The Communication Matrix: How it is Used to Assess and Support Children with Multiple Disabilities who are Non-Verbal  Part 1 4-5:30 PM November 16, 2010  PRESENTER: KATHEE SCOGGIN	
If you had <b>no way</b> of communicating with people so they could understand you and you could understand them  How would your life be different?	
When most of us think of	
communication, we think of this	





Facial expressions and body language



Using an object (three dimensional item)





Body language

# So many of our individual communication systems look like this The percentage of time we use each type of communication may be different and it will differ depending on our environment and other things

This is no different from our students who are non-verbal!

So here is what it looks like for some of our children who are non-verbal



OR...

	<b>-</b>
Tactile Signing  OR	
Pictures and Signing	
OR	
Eye Gaze	

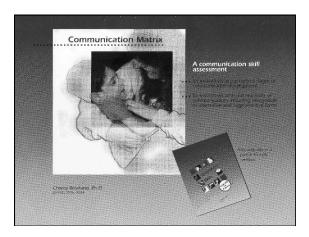
### Many children who are non-verbal might have communication systems that have some of these elements, not all. Tactile Symbols Picture Symbols The percentage of time a child who is nonverbal uses each type of Ways "John" can best be understood by others communication may be different and it will Pictures & Signing differ depending on his or her environment and other things So, now we know where we want the child to be... However, he is not communicating in any of those ways! Often we are expected to read the other person's mind! After all, this person is non-verbal

### Let's start at the very beginning...

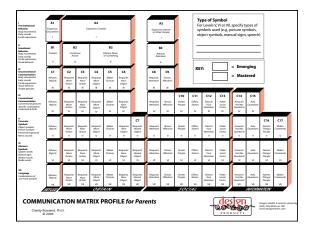


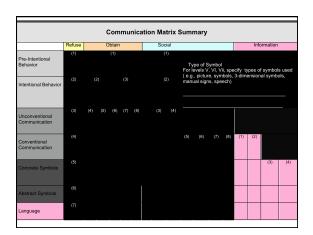
### What do you want to know about the student's communication?

- a. I want to have a test score
- b. I want to demonstrate that the student is non-verbal
- c. I have used a specific protocol before and know how to do the assessment
- d. I want to find out where to start on assisting this student to develop higher level communication skills so people can understand her.



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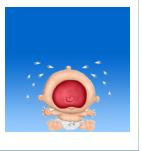
## Initially, when a child is born, there are four major reasons for their communication 1. Refusal or Rejection 2. Obtain or Get 3. Engage in social Interaction 4. Provide or seek Information

	Refuse			Obta	in			Soc	ial						Info	matio	n
Pre-Intentional Behavior	(1)			(1)				1)	T For	ype o	of Syr	nbol /I, Vii	, spec	ify ty	pes c	ıf syml	bols
Intentional Behavior	(2)	(2	2)		(3)			2)	use	d (e.	g., pi	cture,	symb gns, s	iols, 3	-dime	ension	al
Unconventional Communication	(3)	(4)	(5)	(6)	(7)	(8)	(3)	(4)									
Conventional Communication	(4)								(5)	(6)	(7)	(8)	(1)	(2)			
Concrete Symbols	(5)														(3)		(4)
Abstract Symbols	(6)																
Language	(7)																

### 1. REFUSAL OR REJECTION

Can you tell when your child is uncomfortable (in pain, wet, hungry, startled?)

If yes, what does your child do to make you think he's uncomfortable?



### **OBTAIN OR GET**



Does your child intentionally indicate that he wants you to perform a new action (one that you have just not been engaged in)?

If yes, how does your child request (or command) a new action?

SOC	ΙΔΙ	INTFR	<b>ACTI</b>	ONS



Does your child intentionally direct your attention to something that she is interested in (as if saying "look at that")?

If yes, how does your child direct your attention to something?



### PROVIDE OR SEEK INFORMATION

Does your child spontaneously (without being asked) provide information to you about things in the form of comments ("that's pretty", "hot", etc.?) If yes, how does your child make a comment?



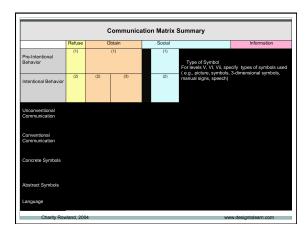
### Communication Matrix

### Levels:

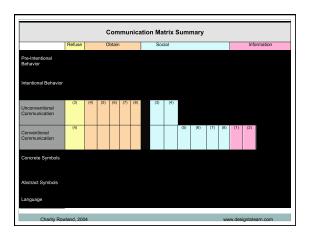
- I Pre-intentional behavior
- II Intentional behavior
- III Unconventional communication
- IV Conventional communication
- V Concrete symbols
- VI Abstract symbols
- VII Language

	Refuse			Obta	iin			So	cial						Info	mati	on
Pre-Intentional Behavior	(1)			(1)				(1)	For	ype o	s ۷,۱	/I, Vii	spec	ify ty	pes o	of syr	nbols
Intentional Behavior	(2)	(;	2)		(3)			(2)	use	d ( e.	g., pi	cture,	symt gns, s	ools, 3	3-dim	ensid	onal
Unconventional Communication	(3)	(4)	(5)	(6)	(7)	(8)	(3)	(4)									
Conventional Communication	(4)								(5)	(6)	(7)	(8)	(1)	(2)			
Concrete Symbols	(5)														(3)		(4)
Abstract Symbols	(6)																
Language	(7)																

What is the difference between pre-intentional and intentional behavior?



### When does intentional behavior become communication?



Ask these ques	tions							Ans	we	r he	ere		Communicative Behaviors	Level
Expresses interest in C in you led that your child it No. O Yes 'yes, what does your child	is interested in other		you or in other people:			$\rightarrow$	* 6 1 4 6 4		-	Section 1	nounn Minns	ere jack sen jarek son, kasi	offen body nised top, but arred of	Pre-intentional Behavior Pre-intentional or reflected solutions that expresses state of subject. Sales to plungly, well is interpretedly campies.
Astructs Attention fore your child-do certain t urposefully trying to get ye I No - Diffes yes, what behavers does	our attention?					<b>→</b>	96788798			Head Ass o Lag m Facial Vocals Looks	Current Current	ere jes er jak i er jes ere jes ere jes		B. Intentional Behavior a Homelonal, is Linco Intentionally Contraction Behavior Aurilla to offer Compiler's behavior, since compiler infent intent.
ntentionally by to in that your attention? di	Shows Affection loss your child identionally emorsticite flection toward your rangone dise?					<b>→</b>	*****			Facili Facili South Look Activ	of cope thes po to all po- cuttors in	ris Kon essione erson erson eschae	ouel destre.  real, regulal govos,  real (regul	III. Sinconventional Communication Uncommissed grown or used with intent of affecting caregiver's behavior.
hild request your granted or gran		S. Greets People Does your child intentionally indicate help or goodbye when someone arrives or leaves? D No. Ci Yes	Offers, Shares Does pour child intentionally offer things or share with you, not expecting anything in return?      Ne	7. Direct Another's Attention Ones your child intentionally direct your attention to correction; that she is elemented in Jan 4 union Shoot at	8. Polite Social Feems Does your child sometimes intermitionally use polite farms of social relevation such as alleing your for correlation	-	4 8494496	4 948488	* * * * * * * * * * * * * * * * * * *	to gangang to			at Lords band and forth helmone you and signst, person or place to Glose or shows seemeding to you of bedoors person to come of bedoors person to come of bedoors person to come of bedoor to deben the company of bedoor to deben the company of bedoor to deben the company of bedoor to deben the company and passed the person of the company you passed to they of "have the "of your to company of passed professional passed of the company of passed professional passed professiona	Mr. Convertional Communication Conventional genture control debases of affecting complete? Software Control State orientation."
		if yes, how does your child greet you or other people?	your child offer or share something with you?	that')?  2 No 2 Yes If yes, how does your child-deed your attention to something?	before doing something, industing "please", "thank you", or "occuse me?" U No. U Yes	1			4 0	:		:	<ul> <li>d. Protestitawing of social concept (photo of someone waving).</li> <li>b) Other concerts symbol (for social concept).</li> </ul>	V. Caracrete Symbols Limited use of concent symbols to represent specific entities. In 1 correspondence before symbol and referent.
					if yes, what politic social forms does your child use?	-	***** * *	46.00 - 0	40.00 - 0	*******		4 4 4 4 4 4	of Species word ("please", "seek", "bi", "prues") for Stevens op ("please", back "Nr. "please") for Stevens op ("please", back "Nr. "please") dis Stevens word ("please", "back "Nr. "please"), "dis Stevens word ("please", "back "Nr. "please"), "back "Nr. "please", "back	VI. Abstract Symbols Limited user of spensors symbols to represent environmental emittes Symbols used one at a time.
						4	* 4						o) has gordest ("See year", "and pleaser", "Sees there", "Spir. Microsy"). In "Sees gordests ("Vest for year", "I see year", "see year steer"). Spir of seeded	VR. Language Rulerbound use of sym system. Ordered combinations of 2 or 1 symbols according to contactly conventions.

Behaviors that	t can lead to
predictable cor	nmunication
Changes in posture	•
Stiffen	
Twist	}
Turn away	Limb movements
Relax	Kicks legs
~ )_	Bat arms
- 💃	Stamp
*	Kick
<b>4</b> 4	Takes desired item

### **Head movements** Turn head away or to side

Pull back head Bobs head

Moves head forward Moves head toward desired item or person

Nods head Shakes head "no"



**Body movement** 

Moves away from person or object Pushes away person/object Gives unwanted item to you Approaches desired object

Lunge Bounce

Shrugs shoulders Hugs or kisses Pats someone

### **Hand movements**

Guides your hand or pulls you over to the desired item Touches desired object or person without taking it

Reaches toward or taps object or person;

Takes your hand

Gives you or shows you something Beckons you to come

Holds out hand with open palm

Points at desired object

Takes your hand

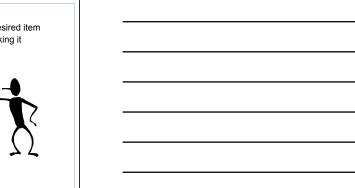
Raises or waves hand (for attention)

Pantomimes action or object

Activates mechanical "calling device"

Waves "hi" and "bye"

Raises hand



### Eye movements

Looks at desired item or person Gazes back and forth between you and desired object



### **Facial expressions**

Grimace Frown Smile Sticks out tongue

### **Vocalizations**

Cry

Grunt

Scream

Whine

Fuss

Coo

Squeal

Specific intonated vocalizations "uh-uh" Mimics sound of desired object/action

### Photo / Picture symbol / Object symbol

One

Two

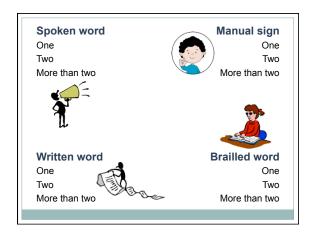


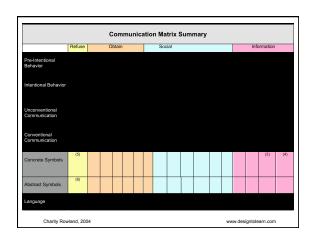


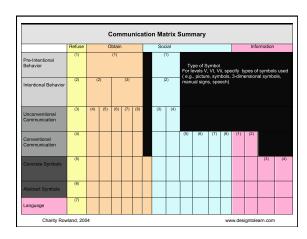


### **Abstract symbol**

Abstract 2 dimensional symbol Abstract 3 dimensional symbol







	Refuse		С	btain			Soc	ial						Info	rmation	
Pre-Intentional Behavior	(1)		>	(1) ><	<	<i>-</i>		1)	Fori	pe of S evels V	VI, V	ii, spe	cify ty	rpes of	symbol al symbol	s use
Intentional Behavior	(2)	(;	2)		(3)		C	2)		ual sign						
Unconventional Communication	(3)	(4)	(5)	(6)	(7)	(8)	(3)	(4)								
Conventional Communication	(4)								(5)	(6)	(7)	(8)	(1)	(2)		
Concrete Symbols	(5)														(3)	(-
Abstract Symbols	(6)															
Language	(7)															

Ways you will know if student is using communication...

### The question is...

Are you recognizing it and then shaping it into a more easily recognizable form of communication?

### **HOMEWORK**

Fill out the communication matrix copy that you have with no fewer than 3 people who know the child well... hopefully 1 is a parent.

			RK

Using a highlighter pen, fill in the boxes that the child does.

If that behavior is just

emerging in the child, make a dotted diagonal line across the box

I need two participants who are willing for the results on their student's Communication Matrix to be used in the next training session. If you are willing, email me at kscogginwsds@gmail.com no later than November 18, 2010.

### Part 2 of Three-part Training:

### Part 2: The Communication Matrix:

How it is Used to Assess and Support Children with Multiple Disabilities who are Non-Verbal

4:00 – 5:30 PM Tuesday, Nov. 30, 2010



www.wsdsonline.org/deafblind

NGIBLE SYMBOLS: a photo, line drawing at bears a meaningful and realistic spoten larguage bears a meaningful and realistic spoten larguage Spoten larguage Spoten larguage object outside the distribution of abstract symbolic shapes to culated hand gestures following specific sound as produced by the action of the matical rules or symtax	H CUES: physical contact directly onto the individuals body immediately inig an action or activity, the purpose is conveying a message (receptive symbols understand as the individual (not to get their attention) to the individual (not to get their attention) and individuals body immediately (as a message about a specific activity.  Ways to understand & be understa	firected towards someone else <u>3ESTURES</u> ; use of motions of the limbs or body as a means of expression  Body Lang  Vocalizations  Facial Exp.	BODY LANGUAGE AND FACIAL EXPRESSION: physical representation to internal (emotional or mental) reactions, maybe done purposefully towards another or maybe just a reaction  VOCALIZATIONS: sounds made intentionally which may or may not be
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