

# Custom Report

## Report Information

**Report ID:** 32901

**Evaluation Date:** 6/17/2016

**Report Date:** 6/17/2016

**Clinic:** Lake Side Schools

**Client Name:** Georgia Pagano



## About the Communication Matrix

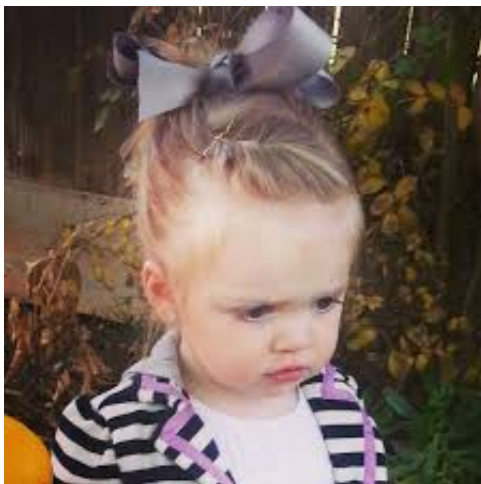
The Communication Matrix is a communication skills assessment designed for the parent and professional to evaluate communication in individuals with disabilities. The Communication Matrix is unique in measuring all possible communicative behaviors in non speaking individuals and accommodates any type 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](http://www.communicationmatrix.org)

## Personal Information

**Age:** 6; 5

**Sex:** F

**Primary Diagnosis:** CHARGE Syndrome



**Grade:** 1

Previous Communication Assessments Matrix

Previous Date: 7/5/2010

Previous Communications Matrix Profile

MatrixID: 15304

Level 1 Pre-Intentional Behavior	A1 Expresses Discomfort	A2 Expresses Comfort					A3 Expresses Interest in Other People										
	B1 Protests	B2 Continues an Action	B3 Obtains More of Something				B4 Attracts Attention										
Level 3 Unconventional Communication	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C8 Requests Objects that are Absent		C9 Requests Attention								
	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions			
Level 5 Concrete Symbols	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
Level 7 Language	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
	Refuse	Obtain					Social					Information					

Not Used  
 Emerging  
 Mastered  
 Surpassed

Current Communications Matrix Profile

MatrixID: 15305

Level 1 Pre-Intentional Behavior	A1 Expresses Discomfort	A2 Expresses Comfort					A3 Expresses Interest in Other People										
Level 2 Intentional Behaviour	B1 Protests	B2 Continues an Action	B3 Obtains More of Something				B4 Attracts Attention										
Level 3 Unconventional Communication	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C8 Requests Objects that are Absent		C9 Requests Attention								
Level 4 Conventional Communication	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C8 Requests Attention		C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions		
Level 5 Concrete Symbols	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
Level 6 Abstract Symbols	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
Level 7 Language	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Makes Choices	C6 Requests a New Object	C7 Requests Objects that are Absent	C8 Requests Attention	C9 Shows Affection	C10 Greets People	C11 Offers Things or Shares	C12 Direct Your Attention to Something	C13 Uses Polite Social Forms	C14 Answers "Yes" and "No" Questions	C15 Asks Questions	C16 Names Things or People	C17 Makes Comments
	Refuse	Obtain					Social					Information					

Not Used  
 Emerging  
 Mastered  
 Surpassed

Current Skills List




✔ = ⋯  
 Mastered = Emerging

C1 REFUSES OR REJECTS SOMETHING:  
LEVEL 3


SKILL	BEHAVIOR	MASTERY
Body Movements	leg movements (kick, stamp feet)	<span style="color: orange; font-size: 24px;">✔</span>
Simple Gestures	pushes away object or person	<span style="color: orange; font-size: 24px;">✔</span>

C2 REQUESTS MORE OF AN ACTION:  
LEVEL 3


SKILL	BEHAVIOR	MASTERY
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Body Movements	leg movements (kick)	
Early Sounds	coo, squeal, laugh	
Simple Gestures	takes your hand	


**C2 REQUESTS MORE OF AN ACTION: LEVEL 4**

SKILL	BEHAVIOR	MASTERY
Conventional Gestures & Vocals	nods head	
See this occasionally at home, but not at school.		




**C3 REQUESTS A NEW ACTION: LEVEL 3**

SKILL	BEHAVIOR	MASTERY
Simple Gestures	takes your hand	

**C3 REQUESTS A NEW ACTION: LEVEL 4**



SKILL	BEHAVIOR	MASTERY
Conventional Gestures & Vocals	holds hands up or out to you (for "up")	

**C4 REQUESTS MORE OF AN OBJECT: LEVEL 3**


SKILL	BEHAVIOR	MASTERY
Visual	looks at desired object	
Simple Gestures	guides your hand to or pulls you over to desired item	
Simple Gestures	touches desired object (without taking it)	

**C5 MAKES CHOICES: LEVEL 3**


SKILL	BEHAVIOR	MASTERY
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Visual	looks at object	
Simple Gestures	reaches toward, touches or taps desired item (without taking it)	




**C5 MAKES CHOICES: LEVEL 4**

SKILL	BEHAVIOR	MASTERY
Conventional Gestures & Vocals	points to desired item	
Not sure if trying to point or not, but could be shaped into a point.		



**C6 REQUESTS A NEW OBJECT: LEVEL 3**

SKILL	BEHAVIOR	MASTERY
Simple Gestures	guides your hand to or pulls you over to desired item	

**C8 REQUESTS ATTENTION: LEVEL 3**

SKILL	BEHAVIOR	MASTERY
Facial Expressions	smile	
Visual	looks at you	
Simple Gestures	touches you	

**C9 SHOWS AFFECTION: LEVEL 3**

SKILL	BEHAVIOR	MASTERY
Facial Expressions	smile	
Simple Gestures	touches you	

**C9 SHOWS AFFECTION: LEVEL 4**

SKILL	BEHAVIOR	MASTERY
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#### Primary Level at which Client is Operating

### 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).

#### OTHER (HIGHER) LEVEL AT WHICH CLIENT IS OPERATING

### 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

## Recommendations

## 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 conventional gesture or vocalization. Greether and wait for her to reciprocate. 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.

**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. Make a practice of using the targeted behavior (such as pointing or vocalizing) 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 targeted conventional behavior. You can model the skill by pointing to different places and pretending to look for it.

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 V, 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 VI. 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.

#### **Request a 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 it by pausing expectantly or asking "What shall we do?" Give plenty of time for Georgie to respond. Make sure she has an appropriate concrete symbol 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 appropriate concrete symbol. 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 concrete symbol 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

Level 6

Level 7