

# VOICE SKILLS PERCEPTUAL PROFILE: DESCRIPTIVE AND QUANTITATIVE

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<u>Name of client:</u>	<u>Voice Issue:</u>
<u>Age/date of birth:</u>	
<u>Date of assessment</u>	<u>ENT findings:</u> (if relevant)
<u>Assessor:</u>	

*Start recording the session from here.*

## CLIENT'S OWN WORDS ABOUT VOICE (write down exactly what is said)

*Question: Can you describe the sound and feeling of your voice, and why you are here?*

## CONVERSATION, AND READING OR SPEAKING A TEXT.

*Ask the client to tell you about something pleasant e.g. an interesting project, holiday or experience; offer brief comments or questions if you feel this will make the speaking more natural. Unless reading is a problem, ask the speaker to read a short passage; if assessing a performer, this may be an already learned text.*

*Ask the speaker to rate his/her own voice, and then later add your own rating.*

**WHOLE VOICE RATINGS** 0 = No problems 1 = Slight Problems 2 = Moderate Problems 3 = Severe Problems

*(Circle relevant number)*

<b>WHOLE VOICE: CLIENT'S PERCEPTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>WHOLE VOICE: VOICE PRACTITIONER'S PERCEPTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

## VOICE SKILLS FEATURES OF VOICE

**DEFINITION OF A FEATURE:** when the specified aspect of voice is judged by the assessor as being a relevant and possibly negative contributing factor to the overall voice, which may indicate a direction for voice work.

### NUMERICAL RATINGS

<b>0</b>	<b>No Significant Features.</b>	
<b>1</b>	<b>Mildly Significant Features.</b>	
<b>2</b>	<b>Markedly Significant Features.</b>	

## 1. BODY

1.a	Posture/Movement: <i>Observe and rate. Ask about musculo-skeletal issues.</i>	0	1	2
1.b	Shoulder, neck and extrinsic laryngeal muscle tension: <i>Feel and rate.</i>	0	1	2
1.c	Vocal tract sensation: <i>Speaker to rate on severity &amp; frequency of discomfort.</i>	0	1	2
1.d	Overall physical/ emotional tension: <i>Speaker to rate on 1–10 scale (0 = 0 - 4; 1 = 5 - 7; 2 = 8 - 10).</i>	0	1	2
Any other comments: <i>(general health, past illness or accidents, exercise and fitness etc).</i>				

## 2. BREATH

2.a	Placing: <i>Observe in conversation, and Task: Ask client to count 1 – 10 five times, quickly and quite loudly.</i>	0	1	2
2.b	Control: <i>0 = 15 or more seconds; 1 = 8 - 14 seconds; 2 = 1- 7 seconds.</i> <i>Task: Sustained ssssss.</i>	0	1	2
	<i>Task: Sustained zzzzzz.</i>	0	1	2
2.c	Ability in conversational speaking to sustain adequate breath support, to help prevent laryngeal strain. <i>(Optional Task: Reading or repeating graded length sentences.)</i>	0	1	2

## 3. CHANNEL/VOCAL TRACT

3.a	Lips: <i>Rate on range of movement and apparent tension, and describe the 'setting' tendency.</i>	0	1	2
3.b	Jaw: <i>Rate on degree of open or close setting, and on apparent or described excess tension.</i>	0	1	2
3.c	Tongue: <i>Rate on the range of movement and apparent tension, and describe front/back and close/open settings.</i>	0	1	2
3.d	Soft palate: <i>Rate on adequacy of audible open/closure setting.</i>	0	1	2
3.e	Pharyngeal Constriction: <i>Rate on whether audible constriction.</i>	0	1	2
3.f	Laryngeal: <i>Rate on larynx position and laryngeal muscle tension/laxness. Listen for frequent audible inhalation</i>	0	1	2

#### 4. PHONATION

Observe in conversation, and Additional Task: Ask the speaker to intone a long vowel on eeh, aaaah, or ooh.

4.a	Rough Quality.	0	1	2
4.b	Breathy Quality.	0	1	2
4.c	Creak Quality.	0	1	2
4.d	Phonatory Stamina: Ask the speaker to describe their vocal stamina through a day, evening, week or vocally demanding performance, and rate accordingly.	0	1	2
Other Comments (e.g. onset, thick/thin folds, aphonic whisper, aryepiglottic involvement, tremor, diplophonia, etc)				

#### 5. RESONANCE

5	Balance of Head/Chest resonance quality.	0	1	2
Option to comment on auditory impression of the focus of 'oral placing'. <u>Optional Task</u> : Ask the speaker to hum on a long mid pitch mmmmm, and to tell you if they feel any tickle or tingle between the lips.				

#### 6. PITCH

6.a	Centre/ Mean pitch: Rate on whether too high or low for age and gender.	0	1	2
6.b	Range: Highest to lowest pitch. <u>Task</u> : Demonstrate and ask the speaker to produce a glide and siren on eeeeh, and to speak up a scale on 'hey'.	0	1	2
6.c	Variety of intonation patterns.	0	1	2

## 7. LOUDNESS

7.a	Overall loudness level.	0	1	2
7.b	Variety in loudness (including use of emphasis).	0	1	2
7.c	Power Source. <i>Task: 3 'heys' at 3 loudness levels, and calling, to assess whether breath support and/or throat constriction.</i> <i>(Optional Task: Demonstrate and ask speaker to crescendo on a long vowel, staying on one pitch.)</i>	0	1	2

## 8. ARTICULATION

8.a	Consonants.	0	1	2
8.b	Vowels.	0	1	2
8.c	Pace.	0	1	2
8.d	Pause.	0	1	2
8.e	Rhythm.	0	1	2
8.f	Fluency.	0	1	2

**TOTAL VOICE SKILLS SCORE FOR 31 FEATURES:**

Range (0 - 62) Total =

**ANY OTHER RELEVANT OBSERVATIONS OF THIS SPEAKER'S VOICE USE**

(use of words or images, apparent confidence, emotional connection to text, etc)

**RELEVANT VSPP ASPECTS FOR VOICE WORK**