



# The Communication Matrix

## Custom Report

User ID: 41130 - Logged In - | [Logout](#)  
[Home](#) | [Change Email](#) | [Change Password](#)

### New instructions

The report is divided into 7 steps. At each step, click the check boxes to select the elements you want to include in your report.

General Goals: Level 1

- Create more contexts that are likely to encourage {name} to use all of {his/her} behaviors so that {s/he} gets practice in using all parts of {his/her} body. Some of these behaviors may become ways to communicate.
- Create a very consistent and reliable environment to encourage intentional behavior that might be used to communicate. Make daily routines, such as mealtimes, bath times, and play times, very predictable.

Click **Save & Continue** to save your work and progress to the next step. You do not have to finish all 7 steps in one session; you may click **Back to My Home** at any time and your report will be saved. When you login again, click on [Edit](#) next to your report and you will be returned to the last incomplete step.

### Generating/Previewing Report

When you have entered all the information that you want to appear in your report, click on the **Finish** button. You then have the choice to Preview the report, create a PDF (which you may save to your computer and print) and Go back to your home page.

### 30 Days to Edit

The final copy will be available for editing for 30 days. After that, it will remain available for printing indefinitely.

### Personalizing Reports

When the report is created, the client's name will automatically appear in appropriate places, as well as appropriate pronouns based on the client's gender.

### Privacy of your Data

All information entered into the Custom Report is confidential.

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## Introduction

Custom Reports are individualized reports based on the results of the Communication Matrix assessment. YOU get to choose what elements to include in each report. They are not automatically generated. Reports cost **\$6.00**, with discounts for larger volumes.

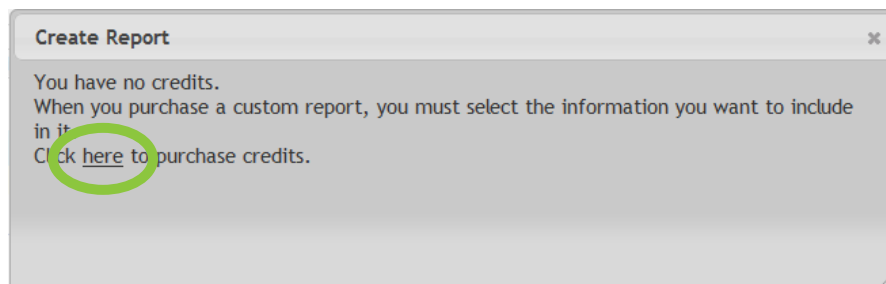
## Paying for the Custom Report

To pay for a Custom Report, login to your account, find the client for whom you want to create a report, and click on “Create Report.”

▶ #65358 - Sample Child			
Matrices			
Matrix ID	Entered	Administered	Actions
98577	3/28/2014	<a href="#">3/28/2014</a>	<a href="#">View Profile</a>   <a href="#">Skills List</a>   <a href="#">Delete</a>
98581	3/28/2014	<a href="#">3/28/2014</a>	<a href="#">View Profile</a>   <a href="#">Skills List</a>   <a href="#">Delete</a>
106650	5/29/2014	<a href="#">2/1/2014</a>	<a href="#">View Profile</a>   <a href="#">Skills List</a>   <a href="#">Delete</a>
106672*	5/29/2014	<a href="#">1/1/2014</a>	<a href="#">Resume</a>   <a href="#">Delete</a>
<a href="#">Start a New Matrix Administration For This Child</a>			

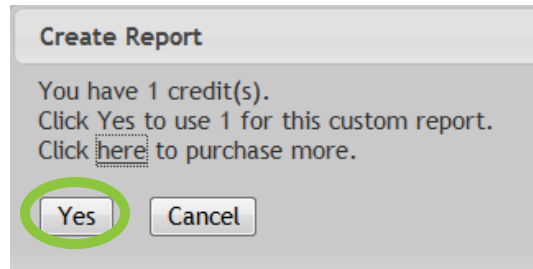
*Note: If you belong to a group, your group manager may have already arranged for credits for group members to use.*

Click in the box to purchase one or more report credits.



Complete your billing information and click on submit.

Now when you click on Create Report you will be asked whether you want to use one of your credits for this report. Click “Yes” to use one of your credits.



## Custom Report Basics

Now you're in the Custom Report interface. At the top you'll see some basic instructions. You will work through each of the seven steps, at each step selecting the elements you want to include. You may save the report at any time and resume it later by clicking on "Edit" next to the client's information in your Home.

### New instructions

The report is divided into 7 steps. At each step, click the check boxes to select the elements you want to include in your report.

General Goals: Level I

Create more contexts that are likely to encourage (name) to use all of (his/her) behaviors so that (s/he) gets practice in using all parts of (his/her) body. Some of these behaviors may become easy to communicate.

Create a very consistent and reliable environment to encourage intentional behavior that might be used to communicate. Make daily routines, such as mealtimes, bath times, and play times, very predictable.

Click **Save & Continue** to save your work and progress to the next step. You do not have to finish all 7 steps in one session; you may click **Back to My Home** at any time and your report will be saved. When you login again, click on **Edit** next to your report and you will be returned to the last incomplete step.

<p><b>Generating/Previewing Report</b></p> <p>When you have entered all the information that you want to appear in your report, click on the <b>Finish</b> button. You then have the choice to Preview the report, create a PDF (which you may save to your computer and print) and Go back to your home page.</p>	<p><b>30 Days to Edit</b></p> <p>The final copy will be available for editing for 30 days. After that, it will remain available for printing indefinitely.</p> <p><b>Personalizing Reports</b></p> <p>When the report is created, the client's name will automatically appear in appropriate places, as well as appropriate pronouns based on the client's gender.</p>	<p><b>Privacy of your Data</b></p> <p>All information entered into the Custom Report is confidential.</p>
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### Navigation Panel

Report # 22632

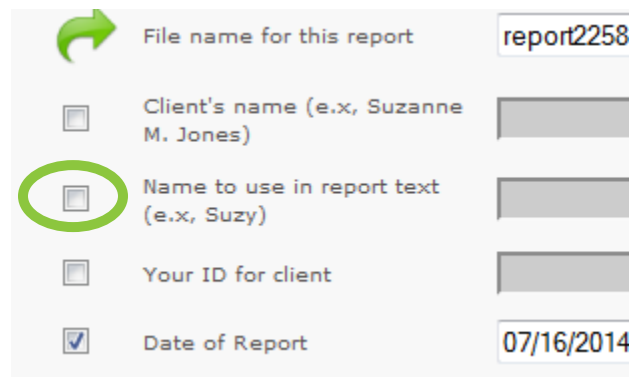
- Created on 8/27/2014 10:39:08 AM, 29 days left to edit
- Previous matrix: ID = 98581 on 3/28/2014
- Latest matrix: ID = 106650 on 2/1/2014

Preview Report
Back to My Home

You have **30 days** to edit any report after you initiate it. After that it will remain available indefinitely for you to download or print out.

## Navigation

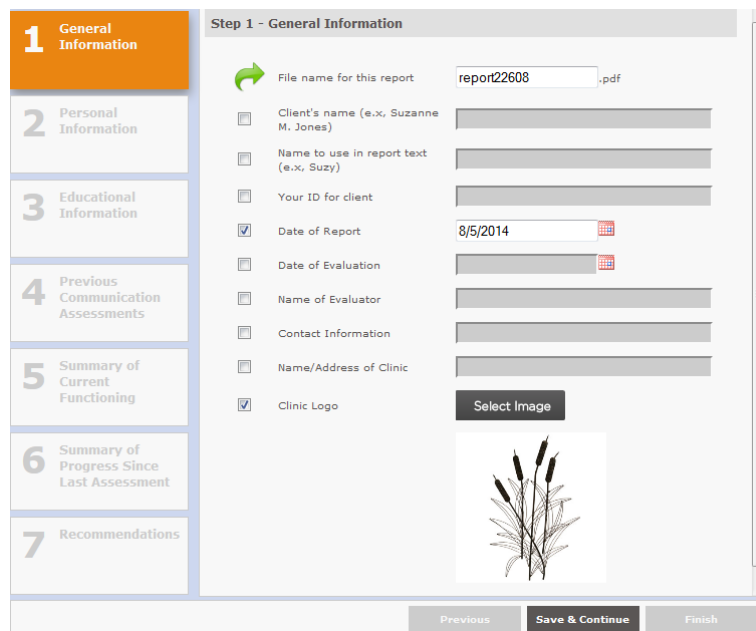
Click in the box next to any element that you want to include in your report. Some items are pre-populated with information you have already provided when you completed the Matrix assessment. For some items, you will have to provide additional information in a text box. If you click a box and do not enter information, you will be prompted to fill in the information. Most reports do not include every element. If you do not want to include any information, simply uncheck the box next to that element.



A screenshot of a report configuration form. It features a green arrow icon on the left. The form has several rows, each with a checkbox and a text input field. The first row is 'File name for this report' with the value 'report2258'. The second row is 'Client's name (e.x, Suzanne M. Jones)'. The third row is 'Name to use in report text (e.x, Suzy)', with its checkbox circled in green. The fourth row is 'Your ID for client'. The fifth row is 'Date of Report' with the value '07/16/2014' and a checked checkbox.

## Custom Report Steps

### Step 1: General information



A screenshot of the 'Step 1 - General Information' report configuration screen. On the left is a vertical navigation menu with seven steps: 1. General Information (highlighted in orange), 2. Personal Information, 3. Educational Information, 4. Previous Communication Assessments, 5. Summary of Current Functioning, 6. Summary of Progress Since Last Assessment, and 7. Recommendations. The main content area is titled 'Step 1 - General Information' and contains a list of options with checkboxes and text input fields. The 'File name for this report' is 'report22608.pdf'. The 'Date of Report' is '8/5/2014'. The 'Clinic Logo' option is checked, and a 'Select Image' button is visible above a placeholder image of a plant. At the bottom are 'Previous', 'Save & Continue', and 'Finish' buttons.


- **File name for this report:** Provide a file name for this report.

- **Client's name:** If desired, provide the client's name in the text box.
- **Name to use in report text:** Any recommendations you choose to include may be personalized by providing a name to include in them. For instance, you might put the client's nickname "Georgie" in this text box. Then any recommendations you choose will include this name (for instance, "Consider using a visual timer or counting to 10 before stopping an activity. A routine with a set time can help Georgie know when it's time to ask for more.").

*TIP: Including this level of personalization will make you report more individual and appealing, especially to family members.*

- **Your ID for client:** You may choose to include your own identification code here.
- **Date of Report:** This is pre-populated with today's date.
- **Date of Evaluation:** You may enter the date on which you actually evaluated the client here, if it is different from the date that you entered the data online.
- **Name of Evaluator:** You may provide your name here.
- **Contact Information:** Provide your contact information if needed.
- **Name/Address of Clinic:** Provide any information you desire to identify the clinic, agency, school, school district or company providing this report.
- **Clinic Logo:** You may upload an image of the agency's logo if you choose. This image will then appear here when you complete subsequent reports. You may click the box to include the logo in subsequent reports, without having to upload it again.

## Step 2: Personal information

<b>1</b> General Information	<b>Step 2 - Personal Information</b>	
<b>2</b> Personal Information	<input type="checkbox"/> Date of Birth	<input type="text" value=""/>
<b>3</b> Educational Information	<input checked="" type="checkbox"/> Age	<input type="text" value="7"/> Years <input type="text" value="6"/> Months
<b>4</b> Previous Communication Assessments	<input checked="" type="checkbox"/> Gender	Female ▾
<b>5</b> Summary of Current Functioning	<input type="checkbox"/> Primary Diagnosis	<input type="text" value=""/>
<b>6</b> Summary of Progress Since	<input type="checkbox"/> Residential (where and with whom client lives)	<input type="text" value=""/>
	<input type="checkbox"/> Additional (likes, dislikes, conditions affecting communication, etc)	<input type="text" value=""/>
	<input checked="" type="checkbox"/> Client Photo	<input type="button" value="Select Image"/> 

- **Date of Birth:** Add date of birth if desired. The year and month is pre-populated if you choose this option.
- **Age:** This is pre-populated in years and months.
- **Gender:** This is pre-populated.
- **Primary Diagnosis:** Enter any information you choose in text box.
- **Residential:** Enter any information you choose about individuals' residential status in text box.
- **Additional:** Enter any additional information about the client that you think will be helpful (such as preferences, environmental considerations, recent medical events, etc.).
- **Client Photo:** You may upload an image of the client if you choose. This image will then appear here when you complete subsequent reports on this same individual. You may click the box to include the photo in subsequent reports, without having to upload it again.

### Step 3: Educational Information

The screenshot shows a web interface for entering educational information. On the left, a vertical sidebar contains three colored boxes representing steps: a green box for '1 General Information', a green box for '2 Personal Information', and an orange box for '3 Educational Information'. The main content area is titled 'Step 3 - Educational Information' and contains three input fields, each with a checkbox to its left: 'School/Program' (text input), 'Grade' (dropdown menu with 'Early intervention' selected), and 'Eligibility for Services' (text input).

- **School/Program:** Enter any information you desire about the client's educational program.
- **Grade:** Enter the client's grade in school.
- **Eligibility for Services:** If desired, enter information about service eligibility here.

## Step 4: Previous Communication Assessments

**1** General Information

**2** Personal Information

**3** Educational Information

**4** Previous Communication Assessments

**Step 4 - Previous Communication Assessments**

Date of Previous Communication Matrix assessment: 03/28/2014

Other previous assessment(s) used to evaluate this individual's communication skills

- **Date of Previous Communication Matrix Assessment:** This will be pre-populated.
- **Other Previous Assessments:** You may list other assessments that have been administered to evaluate the client's communication skills.

## Step 5: Summary of Current Functioning

**1** General Information

**2** Personal Information

**3** Educational Information

**4** Previous Communication Assessments

**5** Summary of Current Functioning

**Step 5 - Summary of Current Functioning**

Previous Communication Matrix Profile

Current Communication Matrix Profile

Current Communication Skills List

Primary Level at which client is operating

Other (higher) level at which client also demonstrates some skills

Percentage of messages expressed at each level

Level I: 100.00%

Level II: 100.00%

Level III: 75.00%

Level IV: 85.71%

Level V: 88.24%

Level VI: 70.59%

Level VII: 70.59%

Categories of behaviors used to communicate

Body Movements

- **Previous Communication Profile:** Click to include the Communication Matrix Profile from the last assessment before the current one. The Profile looks like this:

	A1		A2						A3											
I Pre-Intentional Behavior	Expresses Discomfort		Expresses Comfort						Expresses Interest in Other People											
II Intentional Behavior	B1		B2		B3				B4											
III Unconventional Communication	C1	C2	C3	C4	C5	C6	C8	C9												
IV Conventional Communication	Refuses or Rejects Something		Requests More of an Action	Requests a New Action	Requests More of an Object	Makes Choices	Requests a New Object	Requests Attention	Shows Affection	C10	C11	C12	C13	C14	C15					
V Concrete Symbols	Refuses or Rejects Something	Requests More of an Action	Requests a New Action	Requests More of an Object	Makes Choices	Requests a New Object	Requests Objects that are	Requests Attention	Shows Affection	Greets People	Offers Things or Shares	Direct Your Attention	Polite Social Forms	Answers "Yes" and "No"	Asks Questions	C16	C17			
VI Abstract Symbols	Refuses or Rejects Something	Requests More of an Action	Requests a New Action	Requests More of an Object	Makes Choices	Requests a New Object	Requests Objects that are	Requests Attention	Shows Affection	Greets People	Offers Things or Shares	Direct Your Attention	Polite Social Forms	Answers "Yes" and "No"	Asks Questions	Names Things or People	Makes Comments			
VII Language	Refuses or Rejects Something	Requests More of an Action	Requests a New Action	Requests More of an Object	Makes Choices	Requests a New Object	Requests Objects that are	Requests Attention	Shows Affection	Greets People	Offers Things or Shares	Direct Your Attention	Polite Social Forms	Answers "Yes" and "No"	Asks Questions	Names Things or People	Makes Comments			

Key:   
 = Surpassed   
 = Not Used   
 = Emerging   
 = Mastered

- **Current Communication Matrix Profile:** Click to include the latest Profile.
- **Current Communication Skills List:** Click to include the current Communication Skills List, which looks like this:

### C1. Refuses or Rejects Something

Skill	Behavior	Mastery
<b>Early Sounds</b>	scream, whine	Mastered
<b>Facial Expressions</b>	frown, grimace	Mastered
<b>Simple Gestures</b>	pushes away object or person	Mastered
<b>Conventional Gestures &amp; Vocalizations</b>	specific vocalizations ("uh-uh")	Emerging
<b>Concrete Symbols</b>	rejects object symbol representing unwanted item	Emerging

### C2. Requests More of an Action

Skill	Behavior	Mastery
<b>Body Movements</b>	leg movements (kick)	Mastered
<b>Simple Gestures</b>	takes your hand	Mastered
<b>Conventional Gestures &amp; Vocalizations</b>	holds hands up or out to you (for "up")	Mastered
<b>Concrete Symbols</b>	indicates object symbol representing desired action	Emerging

3-dimensional symbols for snack, PE, sensory play

- **Primary Level at which Client is Operating:** **You** must decide what level the client primarily uses to communicate, based on your knowledge of the client. If you click this box, you will have the opportunity to select a description of one of

the 7 Levels. You may also elect to include in this description the age at which typically developing children operate at this level.

*TIP: There are several ways to interpret the client's Primary Level. You might choose to identify the Level that the client uses most often to communicate. Or you might choose the Level at which the client is able to express the greatest variety of different messages. Or you might choose the Level at which the client's communication shows the greatest mastery.*

- **Other (higher) Level at which Client also Demonstrates Some Skills:** It may be important to recognize higher level/s of communication that the client also uses. Often these are levels that instruction is targeting. If you click this box, you will then have the opportunity to click on a description of one of the 7 Levels. You may also elect to include in this description the age at which typically developing children operate at this level.
- **Percentage of Messages Expressed at Each Level:** This shows the percent of all messages at each Level that are expressed at **EITHER** an emerging or a mastered level. These percentages are pre-populated.
- **Categories of Behaviors used to Communicate:** This shows whether any of 9 main categories of behavior are being used by the client at **EITHER** an emerging or a mastered level. This information is pre-populated.
- **Other Impressions or Observations:** Enter any other information you desire to describe the client's current functioning.

## Step 6: Summary of Progress since Last Assessment

**This section is only relevant if at least two assessments have been completed.**

<b>1</b> General Information	<p><b>Step 6 - Summary of Progress Since Last Assessment</b></p> <p><input type="checkbox"/> This evaluation shows that client:</p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> is operating on the same level as s/he was previously</li> <li><input type="radio"/> is operating on the same level as s/he was previously, but has gained some new skills at that level</li> <li><input type="radio"/> is operating on the same level as s/he was previously, but has gained some new skills at a higher level</li> <li><input type="radio"/> has lost some skills, is still operating primarily on the same level as s/he was previously</li> <li><input type="radio"/> has lost some skills and is now functioning primarily at a lower level than previously</li> <li><input type="radio"/> has gained skills is now primarily operating at a higher level than previously</li> </ul> <p><input type="checkbox"/> New messages that are either emerging or mastered since the last assessment are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A1. Expresses Discomfort</li> <li><input type="checkbox"/> A2. Expresses Comfort</li> <li><input type="checkbox"/> A3. Expresses Interest in Other People</li> <li><input type="checkbox"/> B1. Protests</li> <li><input type="checkbox"/> B2. Continues an Action</li> <li><input type="checkbox"/> B3. Obtains More of Something</li> <li><input type="checkbox"/> B4. Attracts Attention</li> <li><input type="checkbox"/> C1. Refuses or Rejects Something</li> <li><input type="checkbox"/> C2. Requests More of an Action</li> <li><input type="checkbox"/> C3. Requests a New Action</li> <li><input type="checkbox"/> C4. Requests More of an Object</li> <li><input type="checkbox"/> C5. Makes Choices</li> </ul>
<b>2</b> Personal Information	
<b>3</b> Educational Information	
<b>4</b> Previous Communication Assessments	
<b>5</b> Summary of Current Functioning	
<b>6</b> Summary of Progress Since Last Assessment	
<b>7</b> Recommendations	

- **This evaluation shows that the client:** Here you may choose from 6 statements that may provide an overall summary of the client's progress.
- **New messages that are either emerging or mastered since the last assessment:** This shows you any new messages (states, functions or intents) that have been gained (at either an emerging or a mastered level) since the previous assessment. These boxes are pre-populated.
- **New types of communicative behaviors that the client has learned to use since the last assessment:** This shows you any new behavior categories (of the 9 major categories) that have been gained (at either an emerging or a mastered level) since the previous assessment. These boxes are pre-populated.

*TIP: If a client has learned to use a new specific behavior in a category in which s/he already had demonstrated other behaviors, the category would not be checked. It makes no difference whether the new behavior is scored as emerging or a mastered. For instance, if a client already knew how to nod his head and shrug his shoulders (Conventional Gestures + Vocalizations) at the previous assessment and now she has learned how to point (also a Conventional Gesture), you would **NOT** see a check in the box next to that behavior category. This category would only be checked if the client previously had no behaviors in this category and now exhibits one or more of these behaviors.*

- **Specifically, client now uses these behaviors to communicate:** Here you may provide very specific descriptions of new behaviors that the client has learned to use to communicate.
- **Additional observations to describe client's progress more thoroughly:** Enter any additional information here.
- **Quantitative estimate of change:** The Matrix may be scored on a scale from 0-160. This number may be either positive (when skills have been gained) or negative (when skills have been lost) and may vary from 0-160. The number you see here is the result of subtracting the score of the previous Matrix Profile from the score of the current Matrix Profile.

*TIP: Each Matrix may be give a total score based on a score of 1 point for each of the 80 cells in the Profile that is scored "emerging" and 2 points for each cell that is scored "mastered." This score has little meaning when applied to an individual Matrix Profile. But when two Profiles are compared, it may be used as a quantitative indicator of change.*

## Step 7: Recommendations

You will select appropriate recommendations, including progress monitoring criteria. Instructional suggestions are arranged by Level. Under each Level you will find general goals, specific suggestions for each message that may be expressed at that level, and a place to specify behaviors to target for that message. Indicate which goals, messages and behaviors you recommend at each targeted level. Finally, you may describe how you plan to monitor the client's success at each level.

**Step 7 - Recommendations**

**Instructions**

*Instructional suggestions/goals are arranged by Level at which the client is functioning. Most clients operate at two or more levels. First look for goals at the level at which the client is primarily functioning. Also look at higher levels that you consider appropriate to target. You may find appropriate suggestions/goals from more than one Level.*

*Under each Level you will find general goals, specific suggestions for the messages that may be expressed at that level, and a place to specify behaviors to target for that message. Finally, you may describe how you plan to monitor the client's success at each level.*

→ LEVEL 1

→ LEVEL 2

↓ LEVEL 3

Description of Level III

At Level III, individuals have learned that if they do certain things, other people react in certain ways, and they use those behaviors to communicate very intentionally. At this stage, they use unconventional pre-symbolic behaviors to communicate. Communicative behaviors are "pre-symbolic" because they do not involve any sort of symbol; and they are "unconventional" because they are not socially acceptable for us to use as we grow older. Communicative behaviors include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people).

General Goals for Level III

Increase the number and variety of body movements, sounds, facial expressions, and simple gestures used for communication.

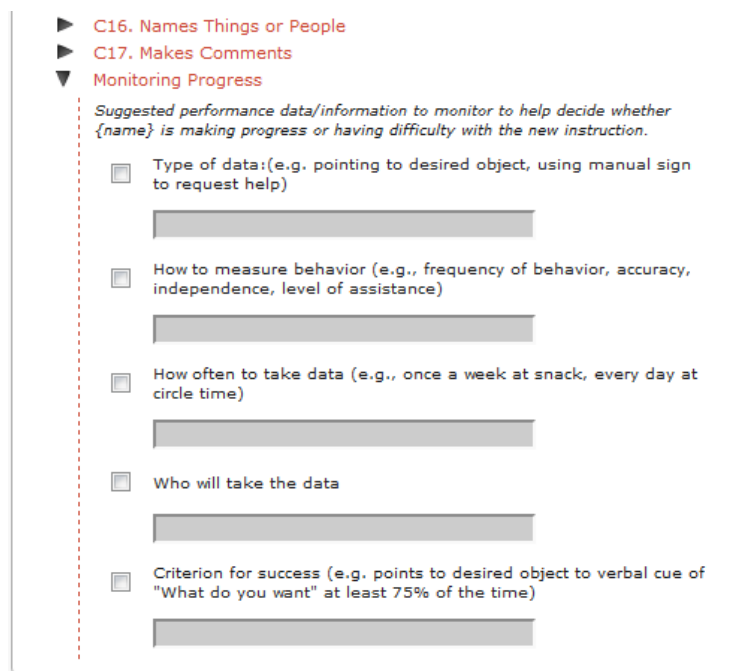
Increase the number of different places or contexts in which

**TIP:** Most clients operate at two or more levels. First, look at the level at which the client is primarily functioning for recommendations. Then, look at higher levels that you consider appropriate to target. We suggest that you target no more than 2 levels of communication (and one is fine) and no more than 4 states, functions or intents (messages) across all levels targeted.

### Options for each Level:

- A description of the Level.
- General goals.
- Specific suggestions related to each of the states, functions or intents at each Level.
- You may enter other suggestions into a text box.
- You may enter specific behaviors to target into a text box.

- Monitoring Progress: You have the opportunity to enter information about how to monitor the client's progress.



▶ C16. Names Things or People  
 ▶ C17. Makes Comments  
 ▼ Monitoring Progress

*Suggested performance data/information to monitor to help decide whether {name} is making progress or having difficulty with the new instruction.*

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

How to measure behavior (e.g., frequency of behavior, accuracy, independence, level of assistance)

How often to take data (e.g., once a week at snack, every day at circle time)

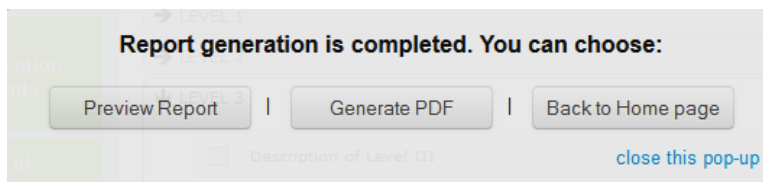
Who will take the data

Criterion for success (e.g. points to desired object to verbal cue of "What do you want" at least 75% of the time)

This section includes text boxes for specifying:

- Type of data to record (e.g. “points to desired objects to make requests”)
- How to measure the behavior (e.g. # independent\_\_\_). % accuracy is commonly used, but it may not be an appropriate measure.
- How often to take data (e.g., “once a week at lunch time”).
- Who will take data.
- Criteria for success (e.g., “points to desired object independently after asked “What do you want? in 3 out of 4 opportunities”).

## Completing and Saving the Custom Report



Once you have finished, you may Preview the report. If needed, you may go back and edit the report (you may edit the report for **30 days** after you initially create it). When you are happy with your report, you may generate a PDF version. You may print out the report from the PDF or save it to your computer. It will always be available on the web site in My/Your Home also.

Matrices						
Matrix ID	Entered	Administered	Actions			
98577	3/28/2014	<a href="#">3/28/2014</a>	<a href="#">View Profile</a>   <a href="#">Skills List</a>   <a href="#">Delete</a>			
98581	3/28/2014	<a href="#">3/28/2014</a>	<a href="#">View Profile</a>   <a href="#">Skills List</a>   <a href="#">Delete</a>			
106650	5/29/2014	<a href="#">2/1/2014</a>	<a href="#">View Profile</a>   <a href="#">Skills List</a>   <a href="#">Delete</a>			
106672*	5/29/2014	<a href="#">1/1/2014</a>	<a href="#">Resume</a>   <a href="#">Delete</a>			
<a href="#">Start a New Matrix Administration For This Child</a>						
Reports						
Report ID	Created	Last Updated	Days Left to Edit	Report Date	Last Step Completed	Actions
21524	5/29/2014	6/20/2014	0	5/29/2014	7	<a href="#">Edit</a>   <a href="#">Preview</a>   <a href="#">PDF</a>   <a href="#">Delete</a>
21570	6/30/2014	6/30/2014	0	6/30/2014	1	<a href="#">Edit</a>   <a href="#">Preview</a>   <a href="#">PDF</a>   <a href="#">Delete</a>
22587	7/16/2014	8/5/2014	9	7/16/2014	6	<a href="#">Edit</a>   <a href="#">Preview</a>   <a href="#">PDF</a>   <a href="#">Delete</a>

Assessments

Reports

## Additional Free Resources

We hope that the Custom Report recommendations you choose in Step 7 will guide you toward developing logical educational goals for your client. Here are some other free resources that may help you to create excellent education goals:

- To document functional and environmental aspects of communication that may be important to encouraging participation by individuals without speech you may want to view the [Communication Supports Inventory-Children & Youth](http://csi-cy.org) at: [csi-cy.org](http://csi-cy.org)
- To reflect on the characteristics of high quality goals, you may want to view [The Design to Learn IEP Development Guide](http://communicationmatrix.org/uploads/pdfs/Design_to_LearnIEPDevelopmentGuide.pdf) at: [http://communicationmatrix.org/uploads/pdfs/Design\\_to\\_LearnIEPDevelopmentGuide.pdf](http://communicationmatrix.org/uploads/pdfs/Design_to_LearnIEPDevelopmentGuide.pdf)