## Appendix T: Teacher Questionnaire – Voice

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| **Student:** *Click to Enter Student’s Name* **School:** *Click to Enter School Name* |
| **Teacher:** *Click to Enter Teacher’s Name* **Grade:** *Click to Enter Student’s Grade* |
| *Your observation and responses concerning the above student will help determine if a communication problem exists which adversely affects educational performance. (Note: Educational performance refers to the student’s ability to participate in the educational process and must include consideration of the student’s social, emotional, academic and vocational performance.) Please return the completed form to the* *CLick to Enter SLP’s Name* *by* *Click to Select Date*. |

**Skill Area: Voice**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. Is the student able to project loudly enough to be adequately heard in your classroom during recitations? |  |  |
| 1. Does this student avoid reading aloud in class? |  |  |
| 1. Does this student generally appear to avoid talking in your classroom? |  |  |
| 1. Does this student ever lose their voice by the end of the school day? |  |  |
| 1. Does this student use an unusually loud voice or shout a great deal in your classroom or on the playground? |  |  |
| 1. Does this student engage in an excessive amount of throat clearing or coughing? If so, when? *Click* to Enter Text |  |  |
| 1. Does the student’s voice quality worsen during any particular time of the day? If so, which?   *Click to Enter Text* |  |  |
| 1. Does this student’s voice quality make it difficult to understand the content of their speech? |  |  |
| 1. Does this student’s voice quality distract you from what they are saying? |  |  |
| 1. Has this student ever mentioned to you that they think they have a voice problem? |  |  |
| 1. Have you ever heard any of their peers mention their voice sounds funny or make fun of this student because of their voice problem? |  |  |
| 1. If this student has a pitch that is too low or too high, does their pitch make it difficult to identify them as male or female just by listening? |  |  |
| 1. During speaking, does this student’s voice break up or down in pitch to the extent that they appear to be embarrassed by this? |  |  |

**Do you have any other observations relating to the voice of this student?**

*Click to Enter Text*

**It is my opinion that these behaviors:**

**Do not** adversely affect the child’s participation in the educational setting.

**Do** adversely affect the child’s participation in the educational setting.

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Teacher’s Signature Date