



Handbook: Online Communication Matrix
(www.communicationmatrix.org)

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THE BASICS

What is the Communication Matrix?



The Communication Matrix is an assessment tool designed to pinpoint exactly how an individual is communicating and to provide a framework for determining logical communication goals. It was first published in 1990 and was revised in 1996 and 2004 by Dr. Charity Rowland of Oregon Health & Science University. It was designed primarily for speech-language pathologists and educators to use to document the expressive communication skills of children who have severe or multiple disabilities, including children with sensory, motor and cognitive impairments. The original version for professionals is still available in print for purchase at www.designtolearn.com. It uses a concise format that is designed for rapid administration by persons familiar with the assessment.



A new version was developed especially for parents in 2004. This newer version is designed to be more "user friendly". It is available for purchase (in English and Spanish) through www.designtolearn.com.



Why an Online Version?

www.communicationmatrix.org is based on the parent version of the Matrix. It was developed for several reasons:



- It's easy to use. It guides you step-by-step through the process of entering information, so you do not have to leaf through pages that are irrelevant for your child, student or client.
- It generates clear results: a one-page Profile, a comprehensive Communication Skills and animated views of progress. You can easily share the results with others.
- It's free! This is a free service that is available to anyone.



List

Target Population



The Communication Matrix is appropriate for individuals of all ages who are at the earliest stages of communication. In the typically developing child the range of communication skills that the Matrix covers would occur between 0 and 24 months of age. The Matrix accommodates any type of communicative behavior, including "augmentative and alternative" forms of communication (AAC) and pre-symbolic communication (such as gestures, facial expressions, eye gaze and body movements). It is appropriate for individuals who experience any type or degree of disability, including severe and multiple disabilities, intellectual limitations and sensory or physical impairments. The Communication Matrix is NOT suitable for individuals who already use some form of language meaningfully and fluently.

Throughout the Matrix material, the person being assessed is referred to as "your child". Please note that the Matrix is equally applicable to adults who are functioning at the earliest stages of communication.



Who Uses this Service?

People all over the world use the online Communication Matrix. At this writing, about 43% of users are speech-language pathologists, about 43% are educators, and about 9% are family members. One of our goals is to encourage professionals and parents to complete a Matrix on the same child so that they can compare and discuss the similarities and differences that they see at home and at school.

How Long Will It Take?



to complete the
on how many

It will probably take you from ten minutes to an hour
Communication Matrix for the first time, depending
communicative behaviors the individual uses. If you
run out of time, you may save a partially completed Matrix and resume it later.

Your Contribution

When you complete the Matrix online, the information you provide will be stored. This information will provide valuable data about the communication skills demonstrated by individuals with various disabilities. This information may be summarized in scientific reports, professional presentations, articles in professional journals and book chapters.

Your Privacy



The information you enter into an assessment is completely secure and cannot be identified. When you use this free service, we ask you to provide some very basic information about the individual you are assessing (gender, age, ethnic background, country of residence, disability and specific impairments) and your relationship to that person. However, we DO NOT request any identifying information and we have no way of indentifying who has used this service. Your email address is only retained briefly in our database, just long enough to send you a confirmation email with your login and password. Your email address is then encrypted. The encrypted version is stored for login purposes and to make it possible to retrieve a lost password. This information is never associated with any other information that you enter.

You may enter identifiable information into Custom Reports at your own discretion. The data entered to create a Custom Report stays in our database, but it is not used for research purposes or for any other any purpose. If you are concerned about leaving identifiable information in our database, you may create the Custom Report, save the PDF to your own computer, and then delete the report from our database.

The Buzz: What Users are Saying

"The Communication Matrix has had such a huge impact on my practice in our center program! Your work is simply wonderful." (Speech-Language Pathologist)

"Very valuable tool, I think, and wonderful with the most involved and challenged communicators out there." (Speech-Language Pathologist)

"I discovered this tool when I was desperately lost about my multiply disabled child...It [is] very easy...and you can see your child very successful even in the tiny steps. Thank you." (Parent)

"I haven't been able to find the 'perfect' assessment tool to begin an introduction into what communication looks like—but yours does seem ideal!" (Professor, Researcher, Speech-Language Pathologist)

"I saw your Communication Matrix—it is the clearest, most user-friendly, detailed, with explanations—test I have seen." (Special Education Teacher)

"I am very excited about using this matrix as part of our assessment and treatment plan for students with ASD." (Special Education Teacher)

Languages

The Communication Matrix is available online in English, Spanish, Chinese (traditional), Russian, Korean, and Vietnamese. The non-English languages were chosen because there are large groups of individuals in the U.S. who speak those languages and who also have limited English skills. If you are interested in discussing a new translation, please contact us.

What's Next?

This web site is currently supported by a grant from the U.S. Department of Education which was awarded to underwrite evaluation and marketing. We are seeking sponsors to underwrite the cost of maintaining this service.



DESIGN and ORGANIZATION of the Communication Matrix

The Communication Matrix involves four major aspects of communication: four of the earliest reasons for communicating; seven levels of communication; 24 specific messages that someone expresses (such as “I want that”); and nine categories of behaviors that someone uses to communicate (such as simple gestures).

Four Reasons to Communicate

The Matrix is organized into four major reasons to communicate that appear across the bottom of the Profile: to **REFUSE** things that we don't want; to **OBTAIN** things that we do want; to engage in **SOCIAL** interaction; and to provide or seek **INFORMATION**.

Seven Levels of Communication

Level I. Pre-Intentional Behavior



Behavior is not under the individual's own control, but it reflects his general state (such as comfortable, uncomfortable, hungry or sleepy). Caregivers interpret the individual's state from behaviors such as body movements, facial expressions and sounds. In typically developing children, this stage occurs between 0 and 3 months of age.

Level II. Intentional Behavior



Behavior is under the individual's control, but it is *not yet used to communicate intentionally*. Individuals at this stage do not yet realize that they can use these behaviors to control another person's behavior. Caregivers interpret the individual's needs and desires from behaviors such as body movements, facial expressions, vocalizations and eye gaze. In typically developing children, this stage occurs between 3 and 8 months of age.

INTENTIONAL COMMUNICATION BEGINS HERE, AT LEVEL III

Level III. Unconventional Communication (pre-symbolic)

Unconventional 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 “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). In typically developing children, this stage occurs between 6 and 12 months of age.



Level IV. Conventional Communication (pre-symbolic)



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. In typically developing children, this stage occurs between 12 and 18 months of age.

SYMBOLIC COMMUNICATION STARTS HERE, AT LEVEL V

(symbols represent, or stand for, something else)

Level V. Concrete Symbols



“Concrete” symbols that physically resemble what they represent, are used to communicate. Concrete symbols look like, feel like, move like or sound like what 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. 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, generally between 12 and 24 months of age, but not as a separate stage.

Level VI. Abstract Symbols



Abstract symbols such as speech, manual signs, Brailled or printed words are used to communicate. These symbols are “abstract” because they are NOT physically similar to what they represent. They are used one at a time. In typically developing children, this stage occurs between 12 and 24 months of age.

Level VII. Language



Symbols (concrete or abstract) are combined into two- or three-symbol combinations (“want juice”, “me go out”), according to grammatical rules. The individual understands that the meaning of symbol combinations may differ depending upon how the symbols are ordered. In typically developing children, this stage begins around 24 months of age.

24 Specific Messages

Under each of the four major reasons to communicate are more specific messages that people express: these correspond to the 24 questions that you must answer as you complete the Matrix. The specific messages are arranged by Level and Reason in the table below.

Level	Refuse	Obtain	Social	Information	
I	-Expresses discomfort	-Expresses comfort	-Expresses interest in other people		
II	-Protests	-Continues an action -Obtains more of something	-Attracts attention		
III	-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		
IV				-Answers "Yes" and "No" questions -Asks questions	
V			-Greet people -Offers things or shares -Directs someone's attention to something		
VI			-Uses polite social forms		
VII					
			-Requests objects that are absent		-Names things or people -Makes comments

Nine Categories of Communicative Behavior

Behaviors are classified into 9 categories: some categories span several levels of development, while others are unique to one level, as shown in the table below:

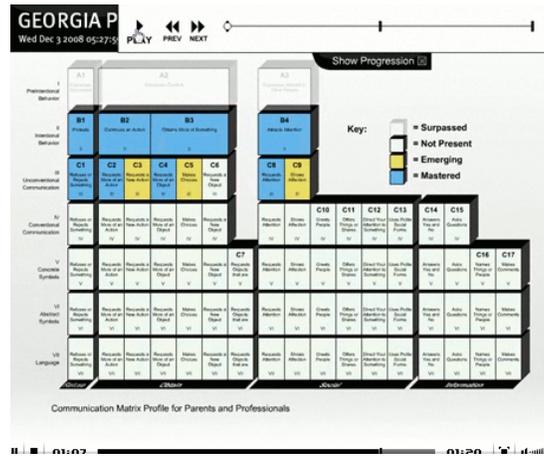
Level	Behavior Category				
I	 Body Movements	 Early Sounds	 Facial Expressions		
II	 Body Movements	 Early Sounds	 Facial Expressions	 Visual	
III	 Body Movements	 Early Sounds	 Facial Expressions	 Visual	 Simple Gestures
IV					 Conventional Gestures & Vocalizations
V					 Concrete Symbols
VI					 Abstract Symbols
VII					 Language

Results

The information that you provide is used to generate two major products: a one-page Profile and a Communication Skills List.

Profile

The Profile provides a one-page visual summary of the information that you have entered about an individual's communication skills. The Profile contains 80 cells, each representing a particular message at a particular level of communicative behavior. Each cell is color coded to show skills as mastered, emerging, not used or surpassed.



Communication Skills List

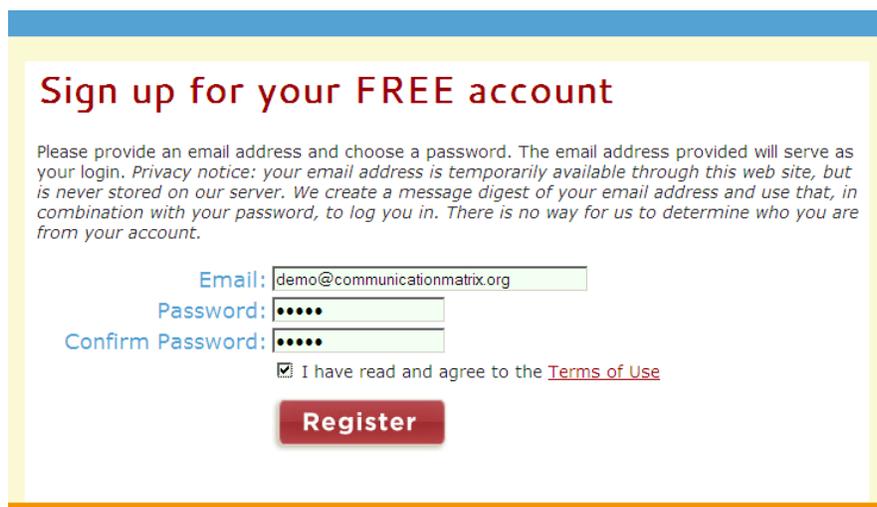
The Communication Skills List simply lists each message (such as "Obtains More of Something"), the categories of behavior that the individual uses to communicate that message (such as Body Movements or Facial Expressions), the specific behaviors used under each category (such as Leg Movements or Smile) and the level of mastery (Mastered or Emerging). This list shows you exactly which behaviors your child uses to communicate which messages.

Message	Category	Behavior	Mastery
C1. Refuses or Rejects Something	Body Movements	whole body movements (bust, turn away)	Mastered
	Body Movements	arm or hand movements	Mastered
	Body Movements	leg movements (kick, stamp feet)	Mastered
	Early Sounds	scream, whine	Mastered
	Facial Expressions	frown, grimace	Mastered
	Simple Gestures	pushes away object or person	Mastered
	Conventional Gestures & Vocalizations	gives unwanted item to you	Mastered
	Conventional Gestures & Vocalizations	shakes head "no"	Mastered
Conventional Gestures & Vocalizations	specific vocalizations ("uh-uh")	Mastered	

GETTING STARTED

It's easy to register for this service or to log in as a returning user.

New user registration. New users can register for this free service by providing an email address and a password.



Sign up for your FREE account

Please provide an email address and choose a password. The email address provided will serve as your login. *Privacy notice: your email address is temporarily available through this web site, but is never stored on our server. We create a message digest of your email address and use that, in combination with your password, to log you in. There is no way for us to determine who you are from your account.*

Email:

Password:

Confirm Password:

I have read and agree to the [Terms of Use](#)

Register

Returning users. Returning users may login with their email address and password.



Login

Email or User ID:
(users prior to 2007 were given user IDs, current users only need their email address)

Password:

Log In

[Forgot your password?](#)

[Register Here](#)

User ID (for users of earlier versions). Individuals who used an earlier version of this service may already have a “User ID” and password: if that is the case, you may continue to log in with your old User ID instead of an email address. Or, after you log in you may use the “Change email” link at the top of the page to enter your email address for future logins.

Forgot your password? If you forget your password, use this link to have it emailed to you.

Login

Email or User ID:
(users prior to 2007 were given user IDs, current users only need their email address)

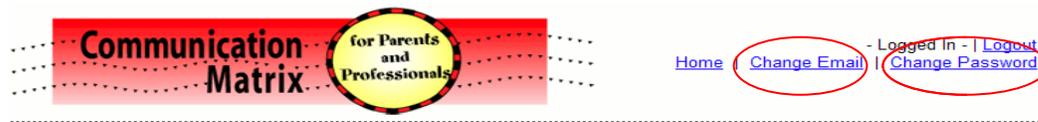
Password:

[Log In](#)

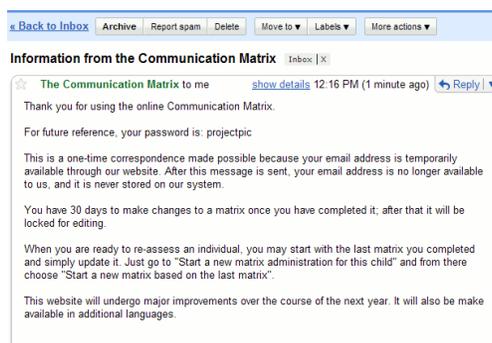
[Forgot your password?](#)

[Register Here](#)

Changing email address or password. After logging in, you may change your email address or password at any time by clicking on the links at the top of the page.



Log in confirmation email. To protect your privacy, your email address is only retained briefly in our database, just long enough to send you a confirmation email with your login and password.



ENTERING DATA

The data you will enter includes demographic information (for a new child) and information about the child's communication behaviors.

Demographic information. After logging in, you will provide some basic information about the individual you are assessing. First, you will enter a personal identifier to help you keep track of your assessments. **Please do not use full names here, since we do not want any identifiable information to appear in our database.**

Demographic Information

1. Personal Identifier
Sally H.

If you assess more than one person, you may enter

2. What is your relationship to the person you are assessing?

3. Does the primary diagnosis of the person you are assessing...?
 Yes

Where to start. Next, you will answer from 1 to 3 questions to determine whether to start at Section A (Level I), Section B (Level II) or Section C (Levels III and above). These are:

Statement A

My child doesn't seem to have real control over his body yet. The only way I know that he wants something is because he fusses or whines when he's unhappy or uncomfortable, and he smiles, makes noises or calms down when he's happy and comfortable. Does this statement describe your child?

- Yes
 No, my child has surpassed this stage

Statement B

My child has control over her own behaviors, but she doesn't use them to try to communicate to me. She doesn't come to me to let me know what she wants, but it's easy for me to figure out, because she tries to do things for herself. She knows what she wants, and her behavior shows me what she wants. If she runs out of something to eat, she will just try to get more, rather than trying to get me to give her more. Does this statement describe your child?

- Yes
 No, my child has surpassed this stage
 No, this stage is beyond my child's ability

Statement C

My child clearly tries to communicate his needs to me through gestures, sounds or language. He knows how to get me to do something for him. He uses some of the kinds of behaviors below to communicate:

- Gestures such as pointing, shaking his head, tugging at my arm or looking back and forth between me and what he wants
- Sounds such as squealing to show you he wants something or fussing when he doesn't want something
- Language or symbolic forms of communication such as speech, written words, Braille, picture symbols, 3-dimensional symbols or sign language

Does this statement describe your child?

- Yes
 No, this stage is beyond my child's ability

Answering questions. Once you have been directed to Section A, B or C, you will answer from 3 to 24 questions (depending on where you started) about what specific messages the individual communicates. Each Question has a sample photo and video clip. These samples present only one of many ways that someone might communicate each message.

Section C

At this stage, your child knows that if he does certain things, you will react in certain ways, and he uses his behaviors to communicate very intentionally. There are many different ways that a child may communicate intentionally. Some involve symbols (speech, sign language, picture symbols, 3-dimensional symbols); others involve specific gestures or body movements; some involve early sounds that aren't yet speech. Some children with severe physical impairments may use electronic devices to communicate. Whatever the behavior the child uses to communicate, what's important here is that he uses those behaviors on purpose, obviously trying to communicate something specific to you. Remember that some children may access symbols through a communication device.

C.2 Requests More of an Action

[\[view image\]](#) | [\[view video\]](#)

Does your child **intentionally** show you that s/he wants more of an action (such as peek-a-boo or making a toy go) that you have just stopped doing?

Yes No

Entering specific behaviors. When you indicate that the individual CAN communicate a specific message (by checking “Yes” under the question), you will then indicate exactly what behaviors he or she uses to express that message.

C.1 Refuses or Rejects Something

[\[view image\]](#)

Does your child **intentionally** show you that s/he doesn't want a certain thing or a certain activity?

Yes No

What does your child do to refuse or reject something?

LEVEL 3

	Body Movements		
<input checked="" type="radio"/>	Not Used	<input type="radio"/>	Emerging
<input type="radio"/>	Emerging	<input type="radio"/>	Mastered
			whole body movements (twist, turn away)
<input type="radio"/>	Not Used	<input checked="" type="radio"/>	Emerging
<input type="radio"/>	Emerging	<input type="radio"/>	Mastered
			head movements (turn head away or to side)
<input checked="" type="radio"/>	Not Used	<input type="radio"/>	Emerging
<input type="radio"/>	Emerging	<input type="radio"/>	Mastered
			arm or hand movements
<input type="radio"/>	Not Used	<input type="radio"/>	Emerging
<input checked="" type="radio"/>	Mastered		
			leg movements (kick, stamp feet)
	Early Sounds		
<input type="radio"/>	Not Used	<input type="radio"/>	Emerging
<input checked="" type="radio"/>	Mastered		
			scream, whine
	Facial Expressions		
<input type="radio"/>	Not Used	<input checked="" type="radio"/>	Emerging
<input type="radio"/>	Mastered		
			frown, grimace
	Simple Gestures		
<input checked="" type="radio"/>	Not Used	<input type="radio"/>	Emerging
<input type="radio"/>	Mastered		
			pushes away object or person

Scoring. For each behavior that the individual uses to communicate, you must decide whether it is “emerging” or “mastered.”

- **Emerging** behaviors are used inconsistently or only when prompted or encouraged. They are used only in one or two contexts or with only one person. For example, greeting others is considered emerging if the individual only greets his or her father.
- **Mastered** behaviors are used independently most of the time, when the opportunity arises. They are used in a number of different contexts, and with different people. For example, greeting others is considered mastered if the individual greets family, friends, and unfamiliar people.

Adding Notes. At the bottom of each question screen is a text box in which you may enter notes.

Early Sounds
 Not Used Emerging Mastered coo, squeal, fuss

Facial Expressions
 Not Used Emerging Mastered smile

Visual
 Not Used Emerging Mastered looks at desired item

We only see this at mealtimes.

Notes:

Correcting information. You may go back at any time to a previous Question and change your answers.

Facial Expressions
 Not Used Emerging Mastered smile

Visual
 Not Used Emerging Mastered looks at desired item

We only see this at mealtimes.

Notes:

Previous Next Cancel Save & Exit

Next Question. Use the Next button to continue to the next question.

Facial Expressions
 Not Used Emerging Mastered smile

Visual
 Not Used Emerging Mastered looks at desired item

We only see this at mealtimes.

Notes:

Previous Next Cancel Save & Exit

Next Section. When you complete Sections A and B you are asked questions to determine whether to proceed to the next Section or whether you have gone as far as is appropriate for the individual you are assessing.

Section Complete!

Does your child also have a few behaviors that he or she clearly uses with the purpose of communicating something to you? If so, go on to Section C and see if you can answer "Yes" to any of those questions.

- Yes, take me to the next section
- No, I am finished. Generate my profile.

Saving a Matrix. You may Save a Matrix at any time, whether you have completed it, or whether you plan to return and resume it later. You may also Cancel at any time. If you have completed all appropriate questions, the Matrix will be considered complete and you will be able to view the results. If you have not completed all the questions, you will not be able to see results. You may resume an incomplete Matrix at any time. **A completed Matrix may be edited for up to 30 days after its completion.**

Social Expressions
 Not Used Emerging Mastered smile

Visual
 Not Used Emerging Mastered looks at desired item

Notes: We only see this at mealtimes.

Previous Next Cancel Save & Exit

HELPFUL HINTS

Interpreting Communicative Intent

It is very important to make an accurate assessment of the individual's intentionality. If you assume that someone is communicating intentionally when he or she isn't, then you will score at a level that is too high. And if you assume that someone is not communicating intentionally when he or she is, then you will score at a level that is too low. Some of the indicators that behavior is intentionally communicative (and thus should be scored at Level III or higher) are these:

- The individual performs the behavior only when he knows that another person is present. The exception, of course, is for distance behaviors like vocalizing, that are designed to gain the attention of someone who is relatively far away (such as when a child yells for someone in another room).
- The individual directs the behavior to another person, perhaps by establishing eye contact or by touching the person or orienting toward the person.
- The individual waits for the other person to respond to the behavior and stops the behavior when the person makes a response.
- The individual persists if the other person doesn't respond, or perhaps tries another way to get the message across.
- If an individual asks for one thing and you give her another thing, there should be some indication that she realizes something is wrong. You may deliberately sabotage the situation to see whether someone really understands the meaning of her behaviors. For instance, when a child makes a signal that you think means she wants to be rocked, start singing to her instead, and see if she shows surprise or frustration.

It is often especially difficult to evaluate intent when an individual is at the earliest stages of **symbolic** communication, whether it involves spoken words, manual signs, pictures, or any type of symbol. Just making a speech-like sounds, making a sign-like hand motion or pointing to a picture doesn't necessarily mean that it is used with meaning. Below are some indicators that symbols are used with understanding:

- Specific symbols are used only under appropriate circumstances. For instance, an individual doesn't continue to sign "eat" after you know he is full.
- The individual doesn't run through a small repertoire of symbols every time that somebody looks expectantly at her. Sometimes an individual figures out that symbols are somehow communicative, but without understanding the meaning of each one. She just knows that if she uses one symbol after another, eventually she will hit on one that someone will respond to.
- If you respond incorrectly to the use of a symbol, the individual should show surprise or frustration. For instance, if someone gives you a symbol for music and you give him a book, he should make some indication that you have misread him. You might deliberately sabotage the situation to make sure that an individual understands the symbols he is using.

Use of High Tech Communication Devices

Note that for any sort of communication that involves symbols, those symbols maybe embedded into some sort of communication device. This might be an elaborate computerized device with voice output or just a very simple little electronic device with only 2 options. The device provides **physical access** to the symbols as well as speech output in some cases. When you use the Matrix, what is recorded is **the symbolic system that is embedded into the device** (such as the picture or written label that identifies each message), **not** the type of device that is used to access the symbols.

Use of Single Switch Devices

If you have a device that is simply used for one purpose, such as a calling device, that takes a simple gesture to activate it (such as tapping it), the behavior that is used to activate the switch would be scored. Generally this will be a Simple Gesture, Body Movement or Visual behavior (eye gaze).

The use of switches for purposes not related to communication is **never** scored on the Matrix, as when children are given switches connected to mechanical toys to learn "cause and effect". That is not considered communicative behavior, since the switch is not used to communicate a specific message to someone else.

GENERAL NAVIGATION

My Home. If you have previously used this service, you will go directly to your Home page when you log in. Here you will see every Matrix you have begun or completed. Your home page gives you access to a number of options for editing, resuming, viewing and sharing your matrices.

Welcome to the Communication Matrix

On this page you will see information about any Matrix data you have already entered. The ID numbers for all children for whom you have entered data are listed below. You may click on an ID number to see what data you have entered for that child. From there you may:

- View or Delete a previously completed Matrix
- Resume an unfinished Matrix
- Update a child's communication skills starting with a previously completed Matrix
- Start a new Matrix from scratch for a child

Note: Matrices are editable for 30 days from the date of completion.

Help Videos
[The Communication Matrix](#) | [Filling Out the Communication Matrix](#) | [Understanding Your Results](#)

[Download The Matrix Questions](#)

Add a New Child

▶ #229 [Create Report](#) | [Email Results](#) | [Edit](#) | [Delete](#)

Matrix ID	Entered	Administered	Actions
414	12/8/2004	12/8/2004	View Profile Skills List Delete
415	12/8/2004	12/8/2004	View Profile Skills List Delete
418	12/8/2004	12/8/2004	View Profile Skills List Delete
419	12/8/2004	12/8/2004	View Profile Skills List Delete

[Start a New Matrix Administration For This Child](#)

Report ID	Created	Last Updated	Days Left to Edit	Report Date	Actions
209	11/5/2010	11/9/2010	0	11/5/2010	Edit PDF Main PDF Summary Delete
805	1/21/2011	1/21/2011	0	1/21/2011	Edit PDF Main PDF Summary Delete
806	1/21/2011		0	1/21/2011	Edit PDF Main PDF Summary Delete

My Home

Email Results. Use the *Email Results* button to the right of the Personal ID to email a link to the Profile and Communication Skills List to someone else with whom you have permission to share information. The recipient will receive an email from commatrix@communicationmatrix.org with links to the results and to information about the Communication Matrix.

[« Back to Inbox](#) | [Archive](#) | [Report spam](#) | [Delete](#) | [Move to ▼](#) | [Labels ▼](#) | [More actions ▼](#)

Communication Matrix Online Share from Jana Dawson Inbox | X

★ **The Communication Matri** [show details](#) 2:24 PM (2 minutes ago) [Reply](#) ▼

Jana Dawson (jdaw1894@silverfalls.k12) would like to share results from the online Communication Matrix with you.

Please click on the following link:
<http://www.communicationmatrix.org/share/?guestkey=2A7C88D82E83EEE2319A457FB868DDB5-81998092FF1AF31F3F4650E72351868C>

Mr. and Mrs. Harvey, please use this link to view the results for Travis. We can discuss them when we get together next week.

Thanks,
Jana

For more information, please visit our home page at <http://www.communicationmatrix.org>.

The online Communication Matrix is a service of Design to Learn Projects at Oregon Health & Science University
copyright 2009 Charity Rowland, Ph.D.

Edit demographic information. Click on Edit to the right of the Personal ID to change or add demographic information about this individual.

Delete child. Click on Delete to the right of the Personal ID to permanently delete all data on this individual.

Resume a partially completed matrix. Click on Resume to finish a Matrix that you did not complete earlier.

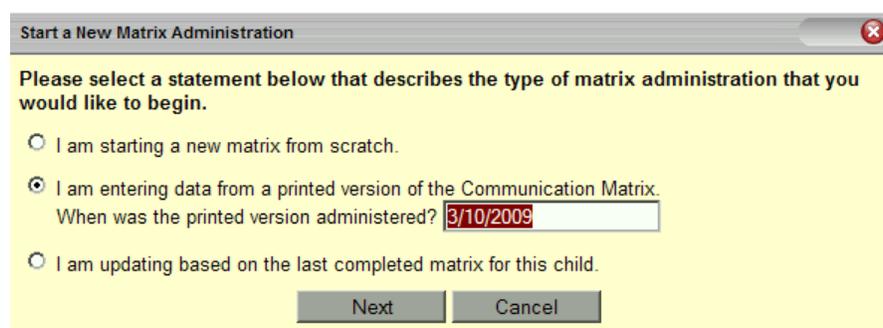
Edit Matrix data. A Matrix completed within the last 30 days may be edited. Click on Edit to the right of the Matrix # that you want to change.

View profile. Click here to view or print the one-page profile of results and gain access to unique online viewing options.

Skills list. Click here to view or print the Communication Skills List.

Delete Matrix. Click on Delete next to a specific Matrix that you want to delete permanently.

Start a New Matrix Administration for This Child. When you are ready to re-assess an individual, click here. You then are given a choice of starting a completely new Matrix from scratch or simply updating the last completed Matrix. When you start a new Matrix “from scratch” you may be entering data from a printed copy of the Matrix that you completed earlier. If this is the case, you will have the opportunity to enter the administration date, since it may be different from the date that you enter the data.



The screenshot shows a dialog box titled "Start a New Matrix Administration" with a close button in the top right corner. The main text reads: "Please select a statement below that describes the type of matrix administration that you would like to begin." There are three radio button options: "I am starting a new matrix from scratch.", "I am entering data from a printed version of the Communication Matrix. When was the printed version administered? 3/10/2009", and "I am updating based on the last completed matrix for this child." The second option is selected. At the bottom, there are "Next" and "Cancel" buttons.

Add a New Child. Click here to assess a new individual.

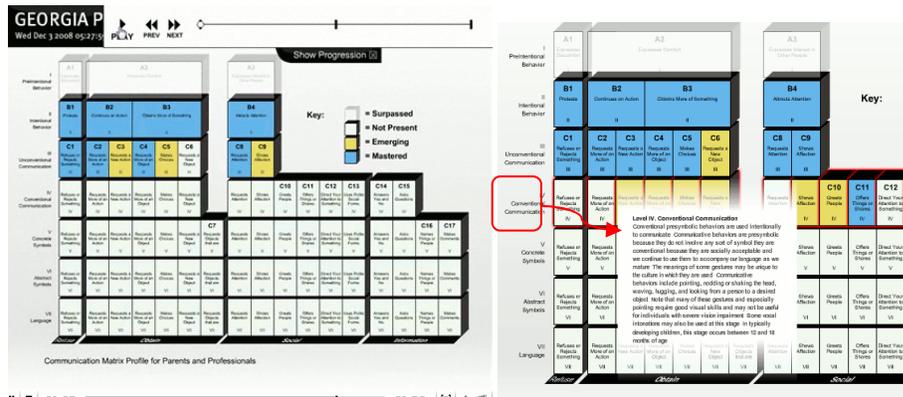
NOTE: 30 days to edit. Once you have completed a matrix you may edit it for 30 days after it is saved. Until that point, you may edit a completed matrix to change data in it. After that it is locked.

REVIEWING YOUR RESULTS

We provide a number of exciting options for reviewing your results. It is our hope that families and professionals will be able to view the results together on a computer to get the most out of the features that can only be appreciated online. There are several options for viewing your results; you may print out results, you may email them to someone else, and you may review them online using special animation features.

Profile: Standard View

The **Standard View** of the Profile provides a 1-page printable overview of results. It shows a matrix with 80 cells, each representing a particular message at a particular level of communication. When you first complete a Matrix you are automatically guided to this view. You also may get to this view from your Home. When you “mouse over” the name of a level, you will see a description of the level.

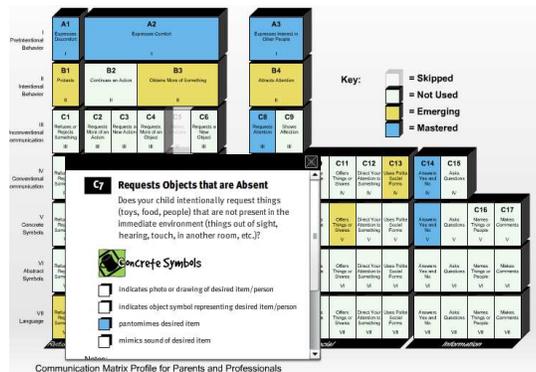


Each cell is shown as mastered, emerging, not used, or surpassed. Here’s the key:



The designation is based on the HIGHEST score for any behavior in that cell: in other words, if ANY behavior is scored as mastered for a particular cell, then the entire cell will appear as mastered, even if you also checked other behaviors as emerging or not used for that cell. If you indicated that Section A or B has been surpassed, that section is grayed out.

The Standard View provides a quick overview of the communicative messages that the individual uses. In this view, you may also click on each cell to see exactly how each behavior was scored for that message.



You will also see any notes that you made as you answered the questions.



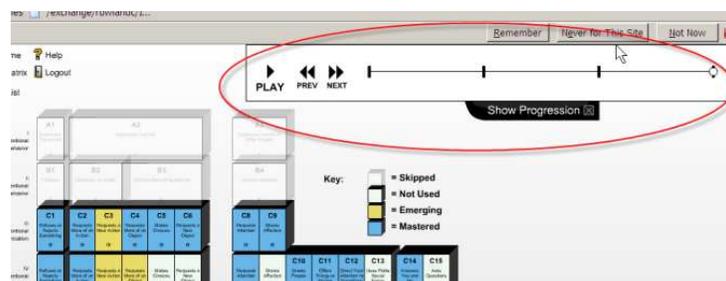
Note that you may add and save NEW notes when you are in the Standard View.



Show Progression. Choose **Show Progression** to review the development of an individual for whom you have completed two or more assessments.



Choose **Play** to view an animated sequence of the matrices completed for that individual. Choose **Next** to step forward through the matrices one at a time, or choose **Previous** to step backwards through them.

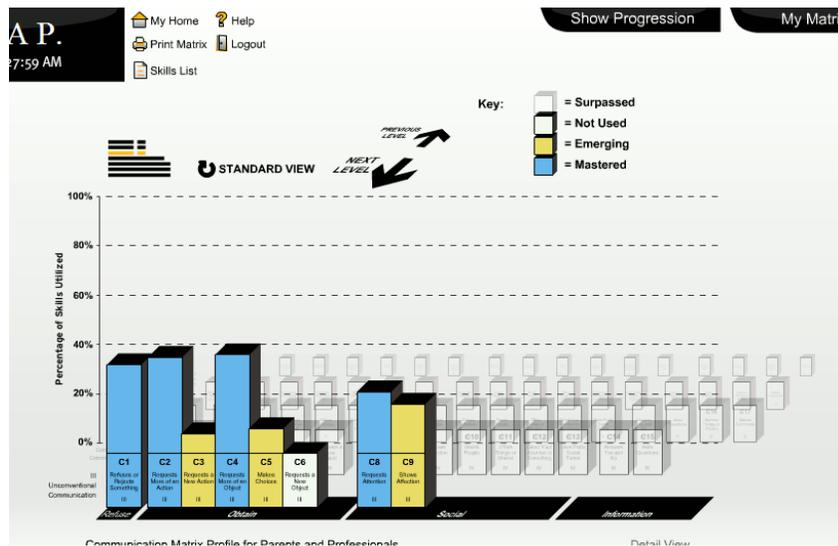


Profile: Mastery View

This **Mastery View** shows you the degree to which the individual has mastered each of the seven Levels of communication. To access this view, click on the name of the Level that you want to view (to the left of the Standard Profile).

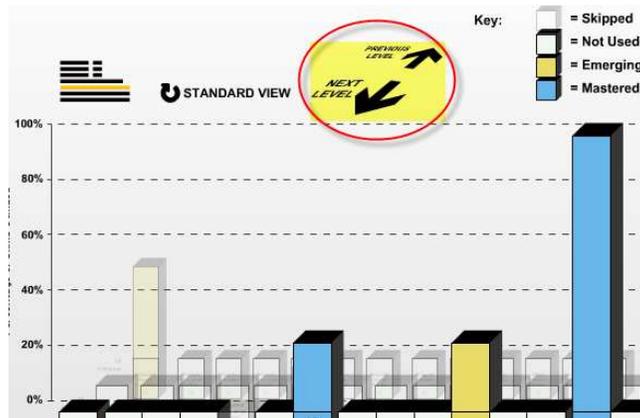
I Protentional Behavior	A1 Expresses Discomfort	A2 Expresses Comfort				A3 Expresses Interest in Other People
II Intentional Behavior	B1 Protests	B2 Continues an Action	B3 Obtains More of Something		B4 Attracts Attention	
III Unconventional Communication	C1 Refuses or Rejects Something	C2 Requests More of an Action	C3 Requests a New Action	C4 Requests More of an Object	C5 Requests a New Object	C6 Requests a New Object
IV Conventional Communication	C8 Requests Attention	C9 Shows Affection	C10 Greets People			
V Concrete Symbols	C7 Requests Objects that are					

Here's the Mastery View for Level III of a sample Profile:

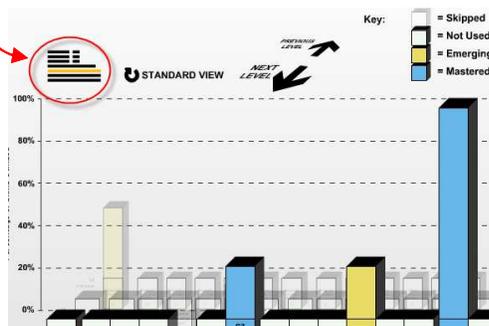


Each bar represents a message at the chosen level, represented by one of the 80 cells on the profile. The height of each bar reveals the degree of mastery of all possible behaviors that might be used to express each message at that level. This score is calculated by allowing 2 points for each *mastered* behavior and 1 point for each *emerging* behavior. The total score for each cell is divided by the maximum possible score for that cell to obtain a percent. In the example above, the first bar on the left shows mastery of C1 (“Refuses or Rejects Something”) at Level III (Unconventional Communication). There are seven behavior options in this cell, so the maximum possible score is $2 \times 7 = 14$. For this individual, two behaviors are scored *mastered* and one is scored *emerging*, for a total score of five (5). 5 divided by 14 is 36%, so the bar goes to that level.

Use the **Next** and **Previous** arrows to step through the levels.



This icon shows you which of the seven levels you are currently viewing.

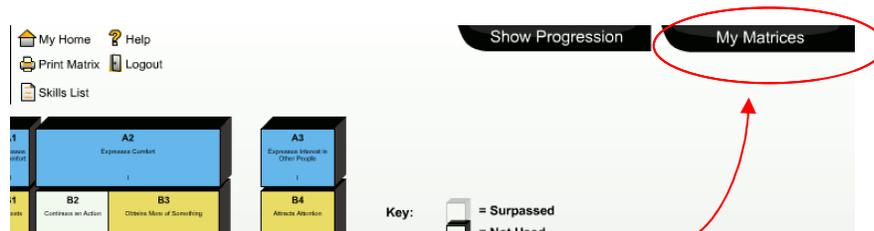


NOTE: Remember that an individual with severe physical limitations may not be able to use many behaviors and would not be expected to show a high degree of mastery using this view.

Note that the Progression features also work in the Mastery View.

You may choose to print out the Mastery Views for each level of the Profile for a complete record of results.

View a Different Profile. When in the Standard or Mastery Profile view, choose **My Matrices** to view all the individuals you have assessed. From here you may choose to view the profile of a different individual. You may also choose a Matrix administered on a different date if you have completed more than one Matrix on an individual.



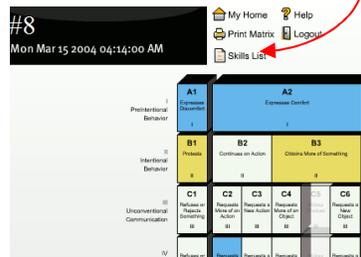
Behavior	12/1/08	12/15/08	12/29/08	1/12/09	1/26/09	2/9/09	2/23/09	3/7/09	3/21/09	4/4/09	4/18/09	5/2/09	5/16/09	5/30/09	6/13/09	6/27/09	7/11/09	7/25/09	8/8/09	8/22/09	9/5/09	9/19/09	10/3/09	10/17/09	10/31/09	11/14/09	11/28/09	12/12/09	12/26/09	1/9/10	1/23/10	2/6/10	2/20/10	3/6/10	3/20/10	4/3/10	4/17/10	4/30/10	5/14/10	5/28/10	6/11/10	6/25/10	7/9/10	7/23/10	8/6/10	8/20/10	9/3/10	9/17/10	9/30/10	10/14/10	10/28/10	11/11/10	11/25/10	12/9/10	12/23/10	1/6/11	1/20/11	2/3/11	2/17/11	2/27/11	3/13/11	3/27/11	4/10/11	4/24/11	5/8/11	5/22/11	6/5/11	6/19/11	7/3/11	7/17/11	7/31/11	8/14/11	8/28/11	9/11/11	9/25/11	10/9/11	10/23/11	11/6/11	11/20/11	12/4/11	12/18/11	1/1/12	1/15/12	1/29/12	2/12/12	2/26/12	3/12/12	3/26/12	4/9/12	4/23/12	5/7/12	5/21/12	6/4/12	6/18/12	7/2/12	7/16/12	7/30/12	8/13/12	8/27/12	9/10/12	9/24/12	10/8/12	10/22/12	11/5/12	11/19/12	12/3/12	12/17/12	1/10/13	1/24/13	2/7/13	2/21/13	3/7/13	3/21/13	4/4/13	4/18/13	5/2/13	5/16/13	5/30/13	6/13/13	6/27/13	7/11/13	7/25/13	8/8/13	8/22/13	9/5/13	9/19/13	10/3/13	10/17/13	10/31/13	11/14/13	11/28/13	12/12/13	12/26/13	1/9/14	1/23/14	2/6/14	2/20/14	3/6/14	3/20/14	4/3/14	4/17/14	4/30/14	5/14/14	5/28/14	6/11/14	6/25/14	7/9/14	7/23/14	8/6/14	8/20/14	9/3/14	9/17/14	10/1/14	10/15/14	10/29/14	11/12/14	11/26/14	12/10/14	12/24/14	1/7/15	1/21/15	2/4/15	2/18/15	3/4/15	3/18/15	4/1/15	4/15/15	4/29/15	5/13/15	5/27/15	6/10/15	6/24/15	7/8/15	7/22/15	8/5/15	8/19/15	9/2/15	9/16/15	9/30/15	10/14/15	10/28/15	11/11/15	11/25/15	12/9/15	12/23/15	1/6/16	1/20/16	2/3/16	2/17/16	3/3/16	3/17/16	4/7/16	4/21/16	5/5/16	5/19/16	6/2/16	6/16/16	6/30/16	8/3/16	8/17/16	8/31/16	9/14/16	9/28/16	10/12/16	10/26/16	11/9/16	11/23/16	12/7/16	12/21/16	1/4/17	1/18/17	2/1/17	2/15/17	2/29/17	3/14/17	3/28/17	4/11/17	4/25/17	5/9/17	5/23/17	6/6/17	6/20/17	7/4/17	7/18/17	8/1/17	8/15/17	8/29/17	9/12/17	9/26/17	10/10/17	10/24/17	11/7/17	11/21/17	12/5/17	12/19/17	1/2/18	1/16/18	1/30/18	2/13/18	2/27/18	3/13/18	3/27/18	4/10/18	4/24/18	5/8/18	5/22/18	6/5/18	6/19/18	7/3/18	7/17/18	7/31/18	9/4/18	9/18/18	10/2/18	10/16/18	10/30/18	12/3/18	12/17/18	1/10/19	1/24/19	2/7/19	2/21/19	3/7/19	3/21/19	4/4/19	4/18/19	5/2/19	5/16/19	5/30/19	6/13/19	6/27/19	7/11/19	7/25/19	8/8/19	8/22/19	9/5/19	9/19/19	10/3/19	10/17/19	10/31/19	11/14/19	11/28/19	12/12/19	12/26/19	1/9/20	1/23/20	2/6/20	2/20/20	3/6/20	3/20/20	4/3/20	4/17/20	4/30/20	5/14/20	5/28/20	6/11/20	6/25/20	7/9/20	7/23/20	8/6/20	8/20/20	9/3/20	9/17/20	10/1/20	10/15/20	10/29/20	11/12/20	11/26/20	12/10/20	12/24/20	1/7/21	1/21/21	2/4/21	2/18/21	3/4/21	3/18/21	4/1/21	4/15/21	4/29/21	5/13/21	5/27/21	6/10/21	6/24/21	7/8/21	7/22/21	8/5/21	8/19/21	9/2/21	9/16/21	9/30/21	10/14/21	10/28/21	11/11/21	11/25/21	12/9/21	12/23/21	1/6/22	1/20/22	2/3/22	2/17/22	3/3/22	3/17/22	4/7/22	4/21/22	5/5/22	5/19/22	6/2/22	6/16/22	6/30/22	8/3/22	8/17/22	8/31/22	9/14/22	9/28/22	10/12/22	10/26/22	11/9/22	11/23/22	12/7/22	12/21/22	1/4/23	1/18/23	2/1/23	2/15/23	2/29/23	3/14/23	3/28/23	4/11/23	4/25/23	5/9/23	5/23/23	6/6/23	6/20/23	7/4/23	7/18/23	8/1/23	8/15/23	8/29/23	9/12/23	9/26/23	10/10/23	10/24/23	11/7/23	11/21/23	12/5/23	12/19/23	1/2/24	1/16/24	1/30/24	2/13/24	2/27/24	3/13/24	3/27/24	4/10/24	4/24/24	5/8/24	5/22/24	6/5/24	6/19/24	7/3/24	7/17/24	7/31/24	9/4/24	9/18/24	10/2/24	10/16/24	10/30/24	12/3/24	12/17/24	1/10/25	1/24/25	2/7/25	2/21/25	3/7/25	3/21/25	4/4/25	4/18/25	5/2/25	5/16/25	5/30/25	6/13/25	6/27/25	7/11/25	7/25/25	8/8/25	8/22/25	9/5/25	9/19/25	10/3/25	10/17/25	10/31/25	11/14/25	11/28/25	12/12/25	12/26/25	1/9/26	1/23/26	2/6/26	2/20/26	3/6/26	3/20/26	4/3/26	4/17/26	4/30/26	5/14/26	5/28/26	6/11/26	6/25/26	7/9/26	7/23/26	8/6/26	8/20/26	9/3/26	9/17/26	10/1/26	10/15/26	10/29/26	11/12/26	11/26/26	12/10/26	12/24/26	1/7/27	1/21/27	2/4/27	2/18/27	3/4/27	3/18/27	4/1/27	4/15/27	4/29/27	5/13/27	5/27/27	6/10/27	6/24/27	7/8/27	7/22/27	8/5/27	8/19/27	9/2/27	9/16/27	9/30/27	10/14/27	10/28/27	11/11/27	11/25/27	12/9/27	12/23/27	1/6/28	1/20/28	2/3/28	2/17/28	3/3/28	3/17/28	4/7/28	4/21/28	5/5/28	5/19/28	6/2/28	6/16/28	6/30/28	8/3/28	8/17/28	8/31/28	9/14/28	9/28/28	10/12/28	10/26/28	11/9/28	11/23/28	12/7/28	12/21/28	1/4/29	1/18/29	2/1/29	2/15/29	2/29/29	3/14/29	3/28/29	4/11/29	4/25/29	5/9/29	5/23/29	6/6/29	6/20/29	7/4/29	7/18/29	8/1/29	8/15/29	8/29/29	9/12/29	9/26/29	10/10/29	10/24/29	11/7/29	11/21/29	12/5/29	12/19/29	1/2/30	1/16/30	1/30/30	2/13/30	2/27/30	3/13/30	3/27/30	4/10/30	4/24/30	5/8/30	5/22/30	6/5/30	6/19/30	7/3/30	7/17/30	7/31/30	9/4/30	9/18/30	10/2/30	10/16/30	10/30/30	12/3/30	12/17/30	1/10/31	1/24/31	2/7/31	2/21/31	3/7/31	3/21/31	4/4/31	4/18/31	5/2/31	5/16/31	5/30/31	6/13/31	6/27/31	7/11/31	7/25/31	8/8/31	8/22/31	9/5/31	9/19/31	10/3/31	10/17/31	10/31/31	11/14/31	11/28/31	12/12/31	12/26/31	1/9/32	1/23/32	2/6/32	2/20/32	3/6/32	3/20/32	4/3/32	4/17/32	4/30/32	5/14/32	5/28/32	6/11/32	6/25/32	7/9/32	7/23/32	8/6/32	8/20/32	9/3/32	9/17/32	10/1/32	10/15/32	10/29/32	11/12/32	11/26/32	12/10/32	12/24/32	1/7/33	1/21/33	2/4/33	2/18/33	3/4/33	3/18/33	4/1/33	4/15/33	4/29/33	5/13/33	5/27/33	6/10/33	6/24/33	7/8/33	7/22/33	8/5/33	8/19/33	9/2/33	9/16/33	9/30/33	10/14/33	10/28/33	11/11/33	11/25/33	12/9/33	12/23/33	1/6/34	1/20/34	2/3/34	2/17/34	3/3/34	3/17/34	4/7/34	4/21/34	5/5/34	5/19/34	6/2/34	6/16/34	6/30/34	8/3/34	8/17/34	8/31/34	9/14/34	9/28/34	10/12/34	10/26/34	11/9/34	11/23/34	12/7/34	12/21/34	1/4/35	1/18/35	2/1/35	2/15/35	2/29/35	3/14/35	3/28/35	4/11/35	4/25/35	5/9/35	5/23/35	6/6/35	6/20/35	7/4/35	7/18/35	8/1/35	8/15/35	8/29/35	9/12/35	9/26/35	10/10/35	10/24/35	11/7/35	11/21/35	12/5/35	12/19/35	1/2/36	1/16/36	1/30/36	2/13/36	2/27/36	3/13/36	3/27/36	4/10/36	4/24/36	5/8/36	5/22/36	6/5/36	6/19/36	7/3/36	7/17/36	7/31/36	9/4/36	9/18/36	10/2/36	10/16/36	10/30/36	12/3/36	12/17/36	1/10/37	1/24/37	2/7/37	2/21/37	3/7/37	3/21/37	4/4/37	4/18/37	5/2/37	5/16/37	5/30/37	6/13/37	6/27/37	7/11/37	7/25/37	8/8/37	8/22/37	9/5/37	9/19/37	10/3/37	10/17/37	10/31/37	11/14/37	11/28/37	12/12/37	12/26/37	1/9/38	1/23/38	2/6/38	2/20/38	3/6/38	3/20/38	4/3/38	4/17/38	4/30/38	5/14/38	5/28/38	6/11/38	6/25/38	7/9/38	7/23/38	8/6/38	8/20/38	9/3/38	9/17/38	10/1/38	10/15/38	10/29/38	11/12/38	11/26/38	12/10/38	12/24/38	1/7/39	1/21/39	2/4/39	2/18/39	3/4/39	3/18/39	4/1/39	4/15/39	4/29/39	5/13/39	5/27/39	6/10/39	6/24/39	7/8/39	7/22/39	8/5/39	8/19/39	9/2/39	9/16/39	9/30/39	10/14/39	10/28/39	11/11/39	11/25/39	12/9/39	12/23/39	1/6/40	1/20/40	2/3/40	2/17/40	3/3/40	3/17/40	4/7/40	4/21/40	5/5/40	5/19/40	6/2/40	6/16/40	6/30/40	8/3/40	8/17/40	8/31/40	9/14/40	9/28/40	10/12/40	10/26/40	11/9/40	11/23/40	12/7/40	12/21/40	1/4/41	1/18/41	2/1/41	2/15/41	2/29/41	3/14/41	3/28/41	4/11/41	4/25/41	5/9/41	5/23/41	6/6/41	6/20/41	7/4/41	7/18/41	8/1/41	8/15/41	8/29/41	9/12/41	9/26/41	10/10/41	10/24/41	11/7/41	11/21/41	12/5/41	12/19/41	1/2/42	1/16/42	1/30/42	2/13/42	2/27/42	3/13/42	3/27/42	4/10/42	4/24/42	5/8/42	5/22/42	6/5/42	6/19/42	7/3/42	7/17/42	7/31/42	9/4/42	9/18/42	10/2/42	10/16/42	10/30/42	12/3/42	12/17/42	1/10/43	1/24/43	2/7/43	2/21/43	3/7/43	3/21/43	4/4/43	4/18/43	5/2/43	5/16/43	5/30/43	6/13/43	6/27/43	7/11/43	7/25/43	8/8/43	8/22/43	9/5/43	9/19/43	10/3/43	10/17/43	10/31/43	11/14/43	11/28/43	12/12/43	12/26/43	1/9/44	1/23/44	2/6/44	2/20/44	3/6/44	3/20/44	4/3/44	4/17/44	4/30/44	5/14/44	5/28/44	6/11/44	6/25/44	7/9/44	7/23/44	8/6/44	8/20/44	9/3/44	9/17/44	
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Communication Skills List

The printable **Communication Skills List** shows exactly what behaviors the individual uses to express each message.

Message	Category	Behavior	Mastery
B1. Protests	Body Movements	head movements (turn head away, pull head back)	Mastered
	Body Movements	arm movements (bat arms, push, throw away)	Mastered
	Body Movements	moves away from person or object	Emerging
	Early Sounds	whine, fuss, scream	Mastered
	Facial Expressions	frown, grimace	Emerging
B2. Continues an Action	Body Movements	arm movements (bat arms)	Emerging
	Early Sounds	coo, squeal, fuss	Mastered
	Facial Expressions	smile	Mastered
	Visual	looks at person	Emerging

You may find it either from your Home page or by clicking on **Skills List** at the top left of a Profile.



If more than one Matrix has been completed on an individual, you will see a tab for each Skills List.

Skills List

12/3/2008 1:27:59 PM 12/3/2008 1:39:13 PM 12/3/2008 1:53:05 PM

Matrix completed 12/3/2008 1:53:05 PM for GEORGIA P. (5670)

B1. Protests

Level 2	Skill	Behavior	Mastery
	Body Movements	head movements (turn head away, pull head back)	Mastered
	Body Movements	arm movements (bat arms, push, throw away)	Mastered
	Body Movements	moves away from person or object	Emerging
	Early Sounds	whine, fuss, scream	Mastered

SCORING the COMMUNICATION MATRIX

Sometimes you need to generate a score for the Matrix. Scores may be useful to quantify progress from one administration of an assessment to another, or may simply be a requirement. There are a number of ways to score the Matrix. Below we describe four ways to score the Matrix.

Total Score

The simplest score is the Total score. There are 80 cells on the Matrix profile. Each cell may be scored according to its level of mastery: “Not used” (a blank cell) gets 0 points, “Emerging” gets 1 point and “Mastered “(or Surpassed) gets 2 points. Add up the points to get the total score, which may range from 0 to 160. You also may take a percent of the total score out of 160: so if you got a total of 80 points, that would be 50% of 160.

Each of 80 cells on the profile is scored as:

- *0 (not used)*
- *1 (one or more emerging behaviors)*
- *2 (one or more mastered behaviors, or surpassed)*

Total score = sum of these 80 scores

Maximum score = 160 (or calculate % out of 160)

The

Total score is very sensitive to change over time, since it will increase whenever a cell moves from “Not used” to “Emerging” or from “Emerging “to Mastered”. However, it really doesn’t tell you anything about exactly how the individual is communicating; you just know that the higher the score is, the better.

Primary Level

A second way to score is to identify the Primary Level at which the individual is operating. The primary level would be the one at which the highest percentage of cells are scored as mastered. For instance, a child might have surpassed the first two levels and have mastered 7 out of 8 cells on Level 3 (or 88%), 10 out 14 cells on Level 4 (or 71%) and 5 out of 17 cells at Level V (or 29%). The Primary Level would be Level III,

since the greatest percentage of cells have been scored as mastered at that Level. Note that you could also be more liberal with this approach and count both emerging AND

mastered cells.

Level (1-7) at which the highest % of intents is scored as Mastered (can also count Emerging + Mastered)

Another way to interpret Primary Level would be to designate the level at which the individual communicates **most frequently**.

Highest Level

You can also look at the Highest Level mastered, perhaps in combination with the Primary level. Most individuals operate on several levels at the same time, using some behaviors at a higher level than the Primary level. We define Highest level as the highest level at which at least one intent is mastered.

Highest level (1-7) at which at least one intent is mastered (can also count Emerging + Mastered)

For example, you might say that an individual's Primary level is IV and his highest level is VI. This gives you a little better idea of how the individual is functioning. As with the Primary Level, you may choose to be more liberal with this approach and count emerging as well as mastered cells.

Reason-Pattern Score

Finally, there is a more complicated way to score that provides more useful information. We call this the Reason-Pattern Score. It shows what percent of cells are scored mastered for each of the 4 major Reasons to communicate: to Refuse (which has 7 cells), to Obtain (which has 31 cells), for Social interaction (which has 28 cells), and for Information (which has 14 cells). As an example, an individual might have a Reason-Pattern Score of 100:60:35:0. This means that the individual has a 100% score for Refusing, 60% for Obtaining, 35% for Social Interaction and 0% for Information. This pattern gives you a general idea of the sorts of things that the child can express.

% cells (intents) scored as Mastered under each of the four Reasons to communicate (in order of Refuse:Obtain:Social:Information).

USING RESULTS to PLAN INSTRUCTION



The Communication Matrix results may help parents and educators to decide upon general communication goals that are appropriate, given the individual's current skills. You may develop a general intervention goal (what **level** of communication to target), as well as specific intervention goals (what specific communicative **behaviors** and **messages** to target).



In general, an individual should be allowed to perform at his or her current level of communication, while being steadily encouraged to progress to the next logical level of communication.



The first decision to make is whether to focus primarily on increasing competence at the current Level (which you would do if the individual has a very small number of communication behaviors or messages at the current Level) and/or whether to target some behaviors at the next higher Level.



The next decision is which specific communicative behaviors to target. Should you target only existing behaviors or strive for new ones? This decision must take into account the individual's motor, fine motor, vocal and sensory abilities and any limitations that may make it difficult or impossible for the individual to produce certain behaviors. You must also consider any cognitive limitations that may prevent an individual from understanding certain types of symbols.

Finally, you must decide exactly which messages to target. Refer to the Profile to determine where there are gaps in the individual's communication skills and consider targeting new messages that the individual really needs to learn to express.

As a rough guide, you may use the table below to suggest a general level of intervention to target, based on where the individual is currently operating.

Generic Intervention Goals

Primary Level of Functioning	Generic Goal
I. Pre-intentional Behavior	Establish purposeful behavior by creating highly responsive environments
II. Intentional Behavior	Respond to potentially communicative behaviors so that the child becomes aware of their communicative purpose
III. Unconventional Communication (pre-symbolic)	Shape nonconventional gestures into conventional gestures and/or target symbol use
IV. Conventional Communication (pre-symbolic)	Teach 1:1 correspondence between symbols (concrete or abstract) and referents
V. Concrete Symbols	Teach 1:1 correspondence between abstract symbols and referents.
VI. Abstract Symbols	Teach the combination of symbols into two- and three-symbol utterances.
VII. Language	Expand semantic and syntactic abilities.

The Custom Report feature, described on the next page, steps you through this process.

CUSTOM REPORT

The Custom Report feature of the online Matrix allows you to generate a completely customized report of assessment results with educational recommendations. The basic components are personal information about the client, a summary of current functioning, a report of recent progress (if there has been more than one Matrix administered) and educational recommendations. The report can be as long or as short as you wish. You pick and choose the elements that appear in the report and you may add your own impressions and suggestions. A sample report is available for viewing or downloading. This feature is available only in English.



To create a report, go to My Home and click on “ Create Report”. If you have already created reports for that individual, they will be listed at the bottom, underneath the assessments you have completed. Here you have options to Edit or Preview the report, open it as a PDF for printing, or Delete it.



The fees charged to use the Custom Report feature go to supporting the continued availability of the assessment service.

CONTACT INFORMATION

Suggestions?

Thank you for your interest in the Communication Matrix. You may send feedback and suggestions to info@communicationmatrix.org

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