

Voice Level Volume Visual Chart

SECTION 1 · THE CHART, THE CHECK-IN BOARD AND COLOR CARDS

VOICE LEVEL CHART

CARDS

Voice Level Cards (Color)

Five 2-inch cards, one for each voice level on the chart (page 6), to hand to a student, post beside a doorway, or use as a portable token. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same five in the ink-saver set are on page 12.

Silent

Whisper

Talking

Louder

Loudest

WHAT EACH CARD SHOWS, AND WHAT IT IS FOR

LEVEL	WHAT THE PICTURE SHOWS	WHAT THE LEVEL IS USED FOR
1 · Silent	A speaker with a line through it — standing for no sound at all.	Used when no talking is expected at all
2 · Whisper	A face with a finger over closed lips — standing for a very quiet voice.	Used for a voice only the person right next to you can hear
3 · Talking	A head shown talking, with sound lines — standing for an ordinary talking voice.	Used for a partner or a small group
4 · Louder	An open mouth — standing for a voice bigger than an ordinary talking voice.	Used for reading aloud or talking to the whole room
5 · Loudest	A megaphone — standing for the loudest voice on the chart.	Used outside, or for an emergency

PRINTING AND SIZING

Cardstock holds up better to daily handling; laminate a card that travels between rooms. Every card prints at the same 2-inch size in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

The five levels above do not change, but a student may read one of the anchor pictures differently — make a blank card (page 10) with a picture that names the level for them instead, and keep the same number and name on it.

THE CHECK-IN BOARD AND COLOR CARDS

Voice Level Reference Chart (Color)

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

WHAT THE PICTURES STAND FOR

23 PAGES

5 VOICE LEVELS

CHART + CHECK-IN BOARD

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, the Check-In Board and Color Cards

PAGES 6–10



Voice Level
Reference Chart
(Color)
REFERENCE

6



Voice Level Check-
In Board
BOARD

7



Two Desk-Size
Check-In Boards
BOARD

8



Voice Level Cards
(Color)
CARDS

9



Blank Voice Level
Cards (Type or
Write)
CARDS

10

02 The Ink-Saver Set

PAGES 12–13



Voice Level Cards
(Ink-Saver)
CARDS

12



Voice Level
Reference Chart
(Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Chart and Check-
In Board
REFERENCE

15



Voice Level
Practice Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

☆ START HERE

Start Here — Three Steps



1

Print and cut

Print the chart (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the check-in board (page 7) and the five level cards (pages 9 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank cards for a spare or a room-specific card are on page 10: type the level, print, cut.



2

Check in, mark the level

Point to the chart, ask which level matches the voice right now, and let the student point to or place a token on that level on the board (page 7). Say the line as it happens (page 21).

The how-to page (15) has the rest: how many check-ins to run, and what to do when a setting's expected level isn't obvious.



3

Log it, roll it up, send it home

One row on the log (page 16) each check-in: the setting, the expected level, the level logged, and whether they matched.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home when the chart is new; the hand-off page (page 20) goes with the board to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 voice-level cue cards in two art sets, a check-in board printing the whole scale with a token spot on each level, a desk-size board, 5 blank cards, and type-in fields on the board, the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan or a program. It names no clinical finding, supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. Which level a setting expects, and how often to check in, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the five voice levels	Chart, page 6
A student checking in more than once a day	Check-in board, page 7
A small group, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 12
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

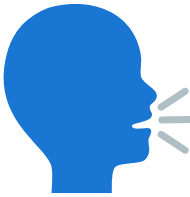
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different level.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log or example is a student record — initials only leaving your hands, first name only on the family page.

REFERENCE

Voice Level Reference Chart (Color)

Five voice levels, quietest to loudest, on one poster, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
				
Silent	Whisper	Talking	Louder	Loudest
USED WHEN NO TALKING IS EXPECTED AT ALL	USED FOR A VOICE ONLY THE PERSON RIGHT NEXT TO YOU CAN HEAR	USED FOR A PARTNER OR A SMALL GROUP	USED FOR READING ALOUD OR TALKING TO THE WHOLE ROOM	USED OUTSIDE, OR FOR AN EMERGENCY
Picture shows: A speaker with a line through it — standing for no sound at all.	Picture shows: A face with a finger over closed lips — standing for a very quiet voice.	Picture shows: A head shown talking, with sound lines — standing for an ordinary talking voice.	Picture shows: An open mouth — standing for a voice bigger than an ordinary talking voice.	Picture shows: A megaphone — standing for the loudest voice on the chart.
Example: “Independent work time”	Example: “Passing a note to a partner”	Example: “Working with a partner or small group”	Example: “Reading a report aloud to the class”	Example: “Calling for help outside”

HOW THE CHART IS USED

Teach the five levels from this chart before the first check-in on the board (page 7): say each level's number and name, point to the picture, and say what it is used for. A student cannot check in against a level they have not been taught.

WHAT THE PICTURES STAND FOR

Each picture is a plain, concrete stand-in for the level under it — a crossed-out speaker, a shushing face, a talking head, an open mouth, a megaphone — not a picture of a number itself. The cards page names exactly what each picture shows and what the level is used for, in two separate columns.

READING THE SCALE LEFT TO RIGHT

The five levels run quietest to loudest in the same order everywhere in this file — the chart, the board, the cards and the log all number Silent as 1 and Loudest as 5.

THE EXAMPLE SETTINGS ABOVE

Each invented setting is one place that level could be used — not the only place, and not a rule. Which level a real setting expects is your team's own call, written on the log or the hand-off page, never fixed by this chart.

BOARD

Voice Level Check-In Board

The five-level scale, printed once, with a token spot under each level.

NAME

TODAY

WHAT LEVEL IS MY VOICE RIGHT NOW?

1



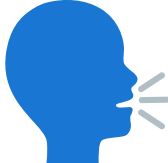
Silent

2



Whisper

3



Talking

4



Louder

5



Loudest

POINT TO, OR PLACE A TOKEN, A COIN, OR A PAPERCLIP IN THE CIRCLE UNDER THE LEVEL MATCHING YOUR VOICE RIGHT NOW

TODAY'S CHECK-INS

TIME	SETTING OR ACTIVITY	LEVEL PICKED

HOW THE BOARD IS USED

At a check-in, the student points to, or a token is placed on, the level (page 6) that matches their voice right now. A level is not corrected or swapped once it is placed, even if a later check-in picks a different one.

MOVING A CHECK-IN TO THE LOG

Use the quick table below for check-ins during the day, then copy each one onto a row of the practice log (page 16) at the end of the day or before the next check-in. The board itself is never the record; the log is.

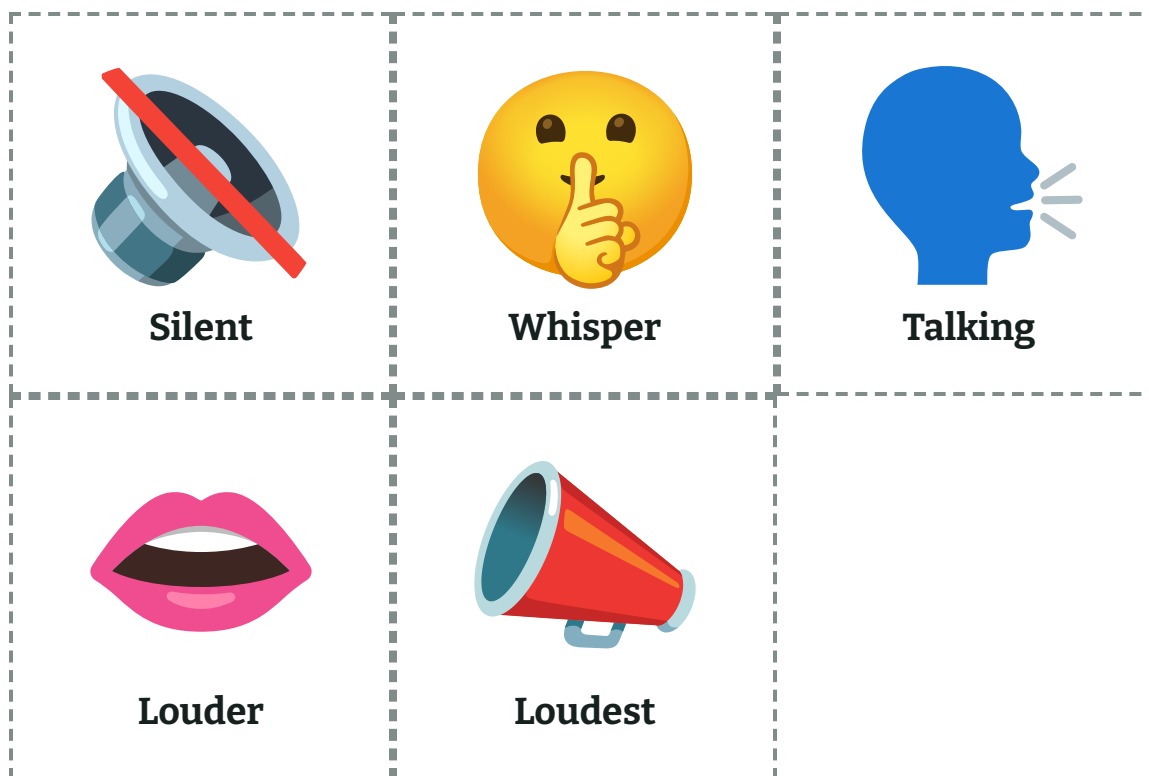
WHY THE BOARD SHOWS ALL FIVE LEVELS

Printing the whole scale on the board, not just the level in use, means the student always sees where the current level sits against the other four — quieter and louder both stay visible.

CARDS

Voice Level Cards (Color)

Five 2-inch cards, one for each voice level on the chart (page 6), to hand to a student, post beside a doorway, or use as a portable token. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same five in the ink-saver set are on page 12.



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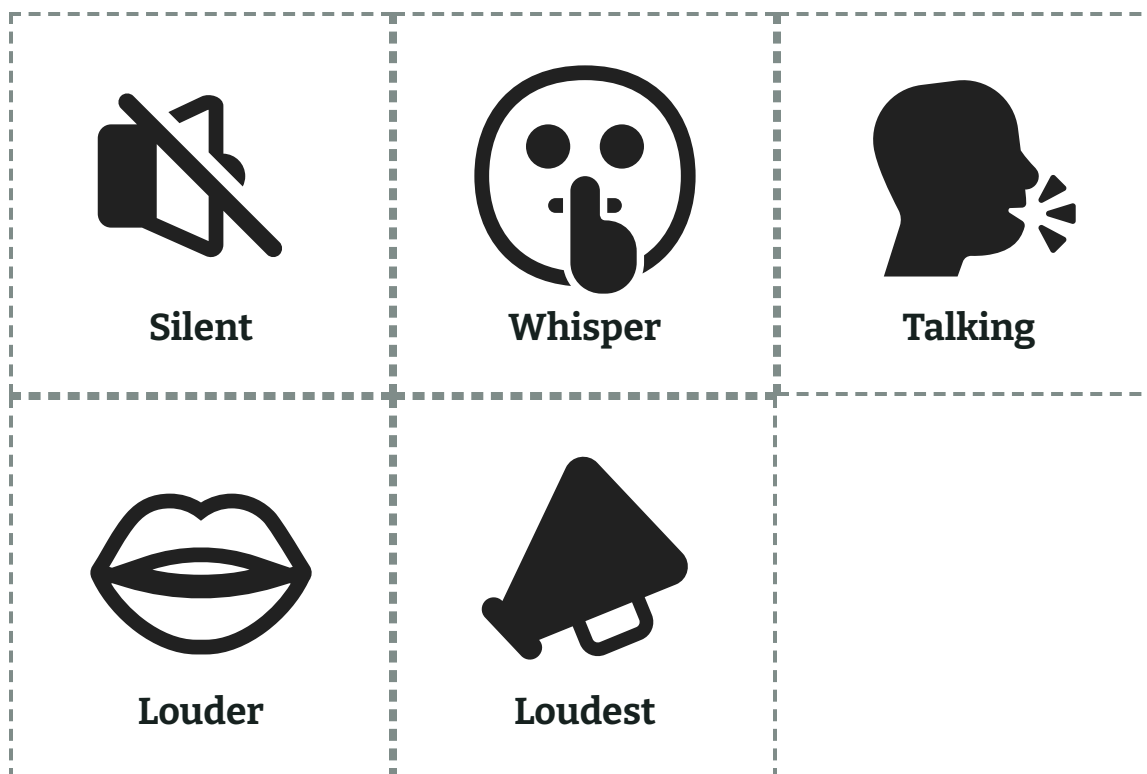
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CARDS

Voice Level Cards (Ink-Saver)

Five 2-inch cards, one for each voice level on the chart (page 6), to hand to a student, post beside a doorway, or use as a portable token. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same five in the color set are on page 9.



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 LOG

Voice Level Practice Log

One row every check-in. It counts one thing: whether the level logged matched the level your team expects for that setting.

STUDENT

SETTING OR ROUTINE

WEEK OF

EXPECTED LEVEL = YOUR TEAM'S OWN ANSWER FOR THAT SETTING · ACTUAL LEVEL = WHAT WAS LOGGED AT THE CHECK-IN · MATCH = YES IF THE TWO ARE THE SAME LEVEL, NO IF NOT

DATE	TIME	SETTING OR ACTIVITY	EXPECTED LEVEL	ACTUAL LEVEL	MATCH?	NOTES

WHAT ONE ROW COUNTS

One row is one check-in: the setting, the level your team expects there, the level actually logged, and whether the two matched. Log a match too — a row that matched is useful data.

TOTALING THE WEEK

Count every Yes across the table for the week; the roll-up (page 17) turns that count into a percent.

IF THE EXPECTED LEVEL CHANGES MID-WEEK

Write the new expected level in the row it applies from; a setting's expected level is allowed to change, and the log holds whatever your team wrote at the time, not a fixed default.

 TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CHECK-INS	TIMES MATCHED	PERCENT MATCHED	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CHECK-INS THAT MATCHED THE EXPECTED LEVEL · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the Yes marks on the log (page 16) for the week and divide by the number of check-ins logged that week, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the actual level is matching the expected one more often; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above.

Milo is invented, and so is every mark on this page. One school day on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one day (page 16)

TIME	SETTING OR ACTIVITY	EXPECTED LEVEL	ACTUAL LEVEL	NOTES
8:15	Morning meeting	Whisper	Whisper	Circle time
9:40	Independent work	Silent	Silent	–
10:30	Small group	Talking	Louder	Excited about the project
12:00	Cafeteria	Louder	Louder	–
1:15	Recess	Loudest	Loudest	–
2:45	Pack-up	Talking	Talking	–

The roll-up, three weeks (page 17)

#	WEEK OF	CHECK-INS	TIMES MATCHED	PERCENT MATCHED	NOTES
1	9/8	22	14	64%	–
2	9/15	24	18	75%	–
3	9/22	24	21	88%	–

READING THE NUMBERS

This day's row: 5 of 6 check-ins matched the expected level (83 percent). The three weeks below run 64, 75, 88 percent — a line rising week on week, each percent that week's own matched count divided by its total check-ins.

A LINE THIS SHEET COULD WRITE

"Milo matched the expected voice level 21 of 24 check-ins the week of 9/22 (88 percent), up from 14 of 22 the week of 9/8."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 64, 75 and 88, joined by a line that rises. The one miss in the row above shows the log tracks WHICH setting needed a closer look, not just how many check-ins happened.

WHAT THIS EXAMPLE IS NOT

One invented student's day and three weeks. It sets no typical rate, predicts nothing about a real student, and does not say which setting is harder in general — that reading is your team's, not this file's. The criterion field would hold whatever Milo's team wrote — not a number this file supplies.

THE ONE MISS IN THIS EXAMPLE

This day's single miss was at Small group, where the expected level was Talking and the level logged was Louder. That is a coincidence of this invented day, not a pattern this file claims — a real log might show a miss in any setting, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows (page 17), read alongside the one filled log day (page 16), show a trend and one concrete example without bringing the whole stack of daily logs to the table.