

**The Communication Matrix:  
How it is Used to Assess and Support  
Children with Multiple Disabilities  
who are Non-Verbal**

Part 2

4-5:30 PM

November 30, 2010



**PRESENTER: KATHEE SCOGGIN**

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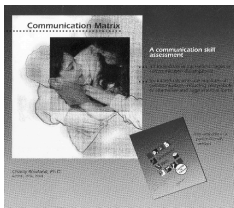
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**PLACE A GREEN CHECK if you completed the  
communication matrix on one of your students**



Type in a few comments  
about that experience...

Was it easy, were the  
results helpful? Did you  
learn anything you didn't  
already know? Any aha's?



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**Let's Review:**

A common mistake we make when working  
with children who are non-verbal is  
interpreting a **reaction** they make (i.e.  
laughing) as communication



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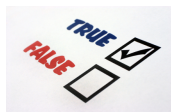
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### Let's Review:

The 4 basic reasons for communicating when children are just beginning are: refusing and rejecting, getting or obtaining, engage socially, and providing and seeking information




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### Let's Review:

In order for an intentional behavior (action) by a child (i.e., crying) to become **communication** the student must look at the person to indicate he knows that person is listening.




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### The Communication Matrix is designed:

- a) To assess a student's communication though no language is yet developed
- b) To look at the 4 basic reasons young children communicate
- c) So that once a level is determined, other more sophisticated behavior can be facilitated and modeled for the student to make progress in developing communication
- d) All of the above

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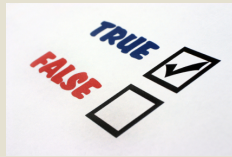
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The *Communication Matrix* measures what the child is communicating (expressive communication)



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What **important** information do we need to collect about the student from others and through observation?

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Likes and Dislikes?

(Form sent in email to you)

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**Their temperament?**

(Handout sent in email to you)

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**What works and doesn't work for them?**

What works?      What doesn't work?

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**What sensory channel/s (vision, hearing, smell, taste, touch, movement) are their strongest? How do we make adaptations when necessary?**

(Form and example sent in email)

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Are there health considerations?

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What and how do they communicate?

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### Communication System

**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 directed towards someone else

**GESTURES:** use of motions of the limbs or body as a means of expression socially recognized

**TOUCH CUES:** physical contact directly onto the individuals body immediately preceding an action or activity, the purpose is conveying a message (receptive communication) to the individual (not to get their attention)

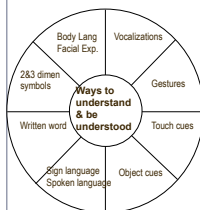
**OBJECT CUES:** an object from a part of their daily routine, presented to the individual as a message about a specific activity.

**TWO & THREE-DIMENSIONAL TANGIBLE SYMBOLS:** a photo, line drawing or object/ part of object or texture that bears a meaningful and realistic connection to what it is representing.

**WRITTEN WORD (print/Braille):** combination of abstract symbolic shapes to have socially agreed upon meaning

**SIGN LANGUAGE:** a system of articulated hand gestures following specific grammatical rules or syntax

**SPOKEN LANGUAGE:** meaningful sound as produced by the action of the vocal organs following specific grammatical rules or syntax




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**Remember the behaviors we talked about last week?**

- Changes in posture
- Limb movements
- Head movements
- Body movement
- Facial expressions
- Eye gaze
- Hand and finger movements
- Feet and toe movements

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**Remember the behaviors we talked about last week?**

- Vocalizations
- Use of photos, line drawings, pictures
- Taking person to what child wants
- Approximated sign
- “Home” sign
- Written or Brailled words
- Pantomime the action or object
- Mimic the sound of item or action
- Use of objects

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So now I finished interviewing and observing...  
I completed the matrix profile...



**What do I do with the results?**

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**Student B**

Expressive

Ways Maya can best be understood by others

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What 3 objectives would you establish based on STUDENT B's COMMUNICATIN MATRIX?

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**Student A**

1. Greetings
2. Refuse/Obtain at a more conventional level
3. Making Choices

**Student B**

1. Getting someone's attention/Greetings
2. Getting more/new
3. Improving emerging items (Social)

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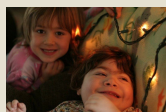


## Part 3 of Three-part Training:

**Part 3: 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, Dec. 7, 2010



[www.wsdsonline.org/deafblind](http://www.wsdsonline.org/deafblind)

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