.
- \_\_\_\_\_ 4. Student has history of cleft palate or other oral structural problems.
- \_\_\_\_\_ Please attach any relevant information regarding medical history.

**ACADEMIC PERFORMANCE**

- \_\_\_\_\_ 1. Voice does not affect student's academic performance.
- \_\_\_\_\_ 2. Voice problem adversely affects academic performance in the following situations:
- \_\_\_\_\_ Oral reading.
- \_\_\_\_\_ Structured speaking tasks (i.e., reciting math facts)
- \_\_\_\_\_ Other academic activities (i.e., book reports and oral presentations)

DIBELS SCORES \_\_\_\_\_ Date \_\_\_\_\_

Voice disorder adversely affects performance on DIBELS \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ N/A

**CLASSROOM PARTICIPATION**

- \_\_\_\_\_ 1. Voice does not affect classroom participation.
- \_\_\_\_\_ 2. Voice problem adversely affects interaction in the following situations:
- \_\_\_\_\_ Asking/answering questions
- \_\_\_\_\_ Other oral activities in classroom.
- \_\_\_\_\_ Conversation with peers.
- \_\_\_\_\_ Conversation with adults.

PLEASE RETURN FORM TO: \_\_\_\_\_