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## SI Eligibility Guidelines for Voice

Janice W. Lougeay, M.A./CCC  
Host: Region 13 ESC



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### Introduction

Host Site: Region 13 ESC [www.esc13.net](http://www.esc13.net)  
Moderator: Kathy Clapsaddle  
Handouts available for download:

- SI Guidelines Manual for Voice
- FAQs ~ Voice
- This Power point
- SI Eligibility in Texas (generic manual)



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## Earning CEUs

[http://www.txsha.org/continuing\\_education/Online\\_Course\\_Completion.aspx](http://www.txsha.org/continuing_education/Online_Course_Completion.aspx)

- 2.0 hours TSHA continuing education credit available for this training module
- Following the session, complete the Online Course Completion Submission Form
  - Your name, license #, email address, phone #
  - TSHA membership #
  - The name and number of this course
    - Shown on last slide of this presentation
  - Course completion date
  - 3-questions Learning Assessment
  - CE evaluation of online course
- You will receive a certificate of course completion via email



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## FAQs

- Listen for answers to your questions during the training session
- Refer to the FAQ ~ Voice handout for additional information
- Email unanswered questions to TSHA  
- *staff@txsha.org*



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## Generic SI Eligibility Manual

- This manual is to be used as an extension of the TSHA Eligibility Guidelines for Speech Impairment, 2009
- This information is not intended to be used as a standalone guide
- We will refer to the Generic Manual throughout this voice eligibility guidelines training



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**IDEA 2004 Definition  
Speech or Language Impairment**

– “means a *communication disorder*, such as stuttering, impaired articulation, a language impairment, or a voice impairment that *adversely affects a child’s educational performance*”  
[emphasis added]

CFR 300.8 (c) (11)



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**Purpose and Intended Use of the  
Voice Guidelines**

- Consistent, evidence-based evaluation practices consistent with the law to:
  - Provide information about voice and voice disorders
  - Conduct a comprehensive evaluation to determine whether a voice disorder is present
  - Guide eligibility deliberations relative to SI-Voice
  - Make recommendations to ARD committee related to voice



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**Eligibility Issues Specific to  
Voice**

- Standardized tools not available
- Instrumentation to measure vocal parameters unavailable in the schools
- Few norms available for comparison
- Clinicians must rely on clinical judgments
- The subjectivity of clinical judgments make measuring progress difficult



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### More Issues

- Voice cases account for a small part of caseload in the schools
- Clinicians sometimes lack confidence in dealing with this population
- School districts must pay for visits to otolaryngologists



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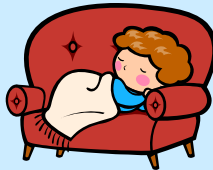
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### Important Fact

- Let's put the idea to sleep that voice disorders do not impact educational performance



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### The Federal Law



- A speech/language impairment adversely affects educational performance when the communication (voice) disorder is judged sufficiently severe to require the provision of speech pathology services to the student because of adverse impact on
  - Academic achievement
  - Functional performance
- Common Practice: Use observation and evaluation data to document & describe adverse effects of voice disorder on academic achievement or functional performance

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### More Issues

- Confusion between medical and therapeutic strategies for treating voice disorders
- Difficulty determining when therapeutic strategies will not work due to structural or medical issues



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### Voice Disorders 101

(Information for SLPs, Teachers, Parents...)

#### Functional

- Abuse/Overuse/Misuse
- Edema/laryngitis
- Polyps
- Cysts
- Nodules
- Sulcus Vocalis



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### Voice Disorders 101

#### Organic

- Congenital
  - Laryngeal Web
  - Atypical Laryngeal Structure
- Acquired
  - Papilloma



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## Voice Disorders 101

### Neurological

- Cerebral Palsy
- Muscular dystrophy
- Head Injury



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## Voice Disorders 101

### ■ Resonance Disorders

- Hypernasality
- Hyponasality
- Nasal Air Emission



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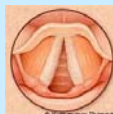
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## Vocal Fold Dysfunction

### What:

- Vocal folds close during inhalation
- Produces asthma-like symptoms
- Student can't get breath/panics
- Often misdiagnosed as asthma
- Sometimes co-occurs with asthma



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- Sometimes called paradoxical vocal fold vibration
- Sometimes asthma medications worsen symptoms
- Attacks often triggered by the same types of things as trigger asthma attacks (pollutants, change in weather)



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### Who is at risk for VCD?

- Typically seen in students middle school through high school
- Most common in girls
- Usually athletes, high achieving and bright



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### Is this a voice disorder?

- Not a disorder of vocal production
- Is a disorder in our scope of practice
- Though these students may not be referred to you, it is important that you be educated about the disorder

Mathers-Schmidt, Barbara. (2001). Paradoxical Vocal Fold Motion: A Tutorial on a Complex Disorder and the Speech-Language Pathologist's Role. *American Journal of Speech-Language Pathology*, 10, 111-125.



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## TSHA Voice Guidelines

- How does the handy dandy TSHA Voice Eligibility Guidelines help with the diagnosis and placement of students in Speech Pathology services?
- Well, stand up and cheer as we have a tool for you. You will wonder how you ever functioned without it.....



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## TSHA Voice Guidelines

Procedures to guide the evaluation process in review

- Professional judgment **CAN** be used
- Must use more than one "source" to qualify
- Must evaluate all areas related to suspected disorder
  - If it is suspected that an area may be related to the disability more in-depth evaluation must be done.

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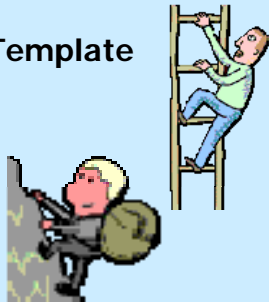
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## TSHA Voice Template

Walking through the process



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Let's Get Started...  
First:  
Someone is concerned




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**Communication Concern Flow Chart**

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    graph TD
      A([Parent/teacher reports concern with communication skills]) --> B[Student Support Team meeting held]
      B --> C[Parent and teacher communication data gathered, vision/hearing screening conducted, classroom interventions may be recommended]
      C --> D[Additional data required for CLD students]
      D --> E[No intervention indicated]
      D --> F[Recommended classroom intervention successful]
      D --> G[Student presents with an obvious disability]
      D --> H[Classroom interventions are unsuccessful]
      E --> I{{No special education referral indicated, support classroom and/or small group interventions may be continued for a brief period}}
      F --> I
      G --> J[Student support team completes referral for Full Individual Evaluation (FIE)]
      H --> J
      J --> K[Plan FIE - determine classroom observations, informal measures, standardized tests, checklists, etc.]
      K --> L([Begin FIE])
  
```

TSHA Eligibility Evaluation 2008 23




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**PRE-REFERRAL DATA**




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### Data Sources When Reviewing Concerns

- Health Information
- Parent/Teacher Information
- Student Information
- Student Support Team Deliberations
- Results of Classroom Interventions



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### Data Source: Health Information

- Vision and Hearing Screening Results
- Health information from Parent
- Health information from school nurse
- History of ear infections



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### Data Source: Parent/Teacher Information

- General information from district forms
- Specific information from Parent/Teacher Checklist of Voice Concerns



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### Collecting Information

- Voice Case History Form
  - Allergies?
  - Has student had chronic ear infections, colds, asthma?
  - Has student been under care of physician/hospitalized?




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### TSHA Voice Template

#### Collecting Information

- Voice Case History Form (continued)
  - Diagnosed with reflux/heartburn/upset stomach?
  - Hearing?

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### TSHA Voice Template

#### Collecting Information

- Voice Case History Form (continued)
  - Sudden or gradual onset of problem?
  - Variations in voice
    - Times of day
    - Seasons or weather
    - Days of week
  - Family voice problem?

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**Data Source: Student Support Team Deliberations**

- Refer to district process and forms documenting Student Support Team Deliberations



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**Data Source: Results of Classroom Interventions**

- Type of intervention provided
- Duration of intervention
- Documented results
- Student Support Team Decision
  - Continue interventions
  - Referral for speech-language evaluation



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**Classroom Considerations and Intervention Recommendations for Voice**

- Harsh, breathy, or hoarse voice
- Hyper- or Hypo-nasal voice
- Intermittent voice or loss of voice
- Volume – too loud or too soft
- Pitch – too high or too low
- Voice interferes with communication
- Voice causes unfavorable listener reaction
- Signs of frustration



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## Classroom Strategies

Suggestions for use by classroom teacher/parents  
Remember-there must be evidence that the problem can not be handled within classroom

Source: Hagan, J.S., McDonnald, S.B., Meyer, J., (1990) Speech and Language Classroom Intervention Manual. Columbia, MO: Hawthorne Educational Services, Inc



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...and if all of that doesn't work...



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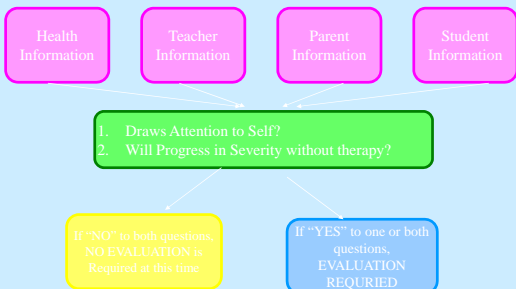
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## STUDENT SUPPORT TEAM DELIBERATION



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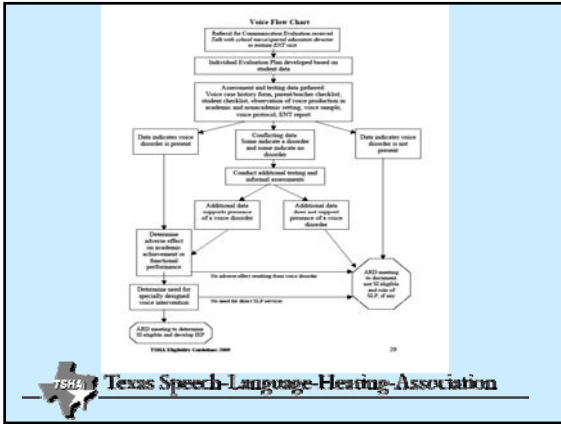
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## Assessment Plan

- Based on referral information, develop assessment plan
  - For voice
  - For any other areas of concern in communication (articulation, fluency, language)
  - For other developmental and learning areas (with multi-disciplinary team)




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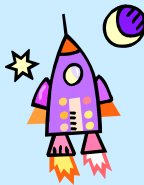
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## Eligibility "The Final Frontier"

1. Does the student have a communication (voice disorder)?  
I.e. is a disability condition present?
2. If so, is there an adverse effect on educational performance resulting from the voice disorder  
- adverse effect on academic achievement or functional performance?
3. If so, does the voice disorder require the services of a Speech-Language Pathologist?




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### Specific Legislative Information that Explains Federal Position on Education Need

- OSEP (Office of Special Education Programs)
- ASHA's interpretation of IDEA relative to voice disorders
  - ESL
  - **UNTREATED** Upper Respiratory Infection/Allergies
  - ENT examination



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### More ASHA Information

- 12.7 Voice Assessment
- 12.8 Resonance and Nasal Airflow
- 15.6 Voice Treatment
- Technical report: "Role of the Speech-Language Pathologist and Teacher of Singing in Remediation of Singers with Voice Disorders"



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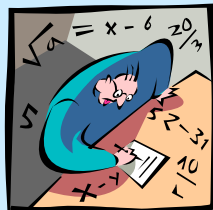
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### TSHA Voice Guidelines

Evaluation



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**Stage I**

Is a voice disorder present?



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**TSHA Voice Template**

**Voice Eligibility Forms**

- Four Forms To Assist You
  - Voice Sample Procedures
  - Voice Evaluation Protocol
  - Voice Eligibility Determination
  - Voice Progress Report



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**Voice Sample Procedures**

- Use audiotape/videotape
- Name, birth date, day, month and year
- Efficiency of air use
- Evaluate ability to phonate
- Evaluate all parameters on Voice Eligibility Protocol
- Evaluate Physical Mechanism



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## Voice Sample Procedures

- Evaluate variability in pitch
- Evaluate Loudness
- Evaluate Pitch
- Evaluate Hypernasality and/or nasal emission
- Evaluate hyponasality
- Evaluate possible nasal air emission



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## TSHA Voice Template



Use of the Voice  
Evaluation Protocol  
Aka  
Visual Analog Scale



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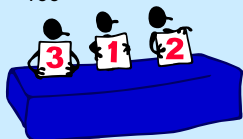
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## Visual Analog Scale

What is a Visual Analog Scale (VSA)?  
Use of scale from 1 – 100  
Rank disorder



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## Visual Analog Scale

Why a Visual Analog Scale (VSA)?

- Adds objectivity
- Allows for test/retest
- Used in other disciplines
- Universal application



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## How does it work?

Using the VSA to score  
1 – 100 Continuum  
Absent / Present



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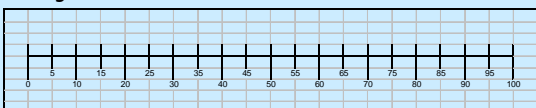
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## Try it



0 – Absence of Beauty  
100 – Presence of Beauty



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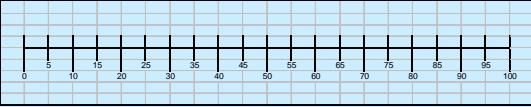
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Try it



0 - 10	Normal
11 - 29	Mild
30 - 54	Moderate
55 - 79	Severe
80 - 100	Very Severe



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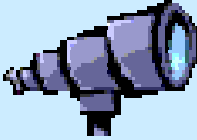
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Voice Evaluation Protocol

Take a Peek.....



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Voice Evaluation Protocol

**Phonation/Vocal Quality**

1. Hoarseness
2. Harshness/Tension
3. Hard/Harsh Glottal Attack
4. Breathiness
5. Aponia
6. Tremor

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Voice Evaluation Protocol

**Resonance**

1. Hypernasality
2. Nasal Air Emission
3. Articulation Errors

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Voice Evaluation Protocol

**Pitch**

1. Habitual Speaking Pitch
2. Pitch Range
3. Pitch Breaks

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Voice Evaluation Protocol

**Associated Factors**

1. Habitual Volume
2. Breathing Pattern
3. Efficiency of Air Use
4. Throat Clearing/Coughing
5. Abusive Vocal Noises
6. Hyponasality
7. Cul-de-Sac Resonance

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## Voice Evaluation Protocol

**Additional Information**

1. Oral Mechanism Structure
2. Otolaryngology



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## Voice Evaluation Protocol

**EVIDENCE**  
*Circle ALL That Apply*

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



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Parameters Assessed	Disorder Guidelines
<b>Related Evaluation</b> 1) Parent report 2) Student report 3) Teacher report 4) Otolaryngologist report data 5) Other	Parent data Student data Data from teacher report Otolaryngologist data Otolaryngologist report data and
<b>Standardized Tools</b> 1) None available	<b>Results of Voice Evaluation Protocol indicate impairment (rating of 11 or more) in at least one area assessed in the following voice areas:</b>  <b>Phonation/Vocal Quality</b> Breathiness Hoarseness Harsh/raucous attack Aphonia  Pitch Reduced speaking pitch Pitch range Pitch breaks  Resonance Hypernasality Nasal air emission Anteriorization
	*When the results on the Voice Evaluation Protocol indicate impairment only in the following voice areas, additional data by additional test data should also be collected to determine if a disorder exists:  Timbre Pitch bends during phrasing Prosodicity Call or use measures Associated features Unintended respiratory inhibition such as allergy



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### Data Analysis

- All Data indicate voice disorder present
- All Data indicate voice disorder not present
- Conflicting data – administer additional informal measures



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### Determine Eligibility

#### Voice Eligibility Determination Form

##### *Qualifies for Voice Therapy?*

Presence of Disorder in 1 or more voice area

Evidence per at least two sources

Adverse Effect on Educational Performance



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### Stage 2

Is there an adverse effect on educational performance resulting from the voice disorder?

Academic Achievement

Functional Performance



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## Determine Eligibility

### 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



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## SLP Brings Evidence of Adverse Effect to ARD Committee

- Effect of voice disorder on meeting grade level expectations/TEKS
- Review Referral Information & Teacher/Parent Information for evidence of adverse effect on functional performance
- Student report of adverse effects on functional performance
- Summarize SLP's observational data



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## Stage 3

Are specially designed instructional and/or support services needed from the SLP to help the student make progress in the curriculum and ameliorate the voice condition?



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## SLP Brings Recommendation of Need for Service to the ARDC

- Current status of voice
- Determine amount of support needed if any from the SLP
- Determine who can provide service
- Refer to Flow Chart – Role of SLP, if any – for students not SI eligible




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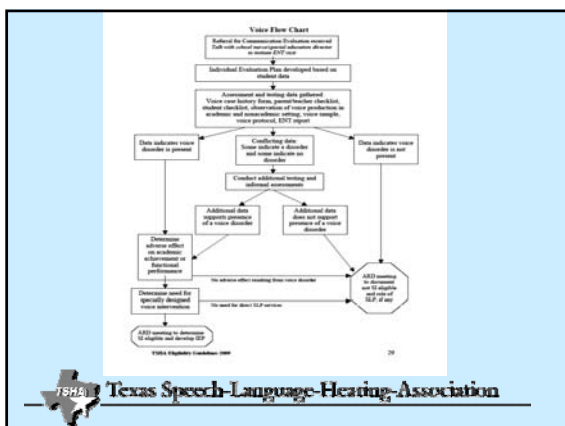
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## Determine Eligibility

### Voice Eligibility Conclusion

#### *Does Not Qualify?*

Voice Disorder is judged to be normal  
Only Voice area in which student scored in disorder range is:

- Tremor
- Pitch Breaks due to puberty
- Hyponasality
- Cul-de-sac Resonance
- Associated Factors
- Oral Mechanism

Secondary to untreated upper respiratory and/or allergy symptoms




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## Eligibility Guidelines - Assessing Progress

### VOICE PROGRESS REPORT

- Phonation/Vocal Quality
- Resonance
- Pitch
- Associated Factors



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## Eligibility Deliberation at Annual Review

- Consider evidence for Stage 1, Stage 2 and Stage 3 at every ARD Committee meeting
  - Voice disorder?
  - Adverse effect on academic achievement or functional performance?
  - Need for SLP services?



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## The Next Step

### RESOURCES

- IEP Development
- TEKS Examples
- Helpful Websites
- Resources to help with goal writing



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When are you finished?

**Dismissal Guidelines**



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  - TSHA membership #
  - The name and number of this course
    - Shown on next slide of this presentation!!!
  - Course completion date
  - 3-questions Learning Assessment
  - CE evaluation of online course
- You will receive a certificate of course completion via email



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