The Communication Matrix is a communication skills assessment designed for the parent and professional to evaluate communication in individuals with disabilities. The Communication Matrix is unique in measuring all possible communicative behaviors in non-speaking individuals and accommodates any type of communicative behavior, including augmentative and alternative forms of communication, pre-symbolic communication and typical forms of communication such as speech and writing. The measure covers seven levels of communication occurring during the earliest stages of communication seen in typically developing individuals. Completed profiles allow parents and professionals to directly compare the information they have across settings to provide a comprehensive portrait of an individual's communication skills. The Communication Matrix is available in print and as an online service. Complete information about this assessment is available at www.communicationmatrix.org

Age: 6 Year(s); 5 month(s)
Sex: F
Primary Diagnosis: CHARGE Syndrome

Grade: 1
**Previous Communication Assessments**

**Previous Date:** 7/5/2010

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### Previous Communication Matrix Profile

**MatrixID:** 15304

<table>
<thead>
<tr>
<th>Not Used</th>
<th>Emerging</th>
<th>Mastered</th>
<th>Surpassed</th>
</tr>
</thead>
</table>

**Georgie**  
Report Provided by communicationmatrix.org 11/14/2019  
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## Current Communication Matrix Profile

### Level 1: Preintentional Behavior
- **A1** Expresses Comfort
- **A2** Expresses Interest in Other People
- **A3** Expresses Discomfort

### Level 2: Intentional Behavior
- **B1** Protests
- **B2** Continues Action
- **B3** Obtains More of Something
- **B4** Attracts Attention

### Level 3: Unconventional Communication
| C1 | Refuses, Rejects |
| C2 | Requests More Action |
| C3 | Requests New Action |
| C4 | Makes Choices |
| C5 | Requests New Object |
| C6 | Requests Absent Object |
| C7 | Grabs People |
| C8 | Offers, Shares |
| C9 | Direct Your Attention |
| C10 | Polite Social Forms |
| C11 | Answers Yes/No Questions |
| C12 | Asks Questions |

### Level 4: Conventional Communication
- **C1** Refuses, Rejects
- **C2** Requests More Action
- **C3** Requests New Action
- **C4** Requests More Object
- **C5** Makes Choices
- **C6** Requests New Object
- **C7** Requests Absent Objects
- **C8** Grabs People
- **C9** Offers, Shares
- **C10** Direct Your Attention
- **C11** Polite Social Forms
- **C12** Answers Yes/No Questions
- **C13** Asks Questions

### Level 5: Concrete Symbols
- **C1** Refuses, Rejects
- **C2** Requests More Action
- **C3** Requests New Action
- **C4** Requests More Object
- **C5** Makes Choices
- **C6** Requests New Object
- **C7** Requests Absent Objects
- **C8** Grabs People
- **C9** Offers, Shares
- **C10** Direct Your Attention
- **C11** Polite Social Forms
- **C12** Answers Yes/No Questions
- **C13** Asks Questions
- **C14** Names Things/People
- **C15** Makes Comments

### Level 6: Abstract Symbols
- **C1** Refuses, Rejects
- **C2** Requests More Action
- **C3** Requests New Action
- **C4** Requests More Object
- **C5** Makes Choices
- **C6** Requests New Object
- **C7** Requests Absent Objects
- **C8** Grabs People
- **C9** Offers, Shares
- **C10** Direct Your Attention
- **C11** Polite Social Forms
- **C12** Answers Yes/No Questions
- **C13** Asks Questions
- **C14** Names Things/People
- **C15** Makes Comments

### Level 7: Language
- **C1** Refuses, Rejects
- **C2** Requests More Action
- **C3** Requests New Action
- **C4** Requests More Object
- **C5** Makes Choices
- **C6** Requests New Object
- **C7** Requests Absent Objects
- **C8** Grabs People
- **C9** Offers, Shares
- **C10** Direct Your Attention
- **C11** Polite Social Forms
- **C12** Answers Yes/No Questions
- **C13** Asks Questions
- **C14** Names Things/People
- **C15** Makes Comments

### Current Skills List

#### C1. Refuses or Rejects Something: Level 3
- **Skill**
- **Behavior:** leg movements (kick, stamp feet)
- **Mastery:** Mastered
- **Behavior:** pushes away object or person
- **Mastery:** Mastered

#### C2. Requests More of an Action: Level 3
- **Skill**
- **Behavior:** leg movements (kick)
- **Mastery:** Mastered
- **Behavior:** coo, squeal, laugh
- **Mastery:** Mastered

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**MatrixID:** 15305

- Not Used
- Emerging
- Mastered
- Surpassed

**Report Provided by communicationmatrix.org 11/14/2019**

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**Georgie**
<table>
<thead>
<tr>
<th>Skill</th>
<th>Behavior</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2. REQUESTS MORE OF AN ACTION: LEVEL 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventional Gestures &amp; Vocals</td>
<td>nods head</td>
<td></td>
</tr>
<tr>
<td>See this occasionally at home, but not at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3. REQUESTS A NEW ACTION: LEVEL 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Gestures</td>
<td>takes your hand</td>
<td></td>
</tr>
<tr>
<td>C3. REQUESTS A NEW ACTION: LEVEL 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventional Gestures &amp; Vocals</td>
<td>holds hands up or out to you (for &quot;up&quot;)</td>
<td></td>
</tr>
<tr>
<td>C4. REQUESTS MORE OF AN OBJECT: LEVEL 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>looks at desired object</td>
<td></td>
</tr>
<tr>
<td>Simple Gestures</td>
<td>guides your hand to or pulls you over to desired item</td>
<td></td>
</tr>
<tr>
<td>Simple Gestures</td>
<td>touches desired object (without taking it)</td>
<td></td>
</tr>
<tr>
<td>C5. MAKES CHOICES: LEVEL 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td>looks at object</td>
<td></td>
</tr>
<tr>
<td>Simple Gestures</td>
<td>reaches toward, touches or taps desired item (without taking it)</td>
<td></td>
</tr>
</tbody>
</table>
### C5. MAKES CHOICES: LEVEL 4

<table>
<thead>
<tr>
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<th>Behavior</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventional Gestures &amp; Vocals</td>
<td>points to desired item</td>
<td></td>
</tr>
</tbody>
</table>

Not sure if trying to point or not, but could be shaped into a point.

### C6. REQUEST A NEW OBJECT: LEVEL 3

<table>
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<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Gestures</td>
<td>guides your hand to or pulls you over to desired item</td>
<td></td>
</tr>
</tbody>
</table>

### C8. REQUESTS ATTENTION: LEVEL 3

<table>
<thead>
<tr>
<th>Skill</th>
<th>Behavior</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial Expressions</td>
<td>smile</td>
<td>⬜️</td>
</tr>
<tr>
<td>Visual</td>
<td>looks at you</td>
<td>⬜️</td>
</tr>
<tr>
<td>Simple Gestures</td>
<td>touches you</td>
<td>⬜️</td>
</tr>
</tbody>
</table>

### C9. SHOWS AFFECTION: LEVEL 3

<table>
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<th>Behavior</th>
<th>Mastery</th>
</tr>
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<tbody>
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<td>smile</td>
<td>⬜️</td>
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<tr>
<td>Simple Gestures</td>
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### C9. SHOWS AFFECTION: LEVEL 4

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<tr>
<th>Skill</th>
<th>Behavior</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventional Gestures &amp; Vocals</td>
<td>hugs, kisses, pats you</td>
<td></td>
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</table>
Level 3. Unconventional Communication

Unconventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are "pre-symbolic" because they do not involve any sort of symbol; they are "unconventional" because they are not socially acceptable for us to use as we grow older. Communicative behaviours include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people).

Level 4. Conventional Communication

Conventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are "pre-symbolic" because they do not involve any sort of symbol; they are "conventional" because they are socially acceptable and we continue to use them to accompany our language as we mature. The meanings of some gestures may be unique to the culture in which they are used. Communicative behaviors include pointing, nodding or shaking the head, waving, hugging, and looking from a person to a desired object. Note that many of these gestures (and especially pointing) require good visual skills and may not be useful for individuals with severe vision impairment. Some vocal intonations may also be used at this stage.

Percentage of Messages Expressed at Each Level

- Level 1: Surpassed;
- Level 2: Surpassed;
- Level 3: 100.00%
- Level 4: 28.57%
- Level 5: 0.00%
- Level 6: 0.00%
- Level 7: 0.00%

Categories of behaviors used to communicate

- Body Movements
- Early Sounds
- Facial Expressions
- Visual
- Simple Gestures
- Conventional Gestures & Vocals

Other impressions or observations, or additional info on articulation, feeding, etc... not addressed by the Matrix

Georgie has engaged in much more social behavior with her classmates this year.

Summary of Progress Since Last Assessment

- This evaluation shows that the client: Is operating on the same level as s/he was previously, but has gained some new skills at a higher level
- New messages either emerging or mastered since last assessment: C6. Request a New Object
- New types of communicative behavior: Concrete Symbols
- Quantitative estimate of change: # points client has gained (max 160) since last assessment: 9
Level 1

Level 2

Level 3

Level 4

**Description of Level 4**

At Level IV, conventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are “pre-symbolic” because they do not involve any sort of symbol; and they are “conventional” because they are socially acceptable, so we continue to use them to accompany our language as we mature. The meanings of some gestures may be unique to the culture in which they are used. Communicative behaviors include pointing, nodding or shaking the head, waving, hugging, and looking from a person to a desired object. Note that many of these gestures (and especially pointing) require good visual skills and may not be useful for individuals with severe vision impairment. Some vocal intonations may also be used at this stage.

**Greets People**

Create opportunities for Georgie to greet people during social interaction or play routines using the targeted concrete symbols. Greether and wait for her to reciprocate, using a concrete symbol for “hi” or “bye.” Be sure to give plenty of time for Georgie to respond to your wave or verbal greeting.

Play routines can include modeling of greetings; for instance, you could make a doll “wave” to Georgie and indicate the concrete symbol for “goodbye.”

**Specific Level 4 behaviors to target**

- Waving hello/goodbye

**Directs your Attention to Something**

When there is something really interesting or strange happening close by, pretend not to notice it and wait for Georgie to try to direct your attention to it by using a concrete symbol that means “Look.” Make a practice of using the symbol yourself to draw her attention to interesting things as they happen naturally.

Place a highly motivating object where Georgie can’t get to it. Pretend you don’t know it’s there, and wait for her to direct your attention to it using the concrete symbol for “Look.” You can model the skill by pointing to different places, using the “Look” symbol and pretending to go look for the item.

You can target conventional gestures for directing attention during hide and seek games or games where you hide favorite things and make a game of searching for them.

**Specific Level 4 behaviors to target**

- Pointing

Level 5

**Description of Level 5**

Symbols represent, or stand for, something else. At Level 5, individuals use “concrete” symbols that physically resemble what they represent. They look like, feel like, move like or sound like whatever they represent. Concrete symbols include pictures, objects (such as a shoelace to represent “shoe”), “iconic” gestures (such as patting a chair to say “sit down”) and sounds (such as making a buzzing sound to mean “bee”). Most individuals skip this stage and go directly to Level 6. But for some individuals, concrete symbols may be the only type of symbol that makes sense to them; for others they may serve as a bridge to using abstract symbols. Typically developing children use concrete symbols in conjunction with gestures and words, but not as a separate stage.

**General Goals: Level**

Determine what type of concrete symbol is appropriate, depending on the vision, hearing, motor and intellectual capacities need to understand and use various types of symbols.
Requests New Action

Make sure Georgie has experience with many different pleasurable activities that require your help or that need two people to play. For instance, she might like song-and-movement games, chasing games, tickle, peek-a-boo, swinging, ball play, rolling cars down a paper tube, listening to music, playing electronic games. Before beginning a new game, offer Georgie the opportunity to request one by pausing expectantly or asking "What shall we do?" Give plenty of time for Georgie to respond. Make sure she has a gesture or vocalization to show you what she wants. When you sense that Georgie is becoming bored with an activity, acknowledge this by saying "I can tell you want something different" and model a few activities that can be completed next. Then pause and see if Georgie shows you what new activity she wants. Add a verbal prompt if necessary, such as "Now tell me what you want to do."

Specific Level 5 behaviors to target

Touch symbol for activity to request it

Makes Choices

Present Georgie a choice of one favorite item and one that she dislikes. Don’t give her the desired item until she shows you which one she wants, using the gesture or vocalization you are teaching. Offer choices throughout the day and during a variety of activities like snack, dressing routines, bath time, songs or book reading.

Present Georgie a choice of three or four favorite items. Don’t give her an item until she uses the targeted gesture or vocalization to show you which one she wants. Make sure she looks at the choices or touches them before choosing, so she knows what the options are. Offer choices throughout the day and during a variety of activities like snack, dressing routines, bath time, songs or book reading.

Specific Level 5 behaviors to target

Touch symbol for object to make choice from array of 2 items

Monitoring Progress

Type of data: (e.g., pointing to desired object, using manual sign to request help)
Pointing, touching correct symbol

How to measure behavior (e.g., frequency of behavior, accuracy, independence, level of assistance)
# times uses behavior independently when opportunity provided
How often to take data (e.g., once a week at snack, every day at circle time)
2 X week at circle time and snack
Who will take the data
Dorell
Criterion for success (e.g., points to desired object to verbal cue of "What do you want" at least 75% of the time)
independent and correct in 3/4 opportunities