


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

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Part 3  
4-5:30 PM  
December 7, 2010



**PRESENTER: KATHEE SCOGGIN**

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**Let's Review:**

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Based on last week's session, you only need the information from the *Communication Matrix* to determine expressive communication objectives for the student.



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**Let's Review:**

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Each student fits into one of the levels on the *Communication Matrix: Pre-intentional Behavior, Intentional Behavior, Unconventional or Conventional Communication, Concrete or Abstract Symbols, or Language.*



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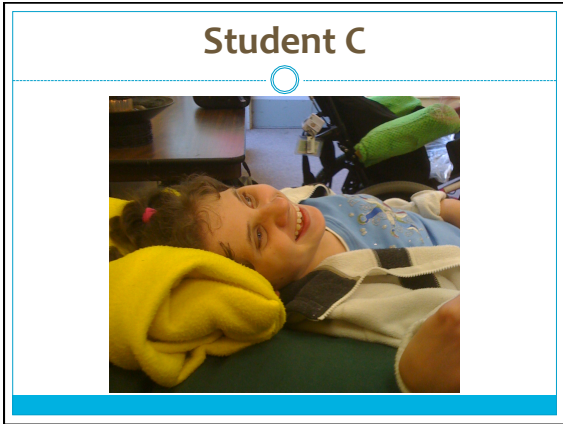
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**2010 yellow** **STUDENT C**

**Communication Matrix Summary**

	Refuse	Obtain						Social				Information		
	(1)	(1)						(1)						
Pre-Intentional Behavior	(1)	(1)						?				Type of Symbol For levels V, VI, VI, specify types of symbols used (e.g., picture, symbols, 3-dimensional symbols, manual signs, speech)		
Intentional Behavior	(2)	(2)	(3)				(2)							
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)													

Communication Matrix Profile, Rowland, 2004      www.design4learn.com      Oregon Health & Science University

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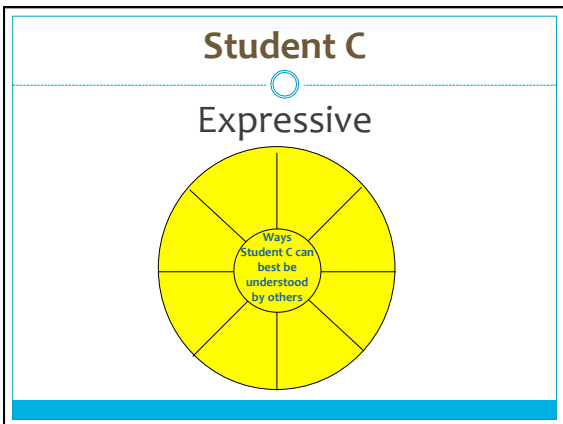
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What 3 objectives would you establish based on STUDENT C's COMMUNICATION MATRIX?

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Let's take a mini break from the Matrix for a few minutes...



And talk about...

"I'm On Vacation"

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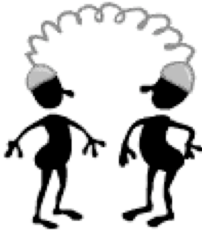
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REMEMBER, THIS IS NOT OUR GOAL



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And... we are NOT talking about just this:



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And... we ARE talking about this:



A whole person

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Communication is...

more than the *Matrix*...

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The difference between **communication**



and **conversation**

**ARE THEY THE SAME?**

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What is something you communicated to your child or a salesperson at the store recently?

With whom did you have a conversation with recently and what was the topic?

**WHAT IS THE DIFFERENCE BETWEEN THEM?**

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Now, what is something you communicated to one of your non-verbal students recently?

How did you communicate with him or her? (spoke, signed, picture, miming, gesturing, etc.)

What is a conversation you had with a non-verbal student recently?

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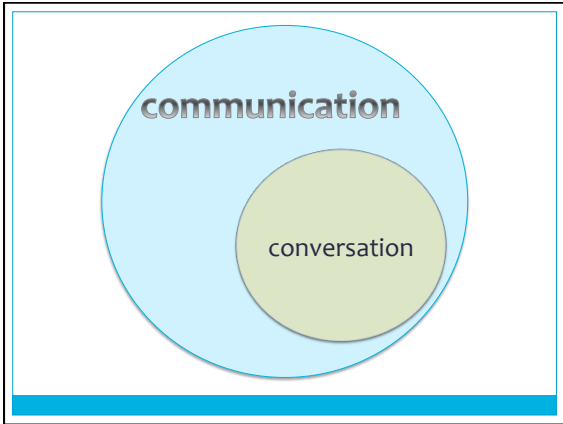
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### Student A

**Likes:**

- Things that vibrate and move
- Eating, swinging, some music
- Bouncing, rocking, shiny things
- Pompoms, familiar people, people with expressive voices

**Upper Elementary or Middle School Age**

**Health considerations:**

- Has seizures and needs time to recover after having a seizure

**Temperament:**

- Slow to warm
- Needs a little time to get to know people

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## Student A

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**Things that work:**

- Consistency
- Waiting for him to respond
- Using hand-under-hand with him

**Upper Elementary or  
Middle School Age**

**Strongest Sensory Channel/s:**

- Touch
- Auditory for sounds/music/ intonation  
(not comprehending spoken language)

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2002 yellow

### Communication Matrix Summary

	Refuse	Obtain						Social				Information			
Pre-Intentional Behavior	(1)	(1)						(1)							
Intentional Behavior	(2)	(2)		(3)				(2)							
Unconventional Communication	(3)	(4)	(5)	(6)	(7)	(8)	(3) (4)								
Conventional Communication								(5)	(6)	(7)	(8)	(1)	(2)		
Concrete Symbols								(9)					(3)	(4)	
Abstract Symbols															
Language															

Communication Matrix Profile, Rowland, 2004 [www.cdegr.com](http://www.cdegr.com) Oregon Health Science University

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There are several good answers to this question

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**For student A, please choose the two objectives for expressive communication you would focus on:** 

**Choices:**

- 1) Greetings and farewells
- 2) Request attention at a conventional communication level
- 3) Use conventional communication behaviors to get more of an action or object or new action or item
- 4) Use concrete objects/symbols to make choices
- 5) Use concrete objects/symbols to get what he wants

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There are several good answers to this question

For student A, please choose the two objectives for expressive communication you would focus on:



**Choices:**

- 6) Work on abstract symbols (signs) to get what he wants
- 7) Use abstract symbols to ask questions
- 8) Start to repeat a specific action to refuse or get what wanted
- 9) Share something with another person
- 10) Direct another's attention to something or someone
- 11) Answer yes/no questions
- 12) Other \_\_\_\_\_

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Considering this information about student A... Let's talk about activities that would be appropriate for the student.

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A few activities in his schedule:

- Comes into classroom at beginning of day with typical routine
- Physical Therapy stretching exercises
- Walking to office to drop off materials to be copied
- Art with general education students
- Free choice time: swinging, space for active learning, listening to music, reading with peer

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Over years, this is what the Matrix might look like...

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2002 yellow 2003 blue		Communication Matrix Summary										2004 green 2005 pink		
	Refuse	Obtain				Social				Information				
Pre-Intentional Behavior	(1)	(1)				(1)								
Intentional Behavior	(2)	(2)	(3)			(2)								
Unconventional Communication	(3)	(4)	(5) E 03	(6)	(7) E 03	(8)	(3) (4)							
Conventional Communication							(5)	(6)	(7)	(8)	(1)	(2)		
Concrete Symbols						(9)							(3)	(4)
Abstract Symbols				(E 03)										
Language														

Communication Matrix Profile, Rowland, 2004      www.design4learn.com      Oregon Health & Science University

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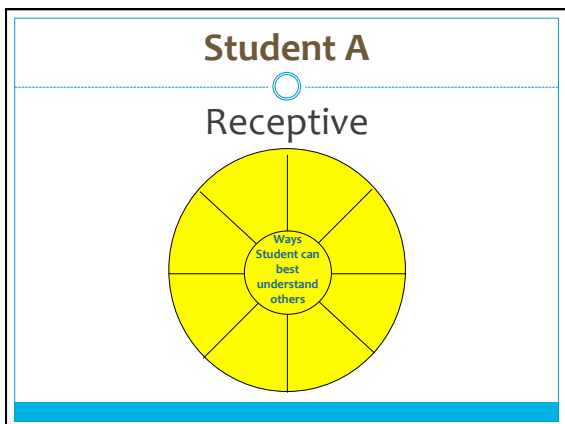
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## Student B

Kindergarten – Early Elementary age student

**Likes:**

- Swinging of any kind
- Looking at books and photos
- Spinning and rocking in chairs, on laps
- Signing Time videos
- Lights

**Strongest Sensory Channel/s:**

- Movement: proprioceptive & vestibular
- Touch

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## Student B

Kindergarten – Early Elementary age student

**What works:**

- Waiting to give her time to process and respond
- Consistency

**Temperament:**

- Easy going when she understands what is going on and everything is predictable

**Health Considerations:**

- Trach for c-pap (sleep apnea & aspiration)
- Allergy to dairy and adhesive
- Aspiration and severe reflux
- Falling due to lack of semi-circular canals

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2010 yellow		STUDENT B												
		Communication Matrix Summary												
	Refuse	Obtain				Social				Information				
Pre-Intentional Behavior	(1)	(1)				(1)				E 2010				
Intentional Behavior	(2)	(2)	(3)			(2)				E 2010				
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)													

Communication Matrix Profile, Rowland, 2004      www.danproctor.com      Oregon Health & Science University

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There are several good answers to this question

For student B, please choose the two objectives for expressive communication you would focus on:



**Choices:**

- 1) Greetings and farewells
- 2) Request attention at a conventional communication level
- 3) Use conventional communication behaviors to get more of an action or object or new action or item
- 4) Use concrete objects/symbols to make choices
- 5) Use concrete objects/symbols to get what he wants

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There are several good answers to this question

For student B, please choose the two objectives for expressive communication you would focus on:



**Choices:**

- 6) Work on abstract symbols (signs) to get what he wants
- 7) Use abstract symbols to ask questions
- 8) Start to repeat a specific action to refuse or get what wanted
- 9) Share something with another person
- 10) Direct another's attention to something or someone
- 11) Answer yes/no questions
- 12) Other \_\_\_\_\_

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Considering this information about student B... Let's talk about activities that would be appropriate for the student.

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### A few activities in her schedule:

- Comes into classroom at beginning of day with typical routine
- Reading a book with the para-educator
- Walking to bathroom and a toileting routine
- Free choice time: swinging, space for active learning, listening to music, reading with peer

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### Student B

#### Receptive



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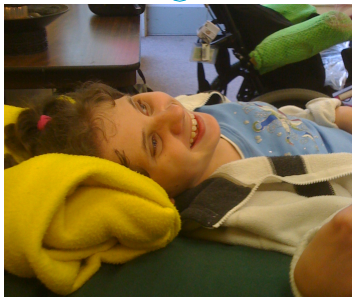
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### Student C



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### Additional info we have on student C:

**Likes:**

- Mylar, pompom, maracas
- Tissue paper
- Riding community bus
- Having her head rubbed
- Being around other people

**Health Considerations:**

- Uses a wheelchair

**Young adult – early 20's**

**Temperament:**

- Easy going

**What works:**

**Strongest sensory channel/s:**

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2010 yellow STUDENT C Communication Matrix Summary													
	Refuse		Obtain				Social			Information			
Pre-Intentional Behavior	(1)		(1)				(1)	?		Type of Symbol For levels V, VI, VIi, specify types of symbols used (e.g., picture, symbols, 3-dimensional symbols, manual signs, speech)			
Intentional Behavior	(2)	?	(2)	(3)			(2)						
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)												

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### There are several good answers to this question

**For student C, please choose the two objectives for expressive communication you would focus on:**

**Choices:**

- 1) Greetings and farewells
- 2) Request attention at a conventional communication level
- 3) Use conventional communication behaviors to get more of an action or object or new action or item
- 4) Use concrete objects/symbols to make choices
- 5) Use concrete objects/symbols to get what he wants

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There are several good answers to this question

For student C, please choose the **two** objectives for expressive communication you would focus on:



**Choices:**

- 6) Work on abstract symbols (signs) to get what he wants
- 7) Use abstract symbols to ask questions
- 8) Start to repeat a specific action to refuse or get what wanted
- 9) Share something with another person
- 10) Direct another's attention to something or someone
- 11) Answer yes/no questions
- 12) Other \_\_\_\_\_

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Considering this information about student C... Let's talk about activities that would be appropriate for the student.

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A few activities in her schedule:

Comes into room at beginning of day with typical routine

Goes into the community: coffee shop, library, grocery store, restaurant (mostly fast food)

Time in stander

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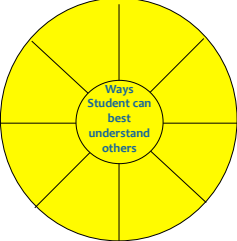
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**Student C**

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Receptive



Ways Student can best understand others

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Make sure you are registered for our next four-part series...

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**Tuesdays: 4:00 – 5:30 PM**

January 25, 2011  
February 1, 2011  
February 8, 2011  
February 15, 2011



**Active Learning** for Children and Youth with Multiple Disabilities Including Combined Vision and Hearing Loss

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

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