IMPLEMENTATION GUIDELINES FOR SPEECH IMPAIRMENT WITH A VOICE DISORDER*

TEXAS SPEECH LANGUAGE HEARING ASSOCIATION

2010

*This manual is to be used as an extension of or to augment the TSHA Eligibility Guidelines for Speech Impairment, 2009. It is not intended to be used as a standalone guide.
TABLE OF CONTENTS

I. General Information: Purpose and Intended Use of the Voice Eligibility Guidelines

II. Informational Materials for Parents Regarding Voice Disorders
   What Is a Voice Disorder?
   A. Information about Vocal Nodules
   B. Information about Resonance Disorders

III. Data Collection for Student Support Team
   A. Health Information
   B. Pre-referral Considerations and Intervention Recommendations
   C. Parent and Teacher Information
      1. General student information from teacher
      2. General student information from parent
      3. Voice Case History—Student/Parent Information
      4. Parent/Teacher Checklist of Voice Concerns
      5. Student Checklist of Voice Concerns
   D. Classroom Intervention Suggestions
      1. Voice sounds harsh, breathy, or hoarse
      2. Voice sounds hypernasal or hyponasal
      3. Voice is intermittent or completely lost
      4. Volume is too loud or too soft
      5. Pitch is too high or too low
      6. Voice interferes with communication
      7. Voice causes unfavorable listener reaction
      8. Shows signs of frustration because of voice
   E. Student Support Team Deliberation for Voice
   F. Student Support Team Deliberations for Special Education Referral
   G. Results of Classroom Interventions

IV. Voice Evaluation and Eligibility Recommendation
   A. Flowchart for Conducting Voice Evaluation
   B. Use of the Voice Eligibility Forms
      1. Voice Sample Procedures
      2. Voice Evaluation Protocol
      3. Voice Progress Report
      4. Voice Eligibility Determination
   C. Rationale for Development of Voice Evaluation Protocol and Use of Visual Analog Scale
V. Report Recommendations
   A. Sample Objectives
   B. Texas Essential Knowledge and Skills Impacted by Voice Disorders

VI. Dismissal: Dismissal Criteria Guidelines

VII. Resources
   A. Helpful Websites
   B. Resources to Help with Goal Writing
   C. Bibliography

**Indicates forms that are essential to completing a comprehensive evaluation but are district-specific and therefore not included in this manual.
I. General Information
PURPOSE AND INTENDED USE OF THE VOICE ELIGIBILITY GUIDELINES

The purpose of the Voice Eligibility Guidelines is to provide a structure within which the speech-language pathologist (SLP) can use consistent, evidence-based evaluation practices consistent with the law to:

- Provide information to teachers and parents regarding the nature of voice and disorders of voice and, when indicated, provide classroom intervention recommendations based on data collected by the Student Support Team (SST).
- Complete a comprehensive evaluation of a student’s voice following a referral for voice concerns for a Full and Individual Evaluation (FIE) for special education.
- Identify whether a voice disorder is present.
- Determine if the presence of a voice disorder results in a disruption in academic achievement and/or functional performance, and document the need for specially designed instruction by the speech-language pathologist (SLP).
- Make recommendations to the Admission, Review, Dismissal (ARD) Committee regarding eligibility for special education services and support based on speech impairment (SI).

These guidelines are intended to be used in combination with the information provided in the Texas Speech Language Hearing Association (TSHA) Eligibility Guidelines for Speech Impairment, 2009, with the understanding that use of the tools in this voice guidelines manual requires additional, specialized training. SLPs should become very familiar with the information in that manual and be aware that information from both manuals is essential to completing a comprehensive evaluation of voice disorders.
II. Informational Materials for Parents Regarding Voice Disorders
A. WHAT IS A VOICE DISORDER?

Eligibility decisions under IDEA define the following categories of disability that qualify a school-age student with a voice disorder for services under the law: physical development, communication development, social or emotional development, and adaptive development (CFR §300.313).

A voice disorder can include deviant vocal behavior related to the pitch, loudness, and/or overall quality of a student’s voice. However, the frequency and consistency of deviant vocal behavior must be considered. Some of the laryngeal disorders seen in school-age students may stem from functional, organic, or neurological processes. Common functional disorders occurring from behaviors of misuse, overuse, or abuse can include vocal fold edema, vascularity, and/or nodules. Fluency or articulation disorders may also result in secondary functional voice problems due to increased phonatory effort. Organic voice disorders can be congenital or acquired and may include papilloma, granuloma, or contact ulcers. Some neuromuscular disorders with a secondary voice component can include cerebral palsy or muscular dystrophy.
B. INFORMATION ABOUT VOCAL NODULES

What are vocal nodules?
Vocal nodules are callous-like growths on the vocal folds. They interfere with proper vibration of the folds and cause the voice to sound raspy or hoarse. Initially, nodules are soft tissue, but after extended periods of time without treatment, they become hard and resistant to therapy techniques.

Why do students get vocal nodules?
When a student wears shoes that do not fit properly for a long period of time, a blister or callous often develops on his foot. It results from the constant rubbing together of the shoe against the skin. Vocal nodules form much in the same way. However, they are the result of the rubbing together of the vocal folds during speech. They usually form in students who misuse their voices by talking too loudly and screaming or yelling frequently. Often, students are more susceptible to nodules if they are frequently hoarse due to sinus drainage and allergies. Nodules may also form if the student uses his voice improperly by frequently using a loud whisper, breathing incorrectly, or tensing the muscles of the throat too much during speech.

What vocal nodules are not:
Vocal nodules are not a disease that can be treated with medicine. There are other causes of hoarseness, however, which can be treated medically. The student has been examined by an ear, nose, and throat doctor who has diagnosed his problem as vocal nodules. Vocal nodules are not related to cancer, and will not develop into cancer even if they are not treated. If vocal nodules remain untreated, they usually grow larger and the student will become hoarser until he sounds like he has laryngitis all the time. The student’s nodules will not necessarily be gone “forever” when his vocal folds are clear. Since nodules are the result of vocal abuse, they will return if the voice is misused again for long periods.

What can you do to help your student?
Since we are trying to change a bad habit of misusing the voice, your help at home is very important to the success of the therapy program.

1. Help your student reduce the amount of loud talking and yelling he does at home.
You will receive charts to record each time your student yells. Reward him on days he receives no marks for yelling. Remind him not to scream. Encourage him to walk close enough to the person he is talking to, so that he can be heard. Help him by seeing that your family gives him attention even when he talks softly so that he doesn’t feel the need to yell.
2. **Encourage him to spend long periods in total silence.**
   A good example of this is to have him try to say nothing during a whole TV program or have him play a game with his siblings to see who can go without talking for the longest period of time. Resting his voice when he is at home is very important because when he is playing outside it is nearly impossible for you to monitor his screaming. Students who have nodules are often the students whose parents complain they “talk all the time.” Helping your student plan “quiet times” during the day that precede or follow periods of excessive talking will help him rest his voice and reduce the vocal abuse.

3. **Remind him not to clear his throat.**
   Because students with nodules are hoarse, they often develop a habit of clearing their throats. Clearing the throat causes vocal folds to slap together very hard. This kind of movement will cause the nodules to get bigger.

4. **Control coughing whenever possible.**
   Coughing has the same effect as clearing the throat. Be sure to see that your student takes cough medicine that will reduce the amount of coughing if he should develop a cough.

5. **Discourage your student from singing.**
   Singing requires tension of the muscles of the throat and causes the same type of movement of the vocal folds as yelling does. Although no one expects your student will need to stop singing forever, he should not sing while he has nodules.

6. **Reduce the amount of noise in the home.**
   Try keeping the volume of the TV, stereo, etc., lower than normal. If a student is trying to talk in competition with this noise, he is going to have to raise his voice. Stop the vacuum cleaner, mixer, etc., when he is talking or ask him to wait until you are finished.

7. **Reduce the loudness of your own talking and that of the other family members.**
   Frequently, students who talk loudly have parents and siblings who also talk loudly. One always tends to yell back at a person who yells at them. If the student needs to be heard over loud talking, he will try to talk even louder. Trying to develop a family practice of talking quietly will be very helpful.

8. **Remind your student to use his “practice” voice when he talks.**
   In speech therapy your student will learn to talk in a very relaxed, breathy sounding voice. He is to use his new voice temporarily to rest his vocal folds until the nodules are improved or gone. Be sure to have him demonstrate his new voice to you and let him explain why he is talking that way.
9. *Help your student find substitutes.*
   When you stop him from yelling, discuss with him what he should have done instead of yelling.

10. *Keep your speech therapist informed about how your student is doing at home.*

C. INFORMATION ABOUT RESONANCE DISORDERS

What is a resonance disorder?
A resonance disorder is the incorrect mixture of airflow through the oral (mouth) and nasal (nose) cavities during speech. These disorders may be labeled as:

- **Hypernasality:** Too much airflow through the nasal cavity, noticed on vowels (sounds as if speaker is “talking through his nose”).
- **Hyponasality:** Too little airflow through the nasal cavity, noticed on vowels (sounds as if speaker has a “cold”).
- **Nasal air emission:** Bursts of air on consonants (sounds as if speaker “snorts” during consonant production).

Why do students have a resonance disorder?
The most common resonance disorder seen in students (hyponasality) may be the result of a cold, allergies, large tonsils, or a large adenoid.

When a student presents with hypernasality and/or nasal air emission, he/she may be experiencing difficulty with velopharyngeal function.

What is velopharyngeal function?
Speech production involves many activities of the oral (mouth) cavity. One of these activities is to close the velopharyngeal port (velo = soft palate and pharyngeal = throat) during the production of all English sounds with the exception of m, n, and ng (as in sing). If for some reason, the velopharyngeal port does not function correctly, excess air will escape through the nasal (nose) cavity.

Can velopharyngeal dysfunction lead to other speech problems?
Difficulty with closing the velopharyngeal port may lead to the creation of compensatory articulation. Instead of saying /k/, the student may “drop” the placement of this sound into the throat, creating a “glottal stop.”

What can you do to help your student?
A speech evaluation is the first step in assisting your student with a resonance disorder. A speech pathologist can evaluate your student for resonance and articulation errors and assist with the development of goals. In addition, an otolaryngologist (ENT) or a cleft palate team can evaluate your student for a possible resonance disorder.
III. Data Collection for Student Support Team
A. HEALTH INFORMATION
Health information forms are essential to completing a comprehensive evaluation but are district-specific and therefore not included in this manual.

B. PRE-REFERRAL CONSIDERATIONS AND INTERVENTION RECOMMENDATIONS
Pre-referral considerations and intervention recommendations are provided in the following pages.

C. PARENT AND TEACHER INFORMATION
General student information from the teacher is essential to completing a comprehensive evaluation but is district-specific and therefore not included in this manual.

General student information from the parent is essential to completing a comprehensive evaluation but is district-specific and therefore not included in this manual.

Parent/Teacher and Student Checklists of Voice Concerns are provided in the following pages.

D. CLASSROOM INTERVENTION SUGGESTIONS
Classroom intervention suggestions are provided in the following pages.

E. STUDENT SUPPORT TEAM DELIBERATIONS FOR VOICE
Student support team deliberations are essential to completing a comprehensive evaluation. A flow chart for deliberations is provided in the following pages.

F. STUDENT SUPPORT TEAM DELIBERATIONS FOR SPECIAL EDUCATION REFERRAL
Student support team deliberations are essential to completing a comprehensive evaluation. The forms are district-specific and therefore not included in this manual.

F. CLASSROOM INTERVENTION RESULTS
Results of classroom interventions, including the student’s response to focused interventions, are essential to completing a comprehensive evaluation. The forms are district-specific and therefore not included in this manual.
B. PRE-REFERRAL CONSIDERATIONS AND INTERVENTION RECOMMENDATIONS

The following suggestions may be given to classroom teachers and/or parents as recommendations for stimulating healthy vocal behaviors prior to referral for a Full and Individual Evaluation (FIE) for Special Education Services. The SLP should check for level of understanding of each recommendation through the school referral committee meeting.

Student: ____________________________________ Date of Birth: ___________________
Person Responsible: _________________________ Date of Meeting: __________________

<table>
<thead>
<tr>
<th>Consideration or Recommendation:</th>
<th>Dates of Attempts</th>
<th>Results—Please be specific in recording data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be sure student’s hearing has been checked within last 3 months.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determine if more than one language is spoken in the home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discuss with parent and teacher the vocal quality issue of concern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Determine if the student has previously received services for a voice disorder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher has asked the student how he/she feels about the way his/her voice sounds and discussed the chosen classroom intervention suggestions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher has implemented accommodations in the classroom. (See classroom intervention suggestions, pp. 31–38.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teacher refers back to the school referral committee if the accommodations have not been helpful.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
CASE HISTORY FORM
STUDENT/PARENT INFORMATION

Student’s Name:__________________________________________

Student’s Birth Date: ____________________ Age: __________

Parent’s Names:__________________________________________

Home Phone #:_________________ Work Phone #:_______________

Cell Phone #:_________________ Email Address:_________________

Address:_____________________________________________________________________________

______________________________________________________________

REFERRAL INFORMATION

Referred by:_________________________ Physician’s Name:__________

Physician’s Address:__________________________________________

______________________________________________________________________________

Physician’s Phone Number: ______________________

Please attach a physician report if applicable.

STUDENT’S MEDICAL HISTORY

Does the student have allergies?______ If yes, please describe:______________________________

Please list any allergy medications:_______________________________________________________

Is the student frequently around cigarette smoke?_______

Has the student ever had chronic ear infections, sinus infections, colds, asthma, etc.?_______

Has the student ever had surgery or been hospitalized?_______________________________

If yes, please describe:________________________________________________________________

Is the student under a physician’s care for any illness?_____________________________________

If yes, please describe:_________________________________________________________________
List additional medication (other than allergy) your student routinely takes.__________________________________________________________

Has the student ever been examined by an Ear Nose and Throat Specialist (ENT) or otolaryngologist? What were the results? Was a second appointment scheduled?
__________________________________________________________

Has the student ever lost his/her voice? ___________ How many times? ___________

Does the student ever complain of his/her throat burning?_____

Has the student been diagnosed with reflux (GERD)? ____

Does the student ever have heartburn? ______ Stomach ache?_________

As an infant, did the student have colic, spit up, or upset stomach?______________________

When was the student’s last hearing test and what were the results? ____________________

Additional Comments:___________________________________________________________

__________________________________________________________

STUDENT’S VOICE PROBLEM

Describe the voice problem: ______________________________________________

What do you think caused the problem? ____________________________________________

When did you first notice the problem?____________________________________________

Describe how the student’s voice sounds:
__________________________________________________________

Did the problem come on suddenly or gradually? ________________________________

Has the problem become worse/better recently?______________________________
Does the student’s voice vary with different…
A) Times of day?_________________________
B) Seasons or weather?___________________
C) Days of week?____________________

When is the voice the best?____________ When is the voice the worst?____________

Does the student talk excessively?______________________________

Does the student yell, scream, make vocal noises, or sing excessively? Please describe:
__________________________________________________________________________________
__________________________________________________________________________________

Does the student frequently cough or clear his/her throat? ____________________________

Has the student demonstrated frustration with his/her voice problem? __________________

Do you suspect the student uses his/her voice more frequently throughout the day compared to other students the same age?___________________________________________________

Is the student involved in school and community activities in which the voice is used excessively (cheerleading, athletics, drama, choir, etc.)?_______________________________

Has the student ever had speech therapy? _____________ If yes, please describe the problem:
__________________________________________________________________________________
__________________________________________________________________________________

Where did the student attend therapy?_____________________________________________
Clinician’s name:_______________________________________________________________

Describe the student’s personality. Is he/she outgoing, shy, loud, quiet, etc.? __________
__________________________________________________________________________________

FAMILY HISTORY

Does anyone in your family have a voice problem? ________________________________

Has anyone in your family had speech therapy? ________________________________

Does the student have any siblings? ________________________________
If yes, please list ages: ________________________________________________
Parent/Teacher Checklist of Voice Concerns

Student’s Name:                                      Date of Birth:

Person completing the form:                         Date:

*Parents and teachers, please check all that apply to the student’s voice:*

* 1. Is hoarse for more than two weeks.
* 2. Has had episodes of laryngitis lasting more than two weeks.
* 3. Voice pitch is too high, too low, or not appropriate for age and/or sex.
* 4. Talks through nose.
* 5. Voice is too loud or too soft.
* 6. Has a breathy voice (i.e., a Marilyn Monroe type of voice).
* 7. Voice sounds strained.
* 8. Has visible tension in neck, upper body, or face when speaking.
* 9. Voice breaks in student too young to be experiencing change of voice.
* 10. Voice is monotone.
* 11. Has irregular or labored breathing when speaking.
* 12. Has any voice characteristic that attracts attention.
* 13. Has had a tonsillectomy and/or adenoidectomy.
Student Checklist of Voice Concerns

Student’s Name: __________________________ Date of Birth: __________________________

Person completing the form: __________________________ Date: __________________________

Student, please check all that apply to your voice:

❶ 1. People have trouble hearing me when I talk.

❷ 2. I run out of air when I talk.

❸ 3. Sometimes it’s hard to talk.

❹ 4. Talking makes me tired.

❺ 5. My throat hurts when I talk.

❻ 6. My voice squeaks when I talk.

❼ 7. People ask me what’s wrong with my voice.

❽ 8. I don’t like to talk because sometimes people tease me.

❾ 9. People think I sound like a boy/girl when I speak.

❿ 10. I lose my voice after talking a while.

⓫ 11. I don’t like the way my voice sounds.

⓬ 12. People ask me if I have a cold.

Describe your voice: ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
D. CLASSROOM INTERVENTION SUGGESTIONS:

Voice sounds harsh, breathy, or hoarse

1. Make certain the student’s hearing has recently been checked.

2. Provide the student with an appropriate “voice” model.

3. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Speak to the student to explain what he/she needs to do differently (e.g., use a quiet voice vs. a loud voice, whistle or clap vs. yelling, talk less, etc.).

5. Establish a “quiet time” during the day when no one speaks except in an emergency. Soft music might be used in the background.

6. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

7. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

8. Have the student list occasions when he/she abuses his/her voice. Discuss alternative ways to communicate in these situations (e.g., walk over to a person instead of shouting across the room; blow a whistle outside to get someone’s attention instead of yelling, etc.).

9. If the student uses shouting to gain attention, have him/her practice alternative methods of gaining attention (e.g., stressing a specific word in a sentence, using pitch variations, pausing before an important word, using gestures, etc.).

10. Discuss how hard it is on the throat to clear the throat. Encourage the student to get a drink instead.

11. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

CLASSROOM INTERVENTION SUGGESTIONS:

Voice sounds hypernasal or hyponasal

1. Make certain the student’s hearing has recently been checked.

2. Provide the student with an appropriate “voice” model.

3. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Suggest student use slower rate.

5. Encourage student to articulate distinctly.

6. Encourage student to open his/her mouth underwhen speaking.

Voice is intermittent or completely lost

1. Make certain the student’s hearing has recently been checked.

2. Provide the student with an appropriate “voice” model.

3. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Speak to the student to explain what he/she needs to do differently (e.g., use a quiet voice vs. a loud voice, whistle or clap vs. yelling, talk less, etc.).

5. Establish a “quiet time” during the day when no one speaks except in an emergency. Soft music might be used in the background.

6. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

7. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

8. Have the student list occasions when he/she abuses his/her voice. Discuss alternative ways to communicate in these situations (e.g., walk over to a person instead of shouting across the room; blow a whistle outside to get someone’s attention instead of yelling, etc.).

9. If the student uses shouting to gain attention, have him/her practice alternative methods of gaining attention (e.g., stressing a specific word in a sentence, using pitch variations, pausing before an important word, using gestures, etc.).

10. Discuss how hard it is on the throat to clear the throat. Encourage the student to get a drink instead.

11. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

CLASSROOM INTERVENTION SUGGESTIONS:

Volume is too loud or too soft

1. Make certain the student’s hearing has recently been checked.

2. Speak to the student and explain that he/she is using an inappropriately loud/soft voice and explain the importance of using an appropriate vocal volume to match different situations.

3. Provide the student with an appropriate “voice” model.

4. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

5. Establish a “quiet time” during the day when no one speaks except in an emergency. Soft music might be used in the background.

6. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

7. Have the student list reasons that might cause people to yell or talk very loudly (e.g., when angry, in a crowd, at a football game, etc.). Talk about how the voice feels after these situations.

8. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

9. If the student uses shouting to gain attention, have him/her practice alternative methods of gaining attention (e.g., stressing a specific word in a sentence, using pitch variations, pausing before an important word, using gestures, etc.).

10. Discuss how hard it is on the throat to clear the throat. Encourage the student to get a drink instead.

11. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

12. Establish a method that you can use to remind the student to use good vocal hygiene when he/she is speaking too loudly or too softly.

CLASSROOM INTERVENTION SUGGESTIONS:

Pitch is too high or too low

1. Make certain the student’s hearing has recently been checked.

2. Speak to the student and explain that he/she is using an inappropriately high/low pitch level, and discuss the importance of using an appropriate level of pitch.

3. Provide the student with an appropriate “voice” model.

4. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

5. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

6. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

7. Have the student list occasions when he/she uses a volume level that is too loud or too soft or a pitch level that is too high and too low. Discuss alternative ways to communicate in these situations (e.g., walk over to a person instead of shouting across the room, blow a whistle outside to get someone’s attention instead of yelling, talking at a normal level as opposed to a whisper, etc.).

8. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

9. Establish a method that you can use to remind the student to use good vocal hygiene when he/she is speaking too loudly or too softly, or too high/low (e.g., “thumbs up” to raise pitch, “thumbs down” to lower pitch).

CLASSROOM INTERVENTION SUGGESTIONS:

Voice interferes with communication

1. Make certain the student’s hearing has recently been checked.

2. Provide the student with an appropriate “voice” model.

3. Reinforce the student for appropriate voice quality:
   a. the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Speak to the student to explain what he/she needs to do differently (e.g., use a quiet voice vs. a loud voice, whistle or clap vs. yelling, talk less, etc.).

5. Establish a “quiet time” during the day when no one speaks except in an emergency. Soft music might be used in the background.

6. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

7. Have the student list reasons why people might yell or talk very loudly (e.g., when angry, in a crowd, at a football game, etc.).

8. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

9. Have the student list occasions when he/she abuses his/her voice. Discuss alternative ways to communicate in these situations (e.g., walk over to a person instead of shouting across the room; blow a whistle outside to get someone’s attention instead of yelling, etc.).

10. If the student uses shouting to gain attention, have him/her practice alternative methods of gaining attention (e.g., stressing a specific word in a sentence, using pitch variations, pausing before an important word, using gestures, etc.).

11. Discuss how hard it is on the throat to clear the throat. Encourage the student to get a drink instead.

12. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

13. Establish a method that you can employ to remind the student to use good vocal hygiene when he/she is abusing his/her voice (e.g., pointing to your throat, index finger to lips as for the quiet sign, etc.).

CLASSROOM INTERVENTION SUGGESTIONS:

Voice causes unfavorable listener reaction

1. Make certain the student’s hearing has recently been checked.

2. Provide the student with an appropriate “voice” model.

3. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Speak to the student to explain what he/she needs to do differently (e.g., use a quiet voice vs. a loud voice, whistle or clap vs. yelling, talk less, etc.).

5. Establish a “quiet time” during the day when no one speaks except in an emergency. Soft music might be used in the background.

6. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

7. Have the student list reasons why people might yell or talk very loudly (e.g., when angry, in a crowd, at a football game, etc.).

8. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

9. Have the student list occasions when he/she abuses his/her voice. Discuss alternative ways to communicate in these situations (e.g., walk over to a person instead of shouting across the room; blow a whistle outside to get someone’s attention instead of yelling, etc.).

10. If the student uses shouting to gain attention, have him/her practice alternative methods of gaining attention (e.g., stressing a specific word in a sentence, using pitch variations, pausing before an important word, using gestures, etc.).

11. Discuss how hard it is on the throat to clear the throat. Encourage the student to get a drink instead.

12. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

13. Establish a method that you can employ to remind the student to use good vocal hygiene when he/she is abusing his/her voice (e.g., pointing to your throat, index finger to lips as for the quiet sign, etc.).

CLASSROOM INTERVENTION SUGGESTIONS:

Shows signs of frustration because of voice

1. Make certain the student’s hearing has recently been checked.

2. Provide the student with an appropriate “voice” model.

3. Reinforce the student for appropriate voice quality:
   a. Give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.), or
   b. Give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Speak to the student to explain what he/she needs to do differently (e.g., use a quiet voice vs. a loud voice, whistle or clap vs. yelling, talk less, etc.).

5. Establish a “quiet time” during the day when no one speaks except in an emergency. Soft music might be used in the background.

6. Encourage good posture while sitting, standing, and walking, etc. Poor posture can deter good breath support which facilitates vocal quality.

7. Have the student list reasons why people might yell or talk very loudly (e.g., when angry, in a crowd, at a football game, etc.).

8. Have the student list all the different sound effects that he/she and his/her friends make while playing (e.g., motor noise, monster noise, etc.). Discuss the effect of those sounds on their voices. Suggest alternatives to “throat” noises (e.g., sounds made at the front of the mouth with tongue and lips).

9. Have the student list occasions when he/she abuses his/her voice. Discuss alternative ways to communicate in these situations (e.g., walk over to a person instead of shouting across the room; blow a whistle outside to get someone’s attention instead of yelling, etc.).

10. If the student uses shouting to gain attention, have him/her practice alternative methods of gaining attention (e.g., stressing a specific word in a sentence, using pitch variations, pausing before an important word, using gestures, etc.).

11. Discuss how hard it is on the throat to clear the throat. Encourage the student to get a drink instead.

12. When the student has a cold, sore throat, laryngitis, etc., discuss how the throat might look and encourage the student to talk as little as possible. Do not encourage whispering as an alternative, as it may only mask the abusive behavior.

13. Establish a method that you can employ to remind the student to use good vocal hygiene when he/she is abusing his/her voice (e.g., pointing to your throat, index finger to lips as for the quiet sign, etc.).

E. STUDENT SUPPORT TEAM DELIBERATION FOR VOICE

1. DRAWS ATTENTION TO SELF?
2. PHYSICIAN’S REPORT INDICATES DISORDER WILL PROGRESS IN SEVERITY WITHOUT THERAPY?

IF “NO” TO BOTH QUESTIONS, NO EVALUATION REQUIRED AT THIS TIME

IF “YES” TO ONE OR BOTH QUESTIONS, EVALUATION REQUIRED
IV. Voice Evaluation and Eligibility Recommendation
B. USE OF THE VOICE ELIGIBILITY FORMS

In this section, you will find four forms that will assist you in the assessment/eligibility process.

The first form, *Voice Sample Procedures* (p. 46), presents the procedures you will use to collect the speaking sample that you will use to determine if the student’s voice disorder meets eligibility criteria for service delivery in the public schools. It is essential that you tape record the voice sample, or it will be impossible to make the decisions necessary to determine eligibility.

The second form, *Voice Evaluation Protocol* (p. 48), requires that you make judgments about the student’s voice disorder in three critical areas. They are:

- **Voice Area Impairment**
  - In this column, you will judge the degree of voice impairment on a continuum. For descriptive purposes, 1–10 (normal); 11–29 (mild); 30–54 (moderate); 55–79 (severe); 80–100 (very severe). This judgment is to be made based on your review of the taped voice sample, using the visual analog scale provided. This is a subjective judgment that you will make using your professional knowledge about voice disorders (see p. 56).

- **Evidence**
  - In this section, you will make note of the types of evidence you collected to be considered in your eligibility decision. The column allows you to report collected evidence from parents, teacher, physicians, and your own findings. Circle all that apply.

- **Adverse Effect on Educational Performance**
  - In this section, you will indicate the possible adverse effect of the voice areas assessed on the student’s education experience. This section allows you to report the specific voice disorders that impact the student’s day-to-day participation in school. To make these judgments, refer to the TEKS document (oral communication, social adjustment). This will be a subjective judgment based on the information collected from parents, teachers, students, and your clinical perceptions. Circle all that apply.

The third form, *Voice Eligibility Determination* (p. 52), aids you in making the final judgment about the student’s eligibility for service. The intent of this form is to provide a specific list of qualifying and nonqualifying conditions. This form summarizes your information. Use it as your notes when reporting to the ARD committee.

The fourth form, *Voice Progress Report* (p. 53), is similar to the evaluation protocol. It will be used to determine the student’s progress as the result of therapy.
Voice Sample Procedures

Directions:
Use the procedures outlined in numbers 1–12 to collect the speaking sample that will be reviewed and used to determine eligibility for service.

Audiotape and/or videotape the voice sample. You will need to listen several times to determine your scores. Check your recorder(s) before you begin the evaluation to be sure that it is working. Use a watch or clock with a secondhand or a stopwatch for measurement. Have the student complete the following speaking tasks:

1. State full name, date of birth, day, month, and year of the recording.

2. Evaluate efficiency of air use. Count as long as possible on one breath (use stop watch). Norm is at least 10 seconds.

3. Evaluate ability to phonate. Have student sustain /s/ _____ seconds, /z/ _____ seconds (use stop watch). (/z/ should be at least as long as /s/).

4. Evaluate all parameters on Voice Eligibility Protocol
When evaluating all parameters (i.e., Voice Areas), use the provided visual analog scale to record judgments. In some cases, the parameters evaluated require only a score of 0 or 100 (i.e., the characteristic is either present or absent). These parameters are indicated on the voice evaluation protocol.

☐ If the student can read, have him/her complete an oral reading of approximately 75 words.
(Use of reading material from classroom curriculum is recommended.)

☐ Question and Answer: Engage in a brief dialogue in an effort to capture spontaneous, ongoing vocal quality.

☐ Have student participate in connected/conversational speech by describing a picture, trip, or hobby. (At least one minute and can be practiced beforehand to ensure continuity of speaking.)

5. Evaluate Physical Mechanism.

☐ Observe respiration during speaking. Look for evidence of clavicular breathing, diaphragmatic breathing, shortness of breath/panting, audible breath/stridor, running out of breath at the end of phrases.

☐ Observe tension sites. Look at face, mandible, neck/throat, shoulders, and general body.
6. **Evaluate variability in pitch.** Listen to variability during reading and conversation.

7. **Evaluate loudness.** Have student count to five as softly as possible, then to 5 as loudly as possible. *Listen for variability.*

8. **Evaluate pitch.** Have student sing up the scale (Do Re Mi Fa Sol La Ti Do) two octaves, from lowest to highest. Hum a variety of pitches after being given a model. *Listen for variability and range.* Normal pitch range should be at least two octaves.

9. **Evaluate hypernasality and/or nasal air emission.** Have the student say the following sentences with no nasal sounds. Hypernasality will be carried on the vowels, and nasal air emission will be heard as bursts of air during consonant production.

   - Pick up the puppy.
   - Buy baby a bib.
   - Suzy sees the sky.
   - Chase the chilly cherry.
   - Go give Kate cake.
   - Cookie, Cookie, Cookie
   - Puppy, Puppy, Puppy
   - I like cookies.
   - I like puppies.

10. **Evaluate hyponasality.** Have the student say the following sentences. Hyponasality will be obvious on nasal sounds.

    - Mr. Norris never knew.  
    - Coming home is fun.
    - My nose never runs.  
    - Hammer nine nails.

11. **Evaluate possible nasal air emission.** Have the student say the following words. Nasal emission is most obvious on sibilants, fricatives, and affricates. In severe cases, it will be noted on plosives. Make note of tongue position/placement during sibilant production. Is tongue tip at alveolar ridge?

    - busy Suzy pie sigh
    - kite sight Pat sat
# VOICE EVALUATION PROTOCOL

**Student:** __________________________  **Date:** __________________________

**Date of Birth:** __________________________  **SLP:** __________________________

**Teacher:** __________________________  **Grade:** __________________________

## VOICE AREA

<table>
<thead>
<tr>
<th>VOICE AREA</th>
<th>0 - 10</th>
<th>11-29</th>
<th>30 - 54</th>
<th>55 - 79</th>
<th>80 - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Normal</td>
<td>Mild</td>
<td>Moderate</td>
<td>Severe</td>
<td>Very Severe</td>
</tr>
</tbody>
</table>

### A. Heardness

(Combination of harshness and breathiness lasting longer than 30 days)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

### B. Hard/Soft Glottal Attack

(Paraphernalia, hypernasal sound, nasal airway obstruction)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

### C. Breathiness

(Audible, excessive airflow released during phonation)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

### D. Aphony

(Interruption or consistent inability to phonate)

Score as: Absent = 0; Present = 100

### E. Tremor

(Unusual break in voice, unsteadiness in voice)

Score as: Absent = 0; Present = 100

---

Aphony may result from severe vocal abuse, but also could be a symptom of a medical disorder. Aphony could also be a symptom of neurological or structural issue that will not respond to therapy. Input from the physician will help determine if this student will benefit from intervention.

Tremor is sometimes an indicator of neurological problems. If present, check case history for evidence of diagnosed neurological issues. It may be necessary to refer to a neurologist for consultation. However, tremor does not qualify a student for voice therapy.
### Voice Area

1. **Hypenassality**
   - Excessive nasal airflow resonance carried on vowels.
   - Use Visual Analog Scale to score this on a 0-100 point continuum; 0 = Normal; 100 = Very Severe.

2. **Nasal Air Emission**
   - Burst of nasal air carried on consonants.
   - Score: Absent = 0; Present = 100.

3. **Articulation Errors**
   - Specifically glottal stops, nasalized consonants, pharyngeal fricatives.
   - Scores: Absent = 0; Present = 100.

### Voice Area

1. **Habitual Speaking Pitch**
   - Too high, too low, consider appropriateness for age/gender.
   - Use provided Visual Analog Scale to score this on a 0-100 continuum; 0 = Normal; 100 = Very Severe.

2. **Pitch Range**
   - Ability to produce 2 octave range.
   - Score: Produced 2 Octave Range = 0; Could not produce 2 Octave Range = 100.

3. **Pitch Breaks**
   - Sudden, uncontrolled, inappropriate changes in pitch.
   - Score: Absent = 0; Present = 100.

Pitch breaks that occur as the result of voice changes during puberty should be rated as 0 (i.e. within normal limits).
Associated factors alone do not qualify a student for voice therapy, however these factors are significant in determining voice therapy goals.

1. Habitual Volume
   - Choose one: Too Soft, Too Loud
   - Use provided Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

2. Breathing Pattern
   - (Cribular, hypophageal, shortness of breath, panting, audible breath or noisy; runs out of breath at end of phrase)
   - Use Visual Analog Scale to score this on a 1 - 100 point continuum; 0 = Normal; 100 = Very Severe

3. Efficiency of Air Use
   - (f/r ratio less than 1 is normal; counting on one breath for 10 seconds)
   - Use Visual Analog Scale to score this on a 1 - 100 point continuum; 0 = Normal; 100 = Very Severe

4. Throat Clogging / Coughing
   - Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

5. Abrasive Vocal Noises
   - (grunting, excessive motor noises)
   - Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

6. Hyponasality
   - (Reduced nasal airflow; resistance on int; in, in's and vowels)
   - Hyponasality results from atypical structure. It may be necessary to refer to an ENT.

7. Cul-de-sac Resonance
   - (Result of posterior tongue carriage)
   - Use provided Visual Analog
   - Cul-de-sac resonance results from atypical structure. It may be necessary to refer to an ENT.
### Additional Information

<table>
<thead>
<tr>
<th>1. Oral Mechanism Structure (Fistula, Unrepaired Cleft Palate, Submucous Cleft Palate, Short Palate, Large Tonsil)</th>
<th>Voice Impairment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Otolaryngology Examination / Results</td>
<td>Attach if Applicable</td>
</tr>
</tbody>
</table>

### EVIDENCE

*Circle ALL That Apply*

1. Parent Report
2. Student Report
3. Teacher Report
4. Physician Report
5. Speech Language Pathologist

### ADVERSE EFFECT ON EDUCATIONAL PROCESS

*Circle ALL That Apply*

1. Oral Communication (Oral Participation and Oral Reading)
2. Social Emotional Adjustment / Behavior
3. Reaction of peers, teachers, parents
## VOICE ELIGIBILITY DETERMINATION

**Date:** ______________________  **SLP:** ______________________

**Student:** ______________________  **DOB:** ______________________

**Teacher:** ______________________  **Grade:** ______________________

### Qualifies for Voice Therapy

**IMPAIRMENT:** Check each area in which
the student exhibits an impairment.
Impairment is indicated if a score of 11 or
more is rated on at least one item assessed
in the following voice areas.

<table>
<thead>
<tr>
<th>Phonation/Vocal Quality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoarseness</td>
<td></td>
</tr>
<tr>
<td>Harshness/Tension</td>
<td></td>
</tr>
<tr>
<td>Hard/Harsh Glottal Attack</td>
<td></td>
</tr>
<tr>
<td>Breathiness</td>
<td></td>
</tr>
<tr>
<td>Aphonia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pitch</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Habitual Speaking Pitch</td>
<td></td>
</tr>
<tr>
<td>Pitch Range</td>
<td></td>
</tr>
<tr>
<td>Pitch Breaks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resonance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypernasality</td>
<td></td>
</tr>
<tr>
<td>Nasal Air Emission</td>
<td></td>
</tr>
<tr>
<td>Articulation Errors</td>
<td></td>
</tr>
</tbody>
</table>

**EVIDENCE** that includes at least two sources.
(check all that apply)

5. Speech-Language Pathologist Report

**ADVERSE EFFECT ON
EDUCATIONAL PERFORMANCE**
(check all that apply)

1. Oral communication
2. Social-emotional adjustment/behavior
3. Reaction of peers, teachers, and parents

---

### Student Does Not Qualify

- Voice disorder is judged to be normal
  (i.e., score of 1–10)
- Identified differences do not impact educational performance.
- The only **VOICE AREA** in which
  student scored in the disorder range is:
  a. Tremor
  b. Pitch breaks as a result of puberty
  c. Hyponasality
  d. Cul-de-sac resonance
  e. Associated factors
  f. Oral mechanism
- Voice disorder(s) is due to untreated
  upper respiratory infection and/or allergy symptoms.

**EVIDENCE** that includes at least two sources.
(check all that apply)

5. Speech-Language Pathologist Report

Only one source of evidence indicated a disorder (i.e., physician’s report).

**ADVERSE EFFECT ON
EDUCATIONAL PERFORMANCE**
(check all that apply)

1. Oral communication
2. Social-emotional adjustment/behavior
3. Reaction of peers, teachers, and parents

Voice disorder is related to ESL or dialect.

---

### Student Qualifies  ____  Student Doesn’t Qualify  ____

Students must be seen by an otolaryngologist prior to enrollment in therapy to identify medically treatable disorders. If the doctor concludes that a medical condition exists that precludes speech therapy, the parent is responsible for further intervention.
# VOICE PROGRESS REPORT

**Student:** 

**Date:** 

**Date of Birth:** 

**Teacher:** 

**SLP:** 

**Grade:**

## VOICE AREA

### A. PHONATION / VOCAL QUALITY

<table>
<thead>
<tr>
<th></th>
<th>0 - 10</th>
<th>11-29</th>
<th>30 - 54</th>
<th>55 - 79</th>
<th>90 - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Normal</td>
<td>Mild</td>
<td>Moderate</td>
<td>Severe</td>
<td>Very Severe</td>
</tr>
</tbody>
</table>

**1. Harshness**

(Combination of harshness and breathiness lasting longer than 30 days)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Voice Impairment Score](image1)

**2. Hardness / Tension**

Consider both in your rating.

(Uplikeable; rough voice with neck and shoulder tension present)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Voice Impairment Score](image2)

**3. Harsh / Hard Glottal Closure**

(Uplikeable; burst of sound causing vocal folds together during vowel production)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Voice Impairment Score](image3)

**4. Breathiness**

(Noticeable, excessive airflow released during phonation)

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Voice Impairment Score](image4)

**5. Apathy**

(Intermittent or consistent inability to articulate)

Score as: Absent = 0; Present = 100

![Voice Impairment Score](image5)
### VOICE AREA

#### B. RESONANCE

1. **Hypomania**  
   Excessive nasal airflow/ resonance carried on vowels  
   Use Visual Analog Scale to score this on a 1-100 point continuum; 0 = Normal; 100 = Very Severe

   ![Voice Impairment Score](image)

2. **Nasal Air Emission**  
   Blasts of nasal air carried on consonants  
   Score as: Absent = 0; Present = 100

   ![Voice Impairment Score](image)

3. **Articulation Errors**  
   (Specifically glottal stops, nasal fricatives, pharyngeal fricatives)  
   Scores as: Absent = 0; Present = 100

   ![Voice Impairment Score](image)

---

### VOICE AREA

#### C. Pitch

1. **Habitual Speaking Pitch**  
   (Too high, too low, consider appropriateness for age/gender)  
   Use provided Visual Analog Scale to score this on a 1-100 point continuum; 0 = Normal; 100 = Very Severe

   ![Voice Impairment Score](image)

2. **Pitch Range**  
   (Ability to produce 2 octave range)  
   Score as: Produced 2 Octave Range = 0; Could not produce 2 Octave Range = 100

   ![Voice Impairment Score](image)

3. **Pitch Breaks**  
   (Sudden, uncontrolled, inappropriate changes in pitch)  
   Score as: Absent = 0; Present = 100

   ![Voice Impairment Score](image)

*Pitch breaks that occur as the result of voice changes during puberty should be rated as 0 (i.e., within normal limits).*

---

TSHA Implementation Guidelines for Speech Impairment with a Voice Disorder 2010 54
## Associated Factors

Associated factors alone do not qualify a student for voice therapy, however these factors are significant in determining voice therapy goals.

### 1. Habitual Volume

| Choice | Too Soft | Too Loud |

Use provided Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Visual Analog Scale](image)

### 2. Breathing Pattern

| Choices | Clavicular, diaphragmatic, shortness of breath/panting, audible breath/stridor, runs out of breath at end of phrase |

Use Visual Analog Scale to score this on a 1 - 100 point continuum; 0 = Normal; 100 = Very Severe

![Visual Analog Scale](image)

### 3. Efficiency of Air Use

| Choice | Air ratio less than 1 is normal; counting on one breath for 6+ seconds |

Use Visual Analog Scale to score this on a 1 - 100 point continuum; 0 = Normal; 100 = Very Severe

![Visual Analog Scale](image)

### 4. Threat Clearing/Compiling

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Visual Analog Scale](image)

### 5. Abusive Vocal Noises

| Choice | Grunting, excessive meter noises |

Use Visual Analog Scale to score this on a 1 - 100 continuum; 0 = Normal; 100 = Very Severe

![Visual Analog Scale](image)
Rationale for Development of the Voice Evaluation Protocol and Use of the Visual Analog Scale

Evaluation of vocal quality can be performed using a variety of tools, including acoustic measurements, videostroboscopy, and perceptual judgments by speech-language pathologists. Historically, SLPs relied on perceptual judgments exclusively in the clinical setting because the equipment necessary to take acoustic measures or observe laryngeal function during voicing was not readily available. With the recent development of clinically friendly equipment to aid in the assessment of voice (i.e., Visi-pitch, Dr. Speech, Speech Viewer) that allows measurement of some vocal parameters, the trend has been to incorporate those measurements into assessment decisions. Many speech-language pathologists feel that without measurements such as average fundamental frequency, perturbation, harmonics to noise ratio, etc., their perceptual judgments are too subjective to efficiently quantify presence of a disorder or track changes during therapy. Voice clinics where otolaryngologists and speech-language pathologists work together typically combine information gathered via stroboscopy, acoustic measurement, and perceptual judgment to describe voice disorders. However, the majority of individuals being seen in therapy for voice disorders are not being seen in medical settings. Within the school setting, equipment is rarely available to the SLPs. They must combine information learned from the otolaryngologist’s report with their own perceptual judgments and observations to make their assessment and treatment decisions. Many clinicians seem to doubt that the judgments they make are valid without acoustic data to support them.

Recently there have been several studies published that looked at the reliability of perceptual scales when used to evaluate vocal quality. Eadie and Doyle (2005) discussed various studies and concluded that perceptual scales can represent a valid approach to voice evaluation and description. However, they also discussed the importance of listener training if use of such scales is to be truly reliable among raters. Recently the ASHA Special Interest Division 3 developed and distributed an auditory-perceptual scale (CAPE-V) to be used to describe the severity of perceptual attributes of voice problems. This tool is widely accepted as the best available tool for auditory-perceptual evaluation of voice characteristics. It uses a visual analog scale for rating. Visual analog scales are routinely used in the medical field to quantify perceptual judgments like pain and fatigue. They have been shown to increase the intra- and inter-judge reliability of patient reports by allowing assignment of a numeric value to represent patient perception. The Voice Evaluation Protocol was developed taking into consideration the design of the CAPE-V and the needs of SLPs in the schools. who must support their eligibility decisions. It, too, uses a visual analog scale for the purpose of quantifying judgments. Every attempt has been made to limit sources of variability in the tool, but its reliability and validity have not yet been assessed. It is recommended that SLPs engage in training and practice using the Voice Evaluation Protocol with referent voice recordings as examples, to develop skill in using the tool to make reliable and valid judgments.

V. Report Recommendations
A. SAMPLE OBJECTIVES

Annual Objective:
• Reduce vocal pathology by decreasing hyperfunctional behaviors.

Short-Term Objectives
The student will:
1) Identify and eliminate abusive behaviors.
2) Increase relaxation of the larynx through head and neck muscle relaxation exercises.
3) Facilitate and habituate relaxed diaphragmatic breathing with breathing exercises and methods of easy airflow release during speech.
4) Improve vocal hygiene by increasing water consumption.
5) Increase oral/nasal resonance, utilizing /m/, /n/, /ng/ phonemes from the mask area.
6) Reduce laryngeal, lingual strap, and jaw muscle tension through laryngeal massage and range of motion exercises.
7) Increase self-monitoring of pitch during conversational speech.
8) Increase self-monitoring of volume during conversational speech.

Annual Objective:
• Improve vocal quality by reducing inappropriate nasal resonance.

Short-Term Objectives:
The student will:
1) Identify and eliminate inappropriate nasal resonance.
2) Differentiate between nasal and denasal sounds using tactile feedback.
3) Produce vowel sounds and anterior consonants with the back of the tongue lowered.
4) Increase open oral movements.
5) Articulate distinctly
6) Produce light, quick articulatory contacts during production of pressure-sensitive phonemes
7) Increase self-motivation to use appropriate resonance balance during conversational speech.
8) Increase self-motivation to use appropriate volume during conversational speech.
B. TEXAS ESSENTIAL KNOWLEDGE SKILLS IMPACTED BY VOICE DISORDERS

Section B includes examples taken from the Texas Essential Knowledge and Skills (TEKS) document. The TEKS listed are impacted by a voice disorder. This information can be used to assist in defining educational need.

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading; Subchapter A. Elementary

§110.11. English Language Arts and Reading, Kindergarten
§110.12. English Language Arts and Reading, Grade 1
§110.13. English Language Arts and Reading, Grade 2
§110.14. English Language Arts and Reading, Grade 3
§110.15. English Language Arts and Reading, Grade 4
§110.16. English Language Arts and Reading, Grade 5

(A) Introduction

(1) Kindergarten: In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Initially, students dictate messages and stories for others to write.

(2) 1st Grade: In Grade 1, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their experiences and ideas with information and ideas presented in print. Students can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences.

(3) 2nd Grade: In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening.

(4) 3rd Grade: In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed.

(5) 4th Grade: In Grade 4, students spend significant blocks of time engaged in reading and writing independently. Fourth grade students are critical listeners and analyze a speaker’s intent such as to entertain or to persuade. When speaking, they adapt their language to the audience, purpose, and occasion.

(6) 5th Grade: In Grade 5, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students can identify a speaker’s persuasive technique, such as promises, dares, and flattery in presentations.
(B) Knowledge and Skills, Kindergarten

(1) **Reading/Beginning Reading Skills/Print Awareness.** Students understand how English is written and printed.

(2) **Reading/Beginning Reading Skills/Phonological Awareness.** Students display phonological awareness. Students are expected to:

(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");

(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/make cat);

(G) blend spoken phonemes to form one-syllable words (e.g.,/m/ …/a/ …/n/ says man);

(H) isolate the initial sound in one-syllable spoken words; and

(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ … /o/ … /g/).

(3) **Reading/Beginning Reading Skills/Phonics.** Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.

(4) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

a. ask and respond to questions about texts read aloud.

(5) **Reading/Vocabulary Development.** Students understand new vocabulary and use it correctly when reading and writing.

(6) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(7) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) retell a main event from a story read aloud; and

(B) describe characters in a story and the reasons for their actions.
(10) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

(B) retell important facts in a text, heard or read;

(C) discuss the ways authors group information in text

(16) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):

(i) past and future tenses when speaking;

(ii) nouns (singular/plural);

(iii) descriptive words;

(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and

(v) pronouns (e.g., I, me);

(B) speak in complete sentences to communicate; and

(C) use complete simple sentences.

(21) **Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively by facing speakers and asking questions to clarify information; and

(22) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

(23) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

Source: The provisions of this §110.11 adopted to be effective September 4, 2008, 33 TexReg 7162

(B) Knowledge and Skills, Grade 1

TSHA Implementation Guidelines for Speech Impairment with a Voice Disorder 2010
(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

(E) read texts by moving from top to bottom of the page and tracking.

(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);

(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);

(E) isolate initial, medial, and final sounds in one-syllable spoken words; and

(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(E) read base words with inflectional endings (e.g., plurals, past tenses);

(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);

(G) identify and read contractions (e.g., isn’t, can’t); and

(H) identify and read at least 100 high-frequency words from a commonly used list.

(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) confirm predictions about what will happen next in text by “reading the part that tells”;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
(5) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level-appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(7) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(9) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.

(14) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) restate the main idea, heard or read; and

(C) retell the order of events in a text by referring to the words and/or illustrations.

(20) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);

(ii) nouns (singular/plural, common/proper);

(iii) adjectives (e.g., descriptive: green, tall);

(iv) adverbs (e.g., time: before, next);

(v) prepositions and prepositional phrases;

(vi) pronouns (e.g., I, me); and

(vii) time-order transition words;

(B) speak in complete sentences with correct subject-verb agreement; and

(C) ask questions with appropriate subject-verb inversion.
(27) **Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(28) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

*Source:* The provisions of this §110.12 adopted to be effective September 4, 2008, 33 TexReg 7162.

(B) **Knowledge and Skills, Grade 2**

(1) **Reading/Beginning Reading Skills/Print Awareness.** Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

(2) **Reading/Beginning Reading Skills/Phonics.** Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);

(E) identify and read abbreviations (e.g., Mr., Ave.);

(F) identify and read contractions (e.g., haven’t, it’s); and

(G) identify and read at least 300 high-frequency words from a commonly used list.

(3) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts, drawing on useful strategies as needed. Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(4) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level-appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(6) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(7) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

(8) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.

(9) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(10) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.

(11) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences, and draw conclusions about how an author’s sensory language creates imagery in literary text, and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).

(12) **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.

(13) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts, and provide evidence from the text to support
their understanding. Students are expected to identify the topic and explain the author’s purpose in writing the text.

(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about and understand expository text and provide evidence from text to support their understanding.

(21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);

(ii) nouns (singular/plural, common/proper);

(iii) adjectives (e.g., descriptive: old, wonderful);

(iv) articles: a, an, the);

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);

(v) prepositions and prepositional phrases;

(vi) pronouns (e.g., he, him); and

(vii) time-order transition words;

(B) use complete sentences with correct subject-verb agreement.

(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.

(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify
information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(29) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(30) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

*Source:* The provisions of this §110.13 adopted to be effective September 4, 2008, 33 TexReg 7162.
(B) Knowledge and Skills, Grade 3

1. **Reading/Beginning Reading Skills/Phonics.** Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode

2. **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

   (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

   (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

3. **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level-appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

4. **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

5. **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

   (A) paraphrase the themes and supporting details of fables, legends, myths, or stories.

6. **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

7. **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

8. **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

9. **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand,
make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences, and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.

(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.

(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (past, present, and future);

(ii) nouns (singular/plural, common/proper);

(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that);

(iv) articles (e.g., a, an, the);

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);

(v) prepositions and prepositional phrases;

(vi) possessive pronouns (e.g., his, hers, theirs);

(vii) coordinating conjunctions (e.g., and, or, but); and
(viii) time-order transition words and transitions that indicate a conclusion.

(B) use the complete subject and the complete predicate in a sentence; and

(C) use complete simple and compound sentences with correct subject-verb agreement.

(29) **Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

(30) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

*Source:* The provisions of this §110.14 adopted to be effective September 4, 2008, 33 TexReg 7162.

(B) Knowledge and Skills, Grade 4

(1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).

(5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.
(6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography.

(11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(12) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.

(20) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (irregular verbs);
(ii) nouns (singular/plural, common/proper);
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(vi) reflexive pronouns (e.g., myself, ourselves);
(vii) correlative conjunctions (e.g., either/or, neither/nor); and
(viii) use time-order transition words and transitions that indicate a conclusion;

(B) use the complete subject and the complete predicate in a sentence; and

(C) use complete simple and compound sentences with correct subject-verb agreement.

(26) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and
publication year for each source used.

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Source: The provisions of this §110.15 adopted to be effective September 4, 2008, 33 TexReg 7162.
(B) Knowledge and Skills, Grade 5

(1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(12) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(20) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (irregular verbs and active voice);

(ii) collective nouns (e.g., class, public);

(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);

(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);

(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;

(vi) indefinite pronouns (e.g., all, both, nothing, anything);

(vii) subordinating conjunctions (e.g., while, because, although, if); and

(viii) transitional words (e.g., also, therefore);

(B) use the complete subject and the complete predicate in a sentence; and
(C) use complete simple and compound sentences with correct subject-verb agreement.

(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.

(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(C) presents the findings in a consistent format.

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;

(B) follow, restate, and give oral instructions that include multiple action steps.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

Source: The provisions of this §110.16 adopted to be effective September 4, 2008, 33 TexReg 7162.
§110.18. English Language Arts and Reading, Grade 6

§110.19. English Language Arts and Reading, Grade 7

§110.20. English Language Arts and Reading, Grade 8

§110.25 English Language Arts and Reading, Reading (Elective Credit)

§110.26. English Language Arts and Speech, Speech (Elective Credit)

(A) Introduction

(1) **Grade 6:** In Grade 6, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations and organize and summarize spoken messages. Students evaluate their own oral presentations.

(2) **Grade 7:** In Grade 7, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions.

(3) **Grade 8:** In Grade 8, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

(4) **Elective Credits:** Communication is an integral part of our social, cultural, and academic lives, therefore middle school students must develop effective communication skills to further their academic pursuits and to prepare for interaction in social, citizenship, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts.

(B) Knowledge and Skills, Grade 6

(1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
(5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.

(6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

(10) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(11) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(19) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (irregular verbs and active and passive voice);
(ii) non-count nouns (e.g., rice, paper);
(iii) predicate adjectives (She is *intelligent.*) and their comparative and superlative forms (e.g., many, more, most);
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
(vi) indefinite pronouns (e.g., all, both, nothing, anything);
(vii) subordinating conjunctions (e.g., while, because, although, if); and
(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the
organization of the writing (e.g., on the contrary, in addition to);

(B) differentiate between the active and passive voice and know how to use them both; and

(C) use complete simple and compound sentences with correct subject-verb agreement.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(C) presents the findings in a consistent format.

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective;

(B) follow and give oral instructions that include multiple action steps; and

(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

Source: The provisions of this §110.18 adopted to be effective September 4, 2008, 33 TexReg 7162.
(B) Knowledge and Skills, Grade 7

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright’s use of dialogue and stage directions.

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (perfect and progressive tenses) and participles;

(ii) appositive phrases;

(iii) adverbial and adjectival phrases and clauses;

(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);

(v) prepositions and prepositional phrases and their influence on subject-verb agreement;
(vi) relative pronouns (e.g., whose, that, which);

(vii) subordinating conjunctions (e.g., because, since); and

(viii) transitions for sentence to sentence or paragraph to paragraph coherence;

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(C) presents the findings in a meaningful format.

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speakers purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speakers claims; and

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Source: The provisions of this §110.19 adopted to be effective September 4, 2008, 33 TexReg 7162.
(B) Knowledge and Skills, Grade 8

(1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(3) **Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(6) **Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(7) **Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.

(10) **Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(11) **Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(12) **Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.

(19) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (perfect and progressive tenses) and participles;

(ii) appositive phrases;

(iii) adverbial and adjectival phrases and clauses;

(iv) relative pronouns (e.g., whose, that, which); and
(v) subordinating conjunctions (e.g., because, since);

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topi.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) draws conclusions and summarizes or paraphrases the findings in a systematic way; and

(C) presents the findings in a meaningful format.

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims; and

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Source: The provisions of this §110.20 adopted to be effective September 4, 2008, 33 TexReg 7162.
(B) Knowledge and Skills, Reading Elective

(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

(2) The student acquires vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, viewing, listening, and discussing; and

(D) use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations.

(3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:

(C) read orally at a rate that enables comprehension.

(4) The student comprehends selections using a variety of strategies. The student is expected to:

(K) use questioning to enhance comprehension before, during, and after reading.

(7) The student formulates and supports responses to various types of texts. The student is expected to:

(B) respond to text through discussion, journal writing, performance, and visual representation.

(9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to:

(B) recognize and discuss literary themes and connections that cross cultures.

*Source:* The provisions of this §110.25 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective September 4, 2008, 33 TexReg 7162.

(B) Knowledge and Skills, Speech Elective
(1) **Understanding the communication process.** The student demonstrates a knowledge of communication. The student is expected to:

(A) recognize and explain the importance of communication in social, academic, civic, and professional roles;

(D) identify characteristics of oral language and analyze standards for using oral language appropriately; and

(J) identify and explain factors that influence communication decisions such as knowledge, attitudes, and culture.

(2) **Expressing and responding.** The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:

(A) use appropriate verbal and nonverbal communication skills in interpersonal situations;

(C) explain the importance of using tact, courtesy, and assertiveness appropriately in interpersonal situations;

(E) use appropriate communication skills in groups to make plans or accomplish goals; and

(G) prepare and present an oral statement on a topic of interest or concern.

(3) **Participating in social traditions.** The student develops an understanding of social traditions. The student is expected to:

(B) communicate appropriately in a variety of interpersonal social traditions, including making and acknowledging introductions and giving and accepting praise and criticism; and

(D) use effective techniques to prepare, organize, and present a speech for a special occasion.

(4) **Informing.** The student expresses and responds appropriately to informative messages. The student is expected to:

(B) use appropriate communication skills to request, provide, and respond to information in interpersonal conversations;

(C) use appropriate verbal, nonverbal, and listening skills in interviews;

(D) use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;

(E) plan and present an informative group discussion for an audience;
(F) plan, research, organize, prepare, and present an informative speech;

(G) rehearse speeches to gain command of ideas and information, reduce communication apprehension, develop confidence, and practice presentation skills;

(H) use notes, manuscripts, rostrum, and visual and auditory aids appropriately in speeches;

(I) use effective verbal and nonverbal communication in presenting informative speeches; and

(K) develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

(5) **Persuading.** The student expresses and responds appropriately to persuasive messages. The student is expected to:

(C) plan, research, organize, prepare, and present a persuasive speech; and

(D) demonstrate persuasive skills in informal or formal argumentation, discussions, or debates.

(6) **Creating and imagining.** The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:

(A) use imagination to plan, organize, and tell stories;

(B) use appropriate verbal and nonverbal skills to share stories; and

(E) use appropriate verbal and nonverbal skills in individual or group interpretations of literature.

*Source:* The provisions of this §110.26 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective September 4, 2008, 33 TexReg 7162.
Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading; Subchapter C. High School

§110.31. English I (One Credit)
§110.32. English II (One Credit)
§110.33. English III (One Credit)
§110.34. English IV (One Credit)
§110.56. Speech Communication (One Credit)
§110.57. Public Speaking I, II, III (One-Half to One Credit)
§110.58. Communication Applications (One-Half Credit)
§110.59. Oral Interpretation I, II, III (One to Three Credits)

(A) Introduction

1) **English I**: Students enrolled in English I continue to increase and refine their communication skills.

2) **English II**: Students enrolled in English II continue to increase and refine their communication skills.

3) **English III**: Students enrolled in English III continue to increase and refine their communication skills.

4) **English IV**: Students enrolled in English IV continue to increase and refine their communication skills.

5) **Speech Communication**: Understanding and developing skills in oral communication are fundamental to all other learning and to all levels of human interaction. Students must understand concepts and processes involved in sending and receiving oral messages, evaluating, and using nonverbal communication, and listening for a variety of purposes. In Speech Communication, students develop communication competence in interpersonal, group, and public interaction to establish and maintain productive relationships and function effectively in social, academic, and citizenship roles.

6) **Public Speaking**: In order to have full participation in the democratic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

7) **Communication Applications**: For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
8) **Oral Interpretations:** In Oral Interpretation, students study the oral reading or performance of a literary text as a communication art. Students enrolled in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

(B) Knowledge and Skills, English I

(2) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.

(5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(17) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);
(ii) restrictive and nonrestrictive relative clauses; and

(iii) reciprocal pronouns (e.g., each other, one another);

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection, and by asking questions related to the content for clarification and elaboration; and

(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

Source: The provisions of this §110.31 adopted to be effective September 4, 2008, 33 TexReg 7162.
(B) Knowledge and Skills, English II

(2) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.

(5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(17) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);

(ii) restrictive and nonrestrictive relative clauses; and

(iii) reciprocal pronouns (e.g., each other, one another);

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; and

(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

Source: The provisions of this §110.32 adopted to be effective September 4, 2008, 33 TexReg 7162.

(B) Knowledge and Skills, English III

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features
of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(17) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

   (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

   (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(20) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

   (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.

(23) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation

(24) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.

(25) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices; and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) **Listening and Speaking/Teamwork.** Students work productively with others in
teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

Source: The provisions of this §110.33 adopted to be effective September 4, 2008, 33 TexReg 7162.

(B) Knowledge and Skills, English IV

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a
(23) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation.

(24) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.

(25) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

*Source:* The provisions of this §110.34 adopted to be effective September 4, 2008, 33 TexReg 7162.

(B) Knowledge and Skills, Speech Communication

(1) **Communication process.** The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. The student is expected to:

(A) explain the importance of communication in daily interaction;

(C) identify characteristics of oral language and analyze standards for using oral language appropriately; and

(H) explain how knowledge, attitudes, needs, and priorities influence communication.

(2) **Interpersonal.** The student uses appropriate interpersonal communication strategies. The student is expected to:

(C) use language appropriately in a variety of interpersonal situations; and
(F) participate appropriately in conversations for a variety of purposes.

(3) **Group.** The student uses appropriate communication in group situations. The student is expected to:

   (E) use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups;

   (H) prepare, organize, and present group discussions for an audience; and

   (I) make appropriate impromptu contributions and/or speeches in group decision making.

(5) **Speech form.** The student analyzes speech form. The student is expected to:

   (D) analyze oral and written models of speeches as a basis for developing speech skills.

(6) **Speech presentation.** The student uses appropriate strategies to rehearse and present. The student is expected to:

   (B) use language clearly and appropriately; and

   (E) demonstrate a lively sense of interaction with audiences.

(7) **Speech evaluation.** The student uses appropriate strategies to analyze and evaluate speeches. The student is expected to:

   (A) analyze and evaluate oral and written speech models; and

   (C) provide oral or written critiques of his/her own and others’ speeches.

*Source:* The provisions of this §110.56 adopted to be effective September 1, 1998, 22 TexReg 7549.

(B) Knowledge and Skills, Public Speaking I, II, III

(1) **Rhetoric.** The student traces the development of the rhetorical perspective.

(2) **Speech forms.** The student recognizes and analyzes varied speech forms.

(4) **Organization.** The student organizes speeches.

(5) **Proofs.** The student uses valid proofs and appeals in speeches. The student is expected to:

   (C) use logical, ethical, and emotional proofs and appeals to support and
clarify claims in speeches; and

(G) analyze and evaluate the proofs and appeals used in oral or written speech models.

(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:

(B) write manuscripts to facilitate language choices and enhance oral style.

(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:

(B) rehearse and employ a variety of delivery strategies;

(C) develop verbal, vocal, and physical skills to enhance presentations; and

(E) maintain a lively sense of interaction with an audience.

Source: The provisions of this §110.57 adopted to be effective September 1, 1998, 22 TexReg 7549.

(B) Knowledge and Skills, Communication Applications

(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately.

(2) Interpersonal. The student uses appropriate interpersonal-communication strategies in professional and social contexts. The student is expected to:

(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;

(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;

(E) make clear appropriate requests, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;

(F) participate appropriately in conversations; and
(G) communicate effectively in interviews.

(3) *Group communication.* The student communicates effectively in groups in professional and social contexts. The student is expected to:

(E) use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness;

(G) use effective communication strategies in leadership roles; and

(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups.

(4) *Presentations.* The student makes and evaluates formal and informal professional presentations. The student is expected to:

(I) use effective verbal and nonverbal strategies in presentations;

(J) prepare, organize, and participate in an informative or persuasive group discussion for an audience;

(K) make individual presentations to inform, persuade, or motivate an audience; and

(L) participate in question and answer sessions following presentations.

*Source:* The provisions of this §110.58 adopted to be effective September 1, 1998, 22 TexReg 7549.

(B) Knowledge and Skills, Oral Interpretation I, II, II

(6) *Interpretation.* The student applies research and analysis to make appropriate performance choices. The student is expected to:

(C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause; and

(D) justify the use of dialect, pronunciation, enunciation, or articulation.

(7) *Rehearsal and performance.* The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to:

(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance;
(C) participate in effective group decision-making processes to prepare and present group performances; and

(D) present individual and group performances.

*Source:* The provisions of this §110.59 adopted to be effective September 1, 1998, 22 TexReg 7549.
VI. Dismissal
DISMISSAL CRITERIA GUIDELINES*

1. Goals have been achieved at mastery level.

2. Dismissal criteria should consistently mirror eligibility criteria. Procedures used to determine eligibility should be repeated to assess progress and provide data to support dismissal.

3. All aspects of the voice disorder should be considered in the dismissal decision, including evidence and adverse effect on educational process.

4. Dismissal criteria may include consideration of chronicity, potential for improvement based on structural limitations, and medical diagnosis.

5. Structural limitations (i.e., cleft palate, palatal fistula) may affect success in therapy for some students, especially those qualified for therapy due to nasality or nasal air emission. Dismissal is appropriate if the ARD committee has agreed that continued therapy will not improve vocal quality.

6. Prior to dismissal, a continuum of support services should be considered. This continuum should include consultation with the SLP that is gradually reduced in frequency and duration. Training and recommendations for parents and staff should be included to reinforce learned skills.

7. Students may be recommended for dismissal from therapy when the ARD committee determines a plateau has been reached in the intervention process. Factors influencing this decision could include:
   a. The student understands and can use strategies, but chooses not to do so.
   b. The student lacks motivation, although every reasonable attempt has been made to encourage participation.
   c. The student is unable to understand and implement the changes necessary to improve vocal quality.
   d. The student and his family are satisfied with his vocal quality.
   e. The ARD committee agrees that the student has been in therapy for a reasonable period of time, with no progress, and further therapy is unlikely to result in change.

*Adapted from ASHA’s IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 through 21, Revised Edition, May 2003.
VIII. Resources
A. HELPFUL WEBSITES

General Information:
- Great voice page from Judith Kuster
  [http://www.mnsu.edu/comdis/kuster2/newdisorders.html#voice](http://www.mnsu.edu/comdis/kuster2/newdisorders.html#voice)
- Medical equipment for speech pathologists
  [http://www.laryngograph.com](http://www.laryngograph.com)
- The Collegium Medicorum Theatri has members worldwide in phoniatrics, laryngology, and voice therapy.
  [http://www.collegium.org](http://www.collegium.org)

Prevention of Voice Problems:
- Vox Cura—information from voice care specialists
  [http://www.artindex.com/voxcura](http://www.artindex.com/voxcura)

Patient Information:
- American Academy of Otolaryngology—Head and Neck Surgery (AAO-HNS)—for all ENT disorders
  [http://www.entnet.org/index2.cfm](http://www.entnet.org/index2.cfm)
- NY Eye and Ear
  [http://www.nyee.edu/otolaryn/voice.htm](http://www.nyee.edu/otolaryn/voice.htm)
- Voice Wellness Center at UNC Hospitals
  [http://www.UNC-ENT.org/](http://www.UNC-ENT.org/)
  1. Click on Clinical Programs
  2. Click on UNC Voice Center

Craniofacial:
  - American Cleft Palate and Craniofaical Disorders Association

Definitions:
- What are voice disorders?
  [http://www.bgsm.edu/voice/voice_disorders.html](http://www.bgsm.edu/voice/voice_disorders.html)
- Description of the larynx
- Glossary of terms
  [http://www.bgsm.edu/voice/glossary.html](http://www.bgsm.edu/voice/glossary.html)
- Anatomical pictures
  [http://www.sandiegovoice.org](http://www.sandiegovoice.org)
• Pediatric disorders (ENT perspective)
  http://www.bcm.tmc.edu/oto/grand/pedioto.html

• Merck Manual: Juvenile papilomas and other medical information
  http://www.merck.com/pubs/mmanual/section19/chapter272/272d.htm

• Disorder descriptions
  http://www.bgsm.edu/voice/

• Nodules and polyps
  http://www.bgsm.edu/voice/nodules.html

• Voice Center Information—unilateral vocal fold paralysis
  http://www.voice-center.com/uvfi_treat.html

General Treatment Information:
• General treatment ideas; great materials, forms
  http://www.communicationconnects.com

• Relaxation technique
  http://www.alexandertechnique.com

• Vocal Cord Dysfunction (VCD), also PVCM
  http://www.bgsm.edu/voice/paradoxical.html
B. RESOURCES TO HELP WITH GOAL WRITING


C. BIBLIOGRAPHY


