## Severity Matrix
Clinical judgment may necessitate modification of these guidelines.

<table>
<thead>
<tr>
<th>Mild</th>
<th>Moderate</th>
<th>Severe</th>
<th>Profound</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Service delivery unit</td>
<td>2 service delivery units</td>
<td>3 service delivery units</td>
<td>5 service delivery units</td>
</tr>
<tr>
<td>Minimum of 15-30 minutes per week</td>
<td>Minimum of 31-60 minutes per week</td>
<td>Minimum of 61-90 minutes per week</td>
<td>Minimum of 91+ minutes per week</td>
</tr>
</tbody>
</table>

### Severity of Disorder
- **Impairment minimally affects the individual’s ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener, such as teacher, parent, sibling, peer.**
- **Impairment interferes with the individual’s ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener.**
- **Impairment limits the individual’s ability to communicate appropriately and respond in school learning and/or social situations. Environmental and/or student concern is evident and documented.**
- **Impairment prevents the individual from communicating appropriately in school and/or social situations.**

### Articulation/Phonology
- **Intelligible over 80% of the time in connected speech. No more than 2 speech sound errors outside developmental guidelines. Student may be stimulable for error sounds.**
- **Intelligible 50–80% of the time in connected speech. Substitutions and distortions and some omissions may be present. There is limited stimulability for the error phonemes.**
- **Intelligible 20–49% of the time in connected speech. Deviations may range from extensive substitutions and many omissions to extensive omissions. A limited number of phoneme classes are evidenced in a speech-language sample. Consonant sequencing is generally lacking.**
- **Speech is unintelligible without gestures and cues and/or knowledge of the context. Usually there are additional pathological or physiological problems, such as neuromotor deficits or structural deviations.**

### Language
- **The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1 to 1.5 standard deviations below the mean standard score.**
- **The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1.5 to 2.5 standard deviations below the mean standard score.**
- **The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests (if standardized tests can be administered). Performance is greater than 2.5 standard deviations below the mean standard score. Augmentative communication systems may be warranted.**
- **The student demonstrates a deficit in receptive, expressive or pragmatic language that prevents appropriate communication in school and/or social situations.**

### Fluency
- **2–4% atypical dysfluncies within a speech sample of at least 100 words. No tension to minimal tension.**
- **5–8% atypical dysfluncies within a speech sample of at least 100 words. Noticeable tension and/or secondary characteristics are present.**
- **9–12% atypical dysfluncies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present.**
- **More than 12% atypical dysfluncies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present.**

### Rate and/or Prosody
- **Minimal interference with communication.**
- **Noticeable tension and/or secondary characteristics are present.**
- **Interferes with communication.**
- **Prevents communication.**

### Voice
- **Voice difference including hoarseness, nasality, denasality, pitch, or intensity inappropriate for the student's age is of minimal concern to parent, teacher, student, or physician. Medical referral may be indicated.**
- **Voice difference is of concern to parent, teacher, student, or physician. Voice is not appropriate for age and sex of the student. Medical referral may be indicated.**
- **Voice difference is of concern to parent, teacher, student or physician. Voice is distinctly abnormal for age and sex of the student. Medical referral is indicated.**
- **Speech is largely unintelligible due to aphonia or severe hyper nasality. Extreme effort is apparent in production of speech. Medical referral is indicated.**