

Speech/Language RTI Framework
Speech/Language Area: [Voice](#)

ACTIVITY	Role of the SLP	TOOLS AND MATERIALS
Tier I – General Education		
Teachers receive information about identification of and interventions for voice impairments.	SLP to share with school staff information on identification of and interventions for students with voice problems. SLP will share with school staff the educational impact of voice disorders.	Power Point presentation about voice impairment, educational impact and prevention/interventions.
Tier II - School Intervention Team		
<p>Assessment: When a teacher notices a student with signs/symptoms of a voice impairment, she/he will speak with the student's parents to share concerns and obtain background information regarding voice use and any related medical interventions.</p> <p>Teacher analyzes educational impact of possible voice impairment.</p>		Educational impact checklist
<p>Program: Voice information sheet will be shared with the parents.</p> <p>Teacher may recommend a visit to the family doctor/ENT for medical assessment of the student's voice.</p> <p>Teacher may remind the student of good vocal hygiene strategies throughout the school day.</p>		
Time: 3 – 6 weeks		
<p>Decision Point: Recommend referral to Tier 3 if the voice problems are pervasive across many settings, or appear to be increasing. Also recommend Tier III if educational impact of voice impairment appears to be increasing.</p>		

Tier III – Student Support Team		
Assessment: The Tier III team may request that the SLP observe the student in the classroom to further assess the possible voice disorder. A rating scale will be used to assess the student's voice weekly. After 3 – 6 weeks the SLP will repeat this assessment (rating scale) to determine if the possible voice disorder is pervasive across many settings or appears to be increasing.	Observation and completion of the SLP observation form.	SLP observation form and rating scale
Program: The SLP may provide additional general information to the teacher and student regarding vocal hygiene and strategies to reduce vocal abuse.	Provide strategies and information.	
Duration: 3 – 6 weeks	SLP provides introductory direct intervention with the student. However, interventions are carried out on a regular basis by the CT.	
Decision Point: Refer to special education only after medical referral and significant educational impact has been determined.	SLP and educational team to review data, ENT evaluation reports, and educational impact checklists	ENT report form Educational impact checklist.

