Purpose
When teachers compile the components of their professional toolkit, chances are they will omit an essential element, their voice. Yet without an audible voice, teachers cannot undertake their classroom duties and may have to abandon that career.

Appropriate voice care occupies an important position, alongside professional development, to continuing a productive and effective working life.

Vocal health can be impacted on by a range of individual and environmental factors. Voice problems can be disguised as other physical and mental disorders such as respiratory infections and stress.

With this in mind, the Voice Care for Teachers Program has been developed to assist teachers to maintain their voice quality, and thereby ensure their personal and professional health and wellbeing.

Action by Schools
Schools can demonstrate their commitment to vocal health by ensuring that a policy statement regarding the importance of voice care is included in their employee health and wellbeing, Occupational Health and Safety and/or employee welfare policies.

There are a range of activities that can be undertaken in consultation with employees to monitor vocal health and identify areas for action to improve the work environment and reduce/remove hazards likely to adversely affect voice use:

- Benchmark vocal health using eduSafe incident reports, WorkCover claims and Voice Care Baseline Line Assessment Tools
- Undertake a workplace review to assess the suitability of the physical environment for voice health
- Develop appropriate risk control strategies and allocate adequate resources to implement them by using the OHS Risk Register
- Review school climate and leadership support for employees using the Staff Opinion Survey
- Ensure that professional development and induction programs encompass voice care issues
- Partner with speech pathology services to provide at-risk staff with access to vocal health assessments and awareness workshops

Voice Care for Teachers Kit
The Voice Care for Teachers Kit includes a series of information sheets for use by principals and teachers to manage their vocal health, both individually and within a whole-school approach.

Implementation Guide for School Management
The Implementation Guide is designed to assist the school leadership team to introduce and facilitate the Voice Care Program in their school.

Action Planning Guide with Voice Assessment Tools
The Action Planning Guide provides an overview of the program and assistance to teachers in developing an action plan to maintain their vocal health and identify possible areas of concern, requiring remedial action or further investigation. The assessment tools establish the baseline data on knowledge of voice production, its care and its effectiveness to guide the action planning process.

Information Sheets
- How voice is produced
- Symptoms and causes of voice problems
- Using effective voice technique
- Maximising physical and emotional health
- Minimising vocal misuse
- Maximising the school work environment

Each of these information sheets is stand-alone and has been designed to support individual requirements arising from the action planning process.

DVD
To support these information sheets a training DVD, Voice Care for Teachers, was produced in 2007 by Australian speech pathologists Dr Alison Russell, Dr Jenni Oates and Ms Cecilia Pemberton. The DVD is available for borrowing through your regional office. Please contact your regional OHS Advisor.
Implementing the Voice Care Program

Introduction
The Voice Care Program has been developed to help teachers look after their voices and to prevent the development of voice problems which may limit their effectiveness as teachers. Although the program materials are directed mainly at individual teachers, the program’s success will be highly dependent on the extent to which the school leadership team works towards creating a whole-school environment that is conducive to healthy voice use. The degree of support and encouragement that is provided to employees by the leadership team will be an important contributor to the success of the Voice Care Program. This document has therefore been prepared to assist school leadership teams implement the Voice Care Program.

Voice Care Program
The Voice Care Program has three components:
- Baseline Assessment Tools
- Action Planning Guide
- Voice Care Information Sheets

1. Baseline Assessment Tools
These tools consist of a series of self-report questionnaires which allow individual teachers to evaluate their understanding of the physical mechanism of voice production and the principles of voice care, their vocal health status, their voice use patterns, stress levels and the physical characteristics of their teaching environment. In addition, the baseline assessments involve a screening evaluation of each teacher’s voice by a speech pathologist and an evaluation of the physical features of the school environment as they pertain to healthy voice use. The purpose of these assessment tools is to guide teachers in planning their own program of voice care and to provide schools with data on which to base their efforts to maximise the vocal health of employees.

2. Action Planning Guide
Teachers are provided with a guide to planning their own programs of voice care. This guide covers the four main components of action planning:
- Identifying which voice care behaviours and environmental factors need to be changed
- Setting goals for changing voice care behaviours and the voice environment
- Devising strategies for changing voice care behaviours and the voice environment
- Monitoring progress

3. Voice Care Information Sheets
The training materials consist of a series of six comprehensive information sheets that cover the following topics:
- Understanding the basic mechanism of voice production
- Understanding the main symptoms and causes of voice problems
- Minimising inefficient or harmful vocal habits
- Using effective voice production techniques
- Maximising physical and emotional health
- Ensuring that the physical environment is conducive to good voice production

The Action Planning Guide advises all teachers to become familiar with the details contained in the information sheets that cover the mechanism of voice production and the symptoms and causes of voice problems. Without a thorough understanding of how the voice is produced and the factors that lead to vocal problems as well as an ability to quickly recognise the symptoms of vocal dysfunction, teachers will find it difficult to successfully plan and implement their personal program of voice care.

The Action Planning Guide assists teachers to determine which of the information sheets on harmful vocal habits, voice production techniques, physical and emotional health and the physical environment are relevant to their own circumstances.
School management team role

There are three important roles for the school leadership team:

- Bringing teachers together for efficient dissemination of voice care information, to provide a forum for group discussion, and to provide a forum for reviewing progress
- Working towards creating a school environment which is conducive to the vocal health of the teachers
- Providing practical assistance to teachers who require support from other professionals to implement their voice care programs

1. Staff meetings

An efficient method of disseminating and clarifying the information in the Voice Care Information Sheets will be to arrange a meeting early in the program where employees as a group can view the DVD, Voice Care for Teachers, and discuss the material provided in the DVD and information sheets.

A member of the school leadership team could facilitate this meeting. It may be useful to invite the speech pathologist assigned to the school to this meeting. The speech pathologist would be able to answer any technical queries from teachers.

It is also recommended that the teachers be provided with ongoing opportunities to discuss progress with the school leadership team. The leadership team is advised to bring teachers together for a short meeting approximately once each month so that teachers can provide feedback to the team on whole-school strategies which may need to be implemented or reviewed.

2. Creating a school environment conducive to vocal health

The information sheets provided as part of this voice care kit include strategies that can be used by the school leadership team to ensure that the school environment is conducive to vocal health. Below is a checklist for the key voice care strategies that can be put in place on a whole-school basis:

- Provide easy access to fresh, cool water for all teachers (eg. install water dispensers in convenient locations)
- Designate a quiet retreat area other than the staff room for teachers to take voice rest breaks during the working day
- Support teachers to incorporate a period of at least 30 minutes each day where they can work or relax without talking at all
- Install sound barriers in open and joined classrooms
- Establish school policies which ensure that doors and windows in high noise areas (eg. music and art rooms) are closed if there are classes in nearby rooms
- Make every effort to designate play areas and outside physical education areas that are well away from classrooms and the staff room
- Make every effort to ensure that students do not play near rooms where teachers undertake extracurricular activities with groups of children (eg. choir and orchestra practice)
- Establish school policies that discourage yelling and shouting by teachers in classrooms
- Establish school policies that discourage yelling and shouting by students when moving from one area of the school to another during class times
- Provide teachers with easy access to portable speech amplifiers and/or megaphones when appropriate
- Provide teachers who are required to work in dry, dusty or polluted environments with a humidifier/vaporiser
- Ensure that teachers take fresh air breaks as often as possible if they work in rooms with paint and other fumes
- Keep air conditioning and heating levels as low as possible
- Ban the use of the PA system for playing very loud music for prolonged periods
- Replace some low-density walls or floor coverings in classrooms with higher-density materials such as carpet, pin boards, light curtains
- Install effective door and window seals in rooms with poorly fitting doors and windows
- Arrange for regular vacuum treatment of carpets and cleaning of all horizontal surfaces
- Replace air filters in forced-air heating/cooling systems at least once per year
- Install a watering system in the school grounds if there are high levels of external dust
- Create windbreaks if there are high wind areas in the school grounds
- Establish school policies that support teachers to undertake non-teaching duties when they have a throat infection (laryngitis)
- When new buildings and grounds are planned, or a new school is to be built, ensure that the design minimises the possibility of high levels of external noise being transmitted to classrooms and staff rooms.
- locate the staff room well away from play areas
- acoustically isolate music room and install sound insulation between adjacent rooms
- situate music room as far as possible from classrooms and play areas
- locate play areas away from classrooms and/or separate from classrooms by windbreaks.
- avoid building close to major roads or on busy flight paths
3. Providing professional support
Many teachers will identify that their physical health and fitness, emotional health, or their habitual voice production techniques are likely to increase their risk of developing voice problems. Although most teachers will be able to devise their own strategies for improving their health and voice production techniques, some will benefit from additional assistance from other professionals in the school or externally.

The school leadership team can assist teachers in this situation by facilitating referrals to appropriate professionals such as speech pathologists, Ear, Nose and Throat specialists, psychologists and stop smoking programs. The team can also provide practical assistance by organising professional development sessions which are relevant to voice care such as in-school exercise programs, seminars on behaviour management in the classroom and support available through DEECD’s Employee Assistance Program (EAP).

The Action Planning Guide provides a list of contact details for some of the professionals to whom teachers may be referred.
Introduction
School teachers are one of the largest groups of professional voice users world-wide. Your voice is your primary tool of trade, your main mode of communication in the classroom and one of your most powerful assets. Teaching, however, places many demands on your voice. Talking extensively, talking loudly, speaking over background noise, and speaking and projecting your voice over large distances in the playground or on the sports field are just some of the vocal pressures you confront every day. Because of these vocal demands, teachers are at increased risk for developing voice problems. Fortunately, it is not difficult for most teachers to avoid voice problems and for you to have an effective voice for your entire teaching career and beyond.

This Voice Care Program aims to help you to look after your voice and to prevent the development of voice problems that may limit your effectiveness as a teacher. The first step in this program is for you to plan out your own program of voice care, or your personal “action plan” consisting of 4 main components:

1. Identify which of your voice care behaviours and environmental factors need to be changed
2. Set your own goals for changing your voice care behaviours and your voice environment
3. Devise strategies for changing your voice care behaviours and voice environment
4. Monitor your progress

The following guidelines will assist you to work through each of these four components so that you have a clear action plan for looking after your voice.

Identifying voice care behaviours and environmental factors that need to be changed
In general, successful voice care requires that you:
• understand the basic mechanism of voice production
• understand the main symptoms and causes of voice problems
• minimise inefficient or harmful vocal habits
• use effective voice production techniques
• maximise your physical and emotional health
• ensure that your physical environment is conducive to good voice production.

Although many teachers will need to plan for change in all of these areas, you should carefully identify which of these require particular attention in your own case.

The main source of information which will help you identify the important areas for change is the knowledge you gained from the assessments you completed at the beginning of the program. You will therefore need to look over and think about your responses to those assessments. Below are some broad guidelines you can use to identify which of the voice care areas you will need to focus on.

Understanding the basic mechanism of voice production
If you scored less than 100% on questions 1 - 10 of the Voice Knowledge Questionnaire, you will benefit from learning more about voice production. The correct answers for this questionnaire are attached to this Action Planning Guide in Appendix 1.

In addition, if you are not confident that you can identify the warning signs of voice problems, you will benefit from learning more about the common symptoms of vocal dysfunction.

Minimising inefficient or harmful vocal habits
Look at your responses to the Vocal Use Patterns at Work and Vocal Use Patterns Outside of Work questions on the Self-Assessments (pages 4 & 5). If you rated any vocal behaviour as more than ‘1 never’, you will benefit from working to reduce or eliminate that behaviour.

Using effective voice production techniques
Look at your responses to the Vocal Capabilities questions on page 1 of the Self-Assessments. If you rated any vocal symptom as more than ‘1 never’, you will benefit from learning more about how to use efficient voice production techniques.

Maximising your physical and emotional health
Look over your responses to the Health and Lifestyle questions on pages 6, 7, 8 & 9 of the Self-Assessments. If any of the following apply to you, you will benefit from developing strategies to enhance your physical health:
• Ratings greater than ‘1’ or ‘2’, for any of questions 1, 2, 6, 7, 8, 9, 11, 12, 13 (general health, and vitality, allergies, viral or bacterial infections, reflux, asthma, diet, sleep, exercise)
• Smoking more than an average of 1 cigarette per day

Understanding the main symptoms and causes of voice problems
If you scored less than 100% on questions 11 - 13 of the Voice Knowledge Questionnaire, you will benefit from learning more about the causes of voice problems. The correct answers for this questionnaire are attached to this Action Planning Guide in Appendix 1.
• Drinking more than the equivalent of more than 2 strong cups of tea, coffee or cola per day
• Drinking more than 2 glasses (women)/4 glasses (men) of alcohol per day
• Regularly taking medications which are known to negatively affect the larynx (e.g. antihistamines, inhaled preventative medications for asthma, anti-hypertensives).

Look over your responses to the Teaching and General Life Stressors questionnaire. If you rated any stressor as ‘3’ or more on any of the stress scales, you will benefit from developing strategies to reduce your stress levels.

Ensuring that your physical environment is conducive to good voice production

Look over your responses to the Teaching Context questions on pages 11 and 12 of the Self-Assessments. If you use your voice extensively in the following environments (at work or outside of work), you will benefit from arranging for changes to be made to those environments and/or from being particularly vigilant in using good voice care strategies:

• Open plan classrooms
• Poor insulation from external noise (e.g., thin walls or partitions, poor fitting doors or windows)
• Environments with floor, wall or ceiling surfaces which cause sound reverberation (i.e., hard surfaces such as lino, ceramic or vinyl tiles, concrete, timber)
• Environments with high levels of background noise (internal or external)
• Outdoor settings
• Swimming pools
• Environments requiring you to talk or project your voice over large distances.

If you use your voice in environments that are dusty, very windy, or where the air quality is poor due to dry air, paint or solvent fumes, pollution, or where there are high levels of plant pollens, you will also benefit from arranging for modifications to be made to those environments. In addition it will help if you are particularly vigilant in using good voice care strategies.

Setting your own goals for changing your voice care behaviours and your voice environment

Once you have identified which of the voice care behaviours and environmental features you need to change, the next steps are to set your goals for each of those behaviours or environmental features and to devise the strategies you will use to make these changes. Your goals will be of most value to you if they are written as clear performance statements that specify precisely:

• what you aim to achieve
• how you plan to achieve the goal
• the contexts in which you will achieve the goal (e.g. classroom)
• the timeframe for achieving the goal.

Your goals should also be written in a way that will allow you to easily evaluate whether or not you have achieved your aims. Some examples of effective goals are as follows:

By the end of term 1, I will have reduced the number of times I raise my voice in the classroom to once per day by using non-vocal methods of attracting students’ attention such as gesture, hand clapping, noise makers, musical instruments, bell.

I will reduce the number of cigarettes I smoke to a maximum of one per day within 8 weeks by enrolling in a QUIT Program.

From the second week of term 1 onwards, I will ensure that both my classroom door and the music room door are closed every time there is a music lesson in progress.

Note carefully: Your goal setting will be most effective if the goals are highly relevant and important to you personally and if they are realistic in terms of practical feasibility, resources available to you, and your own motivation and willingness to change. Consider carefully what you are willing and able to change!
Devising strategies for changing your voice care behaviours and voice environment

You will need to develop your voice care strategies in conjunction with setting your voice care goals (see above). There are many resources available to you to assist you in devising your personal voice care strategies. This Voice Care Program provides you with the basic resources you will need.

The Voice Care Program also includes a series of printed Information Sheets that cover:

- the basic mechanism of voice production
- the main symptoms and causes of voice problems
- minimising inefficient or harmful vocal habits
- using effective voice production techniques
- maximising your physical and emotional health
- enhancing your physical environment for safe voice use.

In addition to the materials provided within the Voice Care Program, you may have access to assistance through your school’s own resources and through external professionals. Further assistance in developing strategies for protecting your voice may be obtained through the sources listed below.

Prior to seeking help from these external sources, you are advised to consult your school principal and/or DEECD’s Employee Health Unit on 9637 2395 or DEECD’s OHS Advisory Service on 1300 074 715.

Other Resources for Voice Care

Your school leadership team

The school speech pathologist and/or psychologist

Department of Education and Early Childhood Development

OHS Advisory Service
Phone: 1300 715 074
Employee Health Unit
Phone: 9637 2395
Regional OHS Advisors

Multidisciplinary Diagnostic Clinics

Austin Health Voice Analysis Clinic, Heidelberg
Mary Buttifant, Speech Pathologist
Matthew Campbell, ENT Specialist
Phone: 9496 2243

Alfred Hospital Voice and Swallowing Clinic, Prahran
Judy Dixon and Tanya Blyth, Speech Pathologists
Peter Thompson, ENT Specialist
Phone: 9076 3339

Royal Victorian Eye and Ear Hospital, East Melbourne
Frances Logan and Sheryl Mailing, Speech Pathologists
Halil Ozdemir, ENT Specialist
Phone: 99298586

Melbourne Voice Analysis Centre, East Melbourne
Jenni Oates and Debbie Phyland, Speech Pathologists
Malcolm Baxter and Neil Vallance, ENT Specialists
Phone: 9416 0633

Voice Therapy Services

La Trobe University Communication Clinic (Voice Clinic, Bundoora and East Melbourne)
Georgia Dacakis and Sheryl Mailing, Speech Pathologists
Phone: 9479 1921 (Clinic Administration) or 9479 1793 (Georgia Dacakis)

Voice Medicine Australia, East Melbourne and Berwick
Debbie Phyland, Speech Pathologist
Phone: 94160633

Voice Care Management Australia
Regina Fitzpatrick
Speech Pathologist and Rehabilitation Consultant
Phone: 9816 4373
Mobile: 0407322072
Email: rf@voicecare.com.au
www.voicecare.com.au

Speech Pathology Departments of Public Hospitals

Alfred Hospital, Prahran
Judy Dixon and Tanya Blyth, Speech Pathologists
Phone: 9076 3339

Royal Victorian Eye and Ear Hospital, East Melbourne
Frances Logan and Sheryl Mailing, Speech Pathologists
Phone: 99298223

Austin Hospital and Repatriation General Hospital, Heidelberg
Mary Buttifant or Hannah Chilli, Speech Pathologists
Phone: 9496 5000
Monitoring your voice care progress

Evaluating your progress in relation to your voice care goals is a crucial part of this Voice Care Program. Active monitoring of your achievements will maximise the chances for you to make real progress and to protect your voice for years to come. Good intentions are not enough!

Monitoring progress can be achieved simply and quickly with a little forward planning. Our recommendation is that you set up a spreadsheet when you are at the stage of setting your goals and devising your own voice care strategies. This does not need to be an elaborate computer-generated format; the simpler the better! In Appendix 2 you will find an example of an evaluation format which could be used for this purpose.

Whatever format you decide to use to monitor your progress, the key components will be:

• a list of your goals and corresponding voice care strategies
• specification of the times when you plan evaluate your progress
• a way of recording the outcomes of your efforts to implement voice care strategies and any factors which may have hindered progress
• a mechanism for recording revised goals and strategies should any original goals be ‘sidelined’

By now you will have an understanding of action planning for voice care. That’s all there is to it! It’s time to develop your own plan and to begin the process of protecting your voice for the future.

Good luck!
### Environmental Scan

Use this schematic to identify adverse environmental impacts in the classroom i.e. noise and dust and proposals for action

<table>
<thead>
<tr>
<th>Surface properties</th>
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<td>• ceiling</td>
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<td>• heating vent</td>
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<td>• playground</td>
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<td>• other</td>
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</table>
Voice Knowledge Questionnaire

Answer Key

1. Which of the following is the source of the voice?
   a. the epiglottis
   b. the soft palate
   c. the vocal folds ✓
   d. the back of the tongue

2. The driving force or power supply for the voice is
   a. the chest muscles
   b. the lungs ✓
   c. the windpipe
   d. the brain

3. The position of the larynx or voice box is
   a. in the top of the oesophagus or gullet
   b. behind the Adam's apple in the neck ✓
   c. just under the soft palate
   d. between the lungs and the windpipe

4. What is the approximate length of the vocal folds?
   a. 20 mm ✓
   b. 05 mm
   c. 35 mm
   d. 50 mm

5. The vocal folds are made up of
   a. muscle
   b. ligament
   c. mucous membrane
   d. all of the above ✓

6. To start the voice, the vocal folds must
   a. come together ✓
   b. move apart
   c. relax completely
   d. begin to shake

7. The vocal folds of an adult female vibrate at approximately
   a. 220 times per minute
   b. 220 times per second ✓
   c. 120 times per minute
   d. 120 times per second

8. The pitch of the voice is determined by
   a. the rate of vibration of the vocal folds
   b. the thickness of the edge of the vocal folds
   c. the length of the vocal folds
   d. all of the above ✓

9. The loudness of the voice is determined by
   a. the amount of air pressure from the lungs ✓
   b. the speed of vibration of the vocal folds
   c. the position of the tongue in the mouth
   d. none of the above

10. The tone produced in the larynx or voice box becomes speech when it
    a. travels down into the windpipe
    b. travels up the oesophagus or gullet
    c. is made softer as it travels through the throat, mouth and nose
    d. is amplified as it travels through the throat, mouth and nose ✓

11. Voice problems are
    a. an inevitable occupational hazard of school teaching ✓
    b. uncommon among school teachers
    c. more common among teachers than the general population ✓
    d. the end of a person's teaching career

12. These factors are potential causes of voice problems:
    a. emotional stress ✓ false
    b. drinking cold water true false ✓

13. These factors can protect a person from developing voice problems:
    a. sucking cough lozenges true false ✓
    b. whispering true false ✓
    c. using a speech amplifier true false ✓
    d. drinking water frequently true false ✓
    e. installing an air conditioner true false ✓
    f. regularly resting the voice true false ✓
    g. using gestures to attract attention true false ✓
    h. talking loudly true false ✓
    i. turning down background noise true false ✓
    j. keeping the head and neck relaxed true false ✓

Appendix 1
## Appendix 2

### Voice Care Action Plan & Progress Notes

Name: ___________________________________________________________  Date: ____________

<table>
<thead>
<tr>
<th>Aspect of Voice Care</th>
<th>Goals</th>
<th>Strategy &amp; Resources</th>
<th>Progress Time 1</th>
<th>Progress Time 2</th>
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<tr>
<td>Understanding of symptoms &amp; causes</td>
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## Voice Care Action Plan & Progress Notes

Name: ___________________________________________________________  Date: ____________

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<th>Strategy &amp; Resources</th>
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<th>Progress Time 2</th>
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Voice Care Action Plan & Progress Notes

Name: ___________________________________________________________  Date: ____________

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<th>Aspect of Voice Care</th>
<th>Goals</th>
<th>Strategy &amp; Resources</th>
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<th>Progress Time 2</th>
</tr>
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<tr>
<td>Physical Environment</td>
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</table>
# Voice Care Program

## Self Assessment Tools

### Vocal Capabilities Questionnaire

1. Indicate the extent to which the following statements apply to you:

<table>
<thead>
<tr>
<th>Statement</th>
<th>never</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>My voice tires or fatigues</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>My voice is hoarse, croaky, husky etc</td>
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<tr>
<td>My voice breaks or cracks</td>
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<tr>
<td>My voice disappears completely</td>
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<tr>
<td>My voice is lower in pitch than usual</td>
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<tr>
<td>My voice is higher in pitch than usual</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>I have difficulty making my voice as loud as needed</td>
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<tr>
<td>I feel that using my voice is an effort</td>
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<tr>
<td>My voice does not project as well as needed</td>
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<tr>
<td>I have difficulty with breath control (eg., running out of breath, gasping)</td>
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<tr>
<td>My throat feels dry</td>
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<tr>
<td>I feel scratchiness or tickling in my throat</td>
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<td></td>
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<tr>
<td>I feel as if I have a lump in my throat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My throat aches or feels sore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel pain in my throat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a burning sensation in my throat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I need to clear my throat or cough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2a. Do you believe that you have a voice problem?

- Yes
- No

2b. If you believe that you do have a voice problem, how severe is the problem?

<table>
<thead>
<tr>
<th>Severe</th>
<th>Slight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Self-Assessment

Voice Knowledge Questionnaire

1. Which of the following is the source of the voice?
   a. the epiglottis
   b. the soft palate
   c. the vocal folds
   d. the back of the tongue

2. The driving force or power supply for the voice is
   a. the chest muscles
   b. the lungs
   c. the windpipe
   d. the brain

3. The position of the larynx or voice box is
   a. in the top of the oesophagus or gullet
   b. behind the Adam’s apple in the neck
   c. just under the soft palate
   d. between the lungs and the windpipe

4. What is the approximate length of the vocal folds?
   a. 20 mm
   b. 05 mm
   c. 35 mm
   d. 50 mm

5. The vocal folds are made up of
   a. muscle
   b. ligament
   c. mucous membrane
   d. all of the above

6. To start the voice, the vocal folds must
   a. come together
   b. move apart
   c. relax completely
   d. begin to shake

7. The vocal folds of an adult female vibrate at approximately
   a. 220 times per minute
   b. 220 times per second
   c. 120 times per minute
   d. 120 times per second

8. The pitch of the voice is determined by
   a. the rate of vibration of the vocal folds
   b. the thickness of the edge of the vocal folds
   c. the length of the vocal folds
   d. all of the above

9. The loudness of the voice is determined by
   a. the amount of air pressure from the lungs
   b. the speed of vibration of the vocal folds
   c. the position of the tongue in the mouth
   d. none of the above

10. The tone produced in the larynx or voice box becomes speech when it
    a. travels down into the windpipe
    b. travels up the oesophagus or gullet
    c. is made softer as it travels through the throat, mouth and nose
    d. is amplified as it travels through the throat, mouth and nose

11. Voice problems are
    a. an inevitable occupational hazard of school teaching
    b. uncommon among school teachers
    c. more common among teachers than the general population
    d. the end of a person’s teaching career

12. These factors are potential causes of voice problems:
    (a) emotional stress  true false
    (b) drinking cold water true false
    (c) breathing from the diaphragm true false
    (d) yelling and shouting true false
    (e) breathing humid air true false
    (f) speaking in a strained way true false
    (g) clearing the throat true false
    (h) talking during a throat infection true false
    (i) talking quickly true false
    (j) smoking true false
    (k) acid reflux/indigestion true false
    (l) allergies true false

13. These factors can protect a person from developing voice problems:
    (a) sucking cough lozenges true false
    (b) whispering true false
    (c) using a speech amplifier true false
    (d) drinking water frequently true false
    (e) installing an air conditioner true false
    (f) regularly resting the voice true false
    (g) using gestures to attract attention true false
    (h) talking loudly true false
    (i) turning down background noise true false
    (j) keeping the head and neck relaxed true false
## Self-Assessment

### Vocal Use Patterns At Work

1. How often do you use your voice in the following ways at work?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Almost Always</th>
<th>Every Time I Use My Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking loudly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Singing loudly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking in an unnatural pitch (e.g. a pitch which is too low or too high)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking in a strained or forced way</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Singing in a strained or forced way</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking over loud noise</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Singing over loud noise</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking over a long distance without amplification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Whispering or speaking in a very quiet, breathy voice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking in an unnatural voice quality (e.g., talking in a character voice)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking in a smoky environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Shouting, yelling, screaming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Cheering or barracking in a loud or strained way</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Coughing or clearing the throat</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Self-Assessment

Health and Lifestyle Questionnaire

1. These questions are about how you feel and how things have been with you during the past 4 weeks. For each question, please give one answer that comes closest to the way you have been feeling. How much of the time during the past 4 weeks:

<table>
<thead>
<tr>
<th>All of the time</th>
<th>Most of the time</th>
<th>A good bit of the time</th>
<th>Some of the time</th>
<th>A little of the time</th>
<th>None of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

a. Did you feel full of life? 1 2 3 4 5 6
b. Did you have a lot of energy? 1 2 3 4 5 6
c. Did you feel worn out? 1 2 3 4 5 6
d. Did you feel tired? 1 2 3 4 5 6

2a. Do you currently smoke?  
   Yes  No

2b. If you do smoke:
   a. On average, how many cigarettes do you smoke per day? ________
   b. For how many years have you smoked? _______ Years

3. On average, how many glasses/cups of each of the following non-alcoholic drinks do you drink per day? (insert ‘0’ against those you do not drink)
   Coffee (including coffee flavoured milk) ________
   Tea (with caffeine) ________
   Coke and cola drinks ________
   Herbal tea, juice, cordial, non-cola soft drinks ________
   Water (including plain mineral water and soda water) ________

4. On average, how many standard alcoholic drinks do you drink per week? (standard drinks: wine 100 ml, beer 285 ml, spirits 30 ml, sherry 60 ml)
   Wine ________
   Beer ________
   Spirits ________
   Sherry ________

5. How often do you suffer from reflux? (indigestion, acid regurgitation, acid taste in the mouth)
   never or rarely  1
   once every couple of months  2
   monthly  3
   weekly  4
   daily  5
6. Please complete the following table detailing any medications you are currently taking regularly.

<table>
<thead>
<tr>
<th>Name of medication</th>
<th>How often?</th>
<th>Length of time you have taken the medication (in months)</th>
<th>Reason for taking medication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self-Assessment

Teaching Context Questionnaire

1. On average, how would you rate the amount of noise in your teaching environment?

   very quiet  extremely noisy
   1  2  3  4  5

2. On average, how would you rate the amount of noise in your non-teaching environment at school? (e.g., playground, corridors, staff room)

   very quiet  extremely noisy
   1  2  3  4  5
**General Life Stressors Questionnaire**

<table>
<thead>
<tr>
<th></th>
<th>How stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time-workload pressures outside of school (home, community demands)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Relationship problems with significant other (i.e. husband/partner)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Problems with your children (educational, behavioural, emotional, vocational)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Wider family problems (conflicts, criticism, intrusion)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Further study</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Financial problems</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Health problems in your family</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Inadequate salary</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Heavy traffic on way to work</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Ideally, at the outset of the Voice Care Program, each teacher should undergo an individual voice screening session of 5 minutes conducted by a speech pathologist. In addition, the speech pathologist should observe each employee teaching for 10-15 minutes in a session where the level of students' noise is likely to be high. For the teaching observation component, the speech pathologist should ensure that judgements of loudness and projection are made at varying distances from the teacher: i.e., at maximum distance, medium distance and close distance.

Individual screening would involve an assessment of voice skills in the vocal tasks as outlined below.

**Vocal Tasks**
- Read Rainbow Passage
- 1 minute monologue
- Maximum phonation time on /a/ (3 trials)
- Counting 1 to 10 (maximum loudness without shouting and minimum level without whispering)
- /la/ sung stepwise up and then down the scale (2 trials)

Following individual screening and the teaching observation, the Voice Screening Results Form would be completed by the speech pathologist.
# Voice Screening Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Severity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiration</td>
<td>Normal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>MPT: _____ second</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Poor phrasing</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Audible inspiration</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Upper chest breathing</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td>Pitch</td>
<td>Normal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Low Modal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>High Modal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Limited Range</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td>Loudness</td>
<td>Normal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Low Modal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>High Modal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Limited Range</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td>Quality</td>
<td>Normal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Strained</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Breathy</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Rough</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Glottal Fry</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Falsetto</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Aphonia</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Tremor</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Diplophonia</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Phonation Breaks</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Pitch Breaks</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Loudness Breaks</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Voice Arrests</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td>Oropharyngeal Resonance</td>
<td>Normal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Non-standard:</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Tongue Position</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Jaw Position</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Projection over noise and distance</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td>Velopharyngeal Resonance</td>
<td>Normal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Hyponasal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Hyponasal</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Mixed</td>
<td>_______</td>
<td>_____</td>
</tr>
</tbody>
</table>

Name: ___________________________________________________________  Date: ____________

Teaching environment: _______________________________________________

Speech Pathologist: _________________________________________________
Summary: (circle one number)
1. Voice normal
2. Voice slightly impaired
2. Voice mildly impaired
4. Voice moderately impaired
5. Voice severely impaired
Comments:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Full diagnostic evaluation recommended*:  
Yes  No

* See page 6 of the Action Planning Guide for a list of resources for full diagnostic evaluation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Severity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosody</td>
<td>Effective</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Inadequate variability</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Excess Variability</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Non-standard prosodic contours</td>
<td>_______</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>_______</td>
<td>_____</td>
</tr>
</tbody>
</table>