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

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?



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



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



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.





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

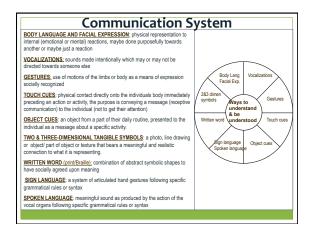
The Communication Matrix measures what the child is communicating (expressive communication)	
What important information do we need to collect about the student from others and through observation?	
Likes and Dislikes?	
(Form sent in email to you)	

What works and doesn't work for them? What works? What doesn't work?	What works and doesn't work for them?	What works and doesn't work for them?	Their temperament?
work for them?	work for them?	What works? What doesn't work? What sensory channel/s (vision, hearing, smell, taste, touch, movement) are their strongest? How do we make	(Handout sent in email to you)
work for them?	work for them?	What works? What doesn't work? What sensory channel/s (vision, hearing, smell, taste, touch, movement) are their strongest? How do we make	
What works? What doesn't work?	What works? What doesn't work?	What sensory channel/s (vision, hearing, smell, taste, touch, movement) are their strongest? How do we make	
		hearing, smell, taste, touch, movement) are their strongest? How do we make	What works? What doesn't work?
		hearing, smell, taste, touch, movement) are their strongest? How do we make	

USE OF SENSOR	Y CHANNI	ELS				
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Setting/Activity:						
Date: Observer:						
Observed Behavior				y Chann		
			Г A		P/V P/V	
			Γ A			
		V	ГА	O/G	P/V	
		٧ .	ГА	O/G	P/V	
Probable Primary Channel:		KEY				
Secondary Primary Channel(s):		Visual Tactual				
	A=	Auditory				
	O/G= P/V=	Olfactory Proprioce	/Gustato eptive/Ve	ory estibular		-
USE OF SENSOR	Y CHANN	ELS				
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Setting/Activity:						†
Date: Observer:					-	
					-	_
Observed Behavior				Chan		
Raises head up as shiny blue pom pom is shaken Turns head as shiny blue pom pom is moved (follows)		∨ T (V) T		O/G O/G	P/V P/V	+
Raises head up as shiny blue pom pom is moved up II	- 1	(V) T	(A)	O/G	P/V	
Head turns to follow Puts head down		(V) T		O/G	P/V (P/V)	+
Bangs rattle (put in his left hand) on stander tray Bangs rattle (put in his right hand) on stander tray		V (T V (T) (A)		(P/V)	
Raises head up as shiny blue pom pom is shaken		∨ (T (V) T			(P/V)	
Turns head to left III Puts head down		(V) T		O/G O/G	(P/V) (P/V)	
Grabs, picks up part of pom pom once, places on tray next	to him	∨ (T) A	O/G	P/V	<u> </u>
Puts head down Puts hands together "more" V		V T		O/G O/G		
		. 1.	, ,	10/0	(1.77% 1)	-
						\neg
Vocalizes II Takes spoon and puts food in mouth IV	V	_	A	O/G	(P/Vx 2) (P/Vx 2)	<u> </u>
Takes spoon out of mouth	₩ v		(A) A	O/G		1
Stretches hands out	V		Α	O/G	(P/V)	
Holds spoon II Moves hands around the tray II	V		A	O/G O/G	(P/V) (P/V)	
Picks up Cheerio	V		A	O/G	P/V	+
Puts Cheerio in mouth II	V	(T)	Α	(O/G)	P/V	
Slaps hands on tray	V		A	O/G	(P/V)	
Totals	5	10	8	1	18	<u> </u>
Probable Primary Channel:		KEY				
Secondary Primary Channel(s):	V=	Visual				
	T=	Tactua				
	A= O/G=	Audito		statory		
	D/G=	Propri			hular	1

Are there health considerations?

What and how do they communicate?



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

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

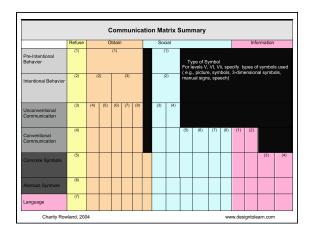
Mimic the sound of item or action

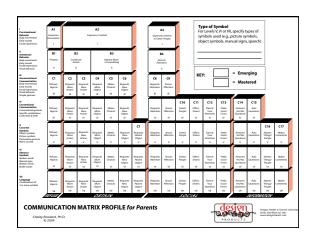
Use of objects

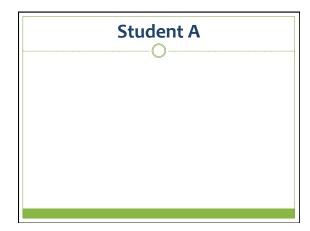
So now I finished interviewing and observing...
I completed the matrix profile...

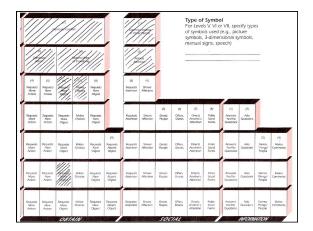


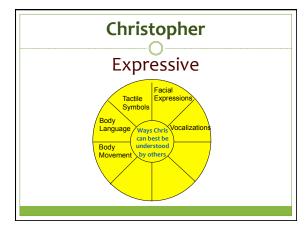
What do I do with the results?









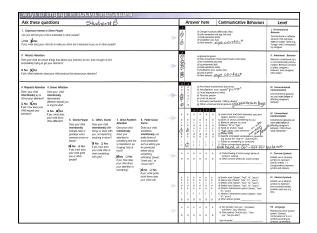


What 3 objectives would you establish based on STUDENT A's COMMUNICATIN MATRIX?

Student B						

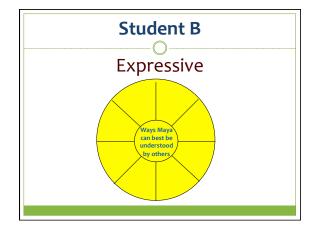
	Ask these questions	Anzwei	Communicative Behaviors	Level
Data Sources Use any combination of observations, interviews with perents or teachers, and direct attempts to elicit communication to determine which behaviors the child is capable of producing to express which states (at Level II). furnitions fat level III of interes II Levels III-III.	Exposure Disconflish Can you tell when your child is undershilded; in pain, well, hungry, lithing to the child with t	- ලේඛය	id Chungo in poturo juzifin body fivilit. hari sinelj glizobjeć dijChini (a Lais evenemo pio lings, biz sinel) id filesi evenemo pio lings, biz sineli id filesi expression garmani id filesi expression garmani il Viscalibario poly quivil, expeni il Cittur behavior	i. Profesational Behavior Professional or solicula behavior that express cose of calgest time in bungly, well is interpret by certified.
Scoring On each matrix ask yourself or an informant each question under the "Ask Thousand Control of the Scoring of the Scorin	2. Proteits Can you tell when your child doesn't want something specific such as a certain food or a tey or a game you've playing life dotting! 2 for XNs E yet, what does your child do to make you then that pild dotten! want something?	@.ceoe.go	of Mad movement guan away pull histh heat) It Associates that are guant throw away is long-movement cleans, buth is fluid organized fileses, general is fluid organized fileses, general is fluid organized fileses, general is fluid as applies general visiting is fluid as a pull pull general pull general is fluid as a pull general pull general gen	J. International Behavior Certurior is international, is not insentionally correctionally correctional to affect complete's behavior, since camples? behavior, since camples return community.
letters in the "Answer Hee" columns correspond to the behaviors listed under the "Communicative Behaviors" column. Only, heak off behaviors that the child produces independently (that is, without assistance) and consistently (occurring most times that an appropriate coporturity is provided). Most of the Questions refer to intensis that may be expressed at a number of different levels. Since most children straddle two or more	Refuses or Rejects Doos your chief intentionally show you that he or she desert water a coston thing or a certain acres;? ONE you do see you chief of the your ch	(88)	A Mouth hady resource(s) (self, furn hang) is from heaf every or to file of home the off recognision of home the off recognision of home the off recognision of a Vocalization (self) (self) (self) of vocalization (self) (self) of the self) (self) (self) of the company of the company of the form are common as present of the company of the self) (self) of the company of the company of the company of the company of the company of the company of the company of the company of the company of the company of the company of the company of the company of the company of the company	III. Unconventional Constraintiation threampretional ground are used with interest artural groupser's technical.
levels of communicative competence at any given time, you will probably find yourself relonged to the competence at two or more levents to answer each question. For instance, a risid might use a variety of behaviors to Request the New Chyste. Including the spokene word "coolie" (Levest VI). handing you a picture of a coolie (Levest VI), and pointing to a coolie and gasting at you Level NF.	Maya is feally between Levels ITell hard to tell difference between actions/puttorial	1	d Gup, precival ben'ts pur 15 Sheat Yeah Th' O Spould: Resident evolutioner ("shur") 4 Citier Schendered grafute	N. Conventional Committed on Conventional godants used with intent of affacing cangions's statistics. Other traves "Bust assertation."
Where to Start Start with REFLISE and work your way through the other three major reasons for communicating (DBTAIN, SOCIAL, INFORMATION). On each page, you should work from the first question to the last, if the child has very sittle or no behavior that appears to be intentionally communicative, then start with the first question on each page and work your way.	which strong just stanked which wast 6 mo.	9.00	d gridges butter common depops of gridges refers common depops and the second depops of the common depops and the second depops of research and the second depops of the second depops of gridges refer common depops of gridges refer common depops of gridges refer to the second depops of gridges refer to the second depops of gridges refer to the second depops of gridges refe	Consiste Symbols Limbod and of carcivite symbol to injunient specific restricts: 11 sincepondance behave symbol and referent.
through succeeding questions until you're sure you're beyond the child's capabilities. If the child uses any ori of symbob's (speech, signs, picture symbob, etc.) or if the child that a faily ostersive repertors of interestional communicative gesture, then questions that can be enviwered at Levels I, and or even if may be too low for the child. that is, the child may have many stat mark through the arrayers columns for these questions to indicate many stat mark through the arrayers columns for these questions to indicate	->	3600000	is liquiter-weed ("mir." fireshed) is Hernald (pp.170", "sopi") is Hallow And ("Mir." Seleyed") is Hallow and ("Mir." Seleyed") is Hallow and ("Mir." Seleyed ("Mir." Seleyed is Hallow and ("Mir." Seleyed ("Mir." Seleyed is Hallow 2 Administrate special (pin "No", "Roly") (I) Other Jabous Lyvelid ("Mir." Seleyed ("Mir	V. Abersot Symbols Limited use of abersot symbols on represent erobin. Symbols used of at a time.
that they have been subsumed (or replaced) by higher skill levels.	->	a b	at the grades (tags of the next) at these project (the gar out) for all models	With Colonguege Suite bound use of open system. Ordered continuous of 2 or 2 system according to

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action or activity that you as bouncing, partycalar, pl U No. Wines	iit your child would like 10 () Nevt just stopped doing wit Injury a musical (tyl)? Id do to make you think she	intinue an 1 her (such	king our child words more flood or a toy!? to sa make you think floomething?	-	-98-1000	-00-0- · · · · · · · · · · · · · · · · ·		SI HIS CI AM GI LIG EI FAC NI LIG MI LIG	M HOVE HOVE M EXP HE M H H ORD	or desired disject contents frames hand beyoned, both hand promote jobs and large-life. A curver Plan pri- ments jobs, jobs, and promote promote contents of many promote contents	II. Intentional Sehavior Behavior Is Intentional, but in our intentionally server, relative, Shreet Function to affect complexity behavior, since caregiver leften intent.	
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Fyes, how does your child request more action?	committees actors	Ano Carves (** ** ** ** ** ** ** ** ** ** ** ** **	*		490000000	abuserez-	*****	40.00.00.1	of Clean backforth beneate you and delended part of delet of these has seeming of delet of these has seeming of deletate by the control part of th	N. Conventional Communication Conventional genure are used with intense of afficing caregivery behavior. Child shows "dual or lengthco."		
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going outs occasionall table but so that is	1 she is 100	76 tube fo	immediate environment (frings that are out of sight, hearing, stauth in another room, etc.)? No I've fiye, how does your child request above.	•	3 0 0 d e r 9	* 0 0 0 0 0	******	***************************************	0 0	a al Spainn-ward (heart, "bet") à 16 Menut (spr (mort, "bet") c 10 Witten word (mere, "bet") d 40 Meller word (mere, "bet") o 40 Assissa 2 Administrating (mere", "bet") 7 Anniessa 2 Administrating (mere", "bet") g (Other Administrating (meter)	VI. Abstract Epinbols Limited use of abstract spinbols for represent emities. Symbols used one at a time.	
				object?		,	,	ò		à	a a) New symbols ("wore jutor, "wore bell") b) These symbols ("do it again"; "glee itse cast)	VE. Language Bule-bound use of symbol audies. Childreni



sk these que:	itions				Ar	iswe	er h	ere	Communicative Behaviors	Level
										Fre-transional Behavior Pretransional or reflecte behavior This expresses state of subject. State Fig., hungry, well is interpreted by cangillet.
										E. Interdient Behavior Schwicz is interdent, but is not interdiently commencative. Echanic functions to affect caregiver's behavior, since caregiver into secret.
										III. Unconventional Communication Unconventional geturns are used with latent of affecting congruens between.
Answers Yes/No Questions Questions one your child pentionally dicate 'yes' or 'no' ' I don't brow' in traver to a section? NO © Yes	Asks Questions Does your child ask you questions your necessary using words; clearly wasting an answer from you?			+	8 0 c d e r q	e b c d e r 0		d State d State d State d Fact	a bad, and from between you and object or place to head your should not be should not you the should not you and you should not be repetited to the emption of the emptions of the emptions of the emption of the emptio	IV. Conventional Communication Conventional gestures are used with listent of afficient conspiers; behavior, Child shores "Busil orientation,"
Mile O Yea yea, how door year old answer 'yes' or o' questions?	Eyet, how does your child ask questions?	Names Things? People Does your child name or label objects, people or actions, either spontaneously or in neparate to a	Makes Comments Does your drilld spontaneously (without being asked) provide information to you about brings in the form of comments [thetch pretty', "hor", }	-		* b cde	a b c d e	8 b c d e	id indicates photo/freeding of attriposition/place/acutage/quility/yes-en- bl indicates object symbol impressing attriposition/acutage/qui-en- cil freedings action or abject or quality of Minness peach of object.	V. Concrete Symbols Limbid use of concrete symbols to separate symbols entitle. It correspondence between symbol and reference.
	(Such as When the start is the s	ect. Sive Dres Fig. how one your child make a connect! Maya will A sine Wants Je ask	label to		***************************************	8 b c d d d	0 0 0 0 0 0 0	ay lipasen word [yert", "wiy", remer of ferts, quality lib formal light [yert", "wiy", "wey", remer of seen, quality of billions well yerts. "" "wig", "men of seen, quality of billions well yers." "" "wig", "men of seen, quality of library desired great (yert", "wiy",	VI. Alsahert Symbols Umbes use of abstract symbols to represent entities. Symbols used one at a time.
				-	0 b	,	, b	a b	a) Two gettable (no transet; that car, "why get") b) Tree gettable ("who go home?", "that too cold; 7 don't know?	VII. Language Bulletinund use of symbol system. Ordered combinations of 2 or 3 symbols according to symbols convention.

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

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)

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	