

VOICE ELIGIBILITY GUIDE/TEAM SUMMARY

Student: _____ Birthdate: _____ Date: _____

Speech-Language Pathologist: _____ Team Member(s): _____

Medical History Input—Attach report regarding medical issues that may be relevant (if applicable).
 Report or Interview with student’s otolaryngologist, audiologist, allergist, or other appropriate medical professionals
 Medical evaluation has been completed and results made available. Yes No
 School SLP attended medical evaluation. Yes No

Attach documentation as applicable.
 *Collected in part during prereferral phase.

	Does NOT Support Eligibility	Supports Eligibility
Response to Intervention *If early intervening was implemented, then document the student’s response in the diagnostic report.		
Teacher(s) Input *Interview, checklist, or comments		
Parent(s) Input *Interview, checklist, or comments		
Student Input *Interview, checklist, or comments		
Consideration of cultural/linguistic differences *Complete the process in the Culturally and Linguistically Diverse section if needed.		
*Consideration of environmental or economic differences		
Consideration of Temporary Physical Factors *Are vocal characteristics due to temporary physical factors such as allergies, cold, or short term vocal abuse?		
Vocal Quality Use observations, checklists, or interviews to assess the student’s use of vocal characteristics looking for difficulties such as breathlessness, stridency, or hoarseness.		
Pitch Use observations, checklists, or interviews to assess the student’s use of pitch looking for difficulties such as extraordinary high or low pitch, pitch breaks, or monotone.		
Loudness Use observations, checklists, or interviews to assess the student’s use of loudness looking for difficulties such as excessive loudness or softness.		
Resonance Use observations, checklists, or interviews to assess the student’s use of resonance, looking for difficulties such as hyponasal, hypernasal, nasal emissions, assimilation nasality on vowels.		
Additional Areas of Assessment That Will Assist in Planning Intervention Use observations, checklists, or interviews to assess these areas (check all that apply): <input type="checkbox"/> Breath Rate <input type="checkbox"/> Phonatory Efficiency <input type="checkbox"/> Muscle Tension <input type="checkbox"/> Intelligibility <input type="checkbox"/> Speech Avoidance		
Summary of Disability Comments about the presence or absence of disability (attach as needed).	Summary of Adverse Educational Effect Comments about the presence or absence of adverse effects on social, vocational, or academic performance based upon all of the above assessment components (attach as needed)	
Summary of Eligibility in Voice Comments and decision regarding the student’s eligibility (attach as needed).		