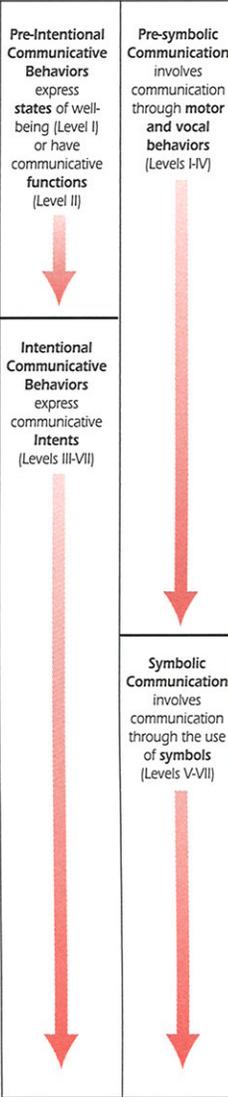


I Pre-Intentional Behavior 0-3 mo.	(1) Expresses Discomfort	(1) Expresses Comfort					(1) Expresses Interest in Other People												
	II Intentional Behavior 3-8 mo.	(2) Protests	(2) Continues Action	(3) Obtains More of Something			(2) Attracts Attention												
III Unconventional Communication 6-12 mo.		(3) Refuses, Rejects	(4) Requests More Action	(5) Requests New Action	(6) Requests More Object	(7) Makes Choices	(8) Requests New Object	(3) Requests Attention	(4) Shows Affection										
	IV Conventional Communication 12-18 mo.	(3) Refuses, Rejects	(4) Requests More Action	(5) Requests New Action	(6) Requests More Object	(7) Makes Choices	(8) Requests New Object	(3) Requests Attention	(4) Shows Affection	(5) Greets People	(6) Offers, Shares	(7) Directs Another's Attention	(8) Polite Social Forms	(1) Answers Yes/No Questions	(2) Asks Questions				
V Concrete Symbols 12-24 mo.		(3) Refuses, Rejects	(4) Requests More Action	(5) Requests New Action	(6) Requests More Object	(7) Makes Choices	(8) Requests New Object	(9) Requests Absent Object	(3) Requests Attention	(4) Shows Affection	(5) Greets People	(6) Offers, Shares	(7) Directs Another's Attention	(8) Polite Social Forms	(1) Answers Yes/No Questions	(2) Asks Questions	(3) Names Things/People	(4) Makes Comments	
	VI Abstract Symbols 18-24 mo.	(3) Refuses, Rejects	(4) Requests More Action	(5) Requests New Action	(6) Requests More Object	(7) Makes Choices	(8) Requests New Object	(9) Requests Absent Object	(3) Requests Attention	(4) Shows Affection	(5) Greets People	(6) Offers, Shares	(7) Directs Another's Attention	(8) Polite Social Forms	(1) Answers Yes/No Questions	(2) Asks Questions	(3) Names Things/People	(4) Makes Comments	
VII Language 24 mo. +		(3) Refuses, Rejects	(4) Requests More Action	(5) Requests New Action	(6) Requests More Object	(7) Makes Choices	(8) Requests New Object	(9) Requests Absent Object	(3) Requests Attention	(4) Shows Affection	(5) Greets People	(6) Offers, Shares	(7) Directs Another's Attention	(8) Polite Social Forms	(1) Answers Yes/No Questions	(2) Asks Questions	(3) Names Things/People	(4) Makes Comments	
		REFUSE					OBTAIN					SOCIAL				INFORMATION			

Type of Symbol
 For Levels V, VI or VII, specify types of symbols used (e.g., picture symbols, 3-dimensional symbols, manual signs, speech)

FEATURES



COMMUNICATION MATRIX PROFILE

Charity Rowland, Ph.D.
 ©1990, 1996, 2004



Oregon Health & Science University
 (503) 238-4030 ext. 108
 www.designtolearn.com

Completing the Profile

The Profile is designed to summarize the Matrix information that you have entered on pages 3-6. It shows you at a glance how the child is developing in terms of communication skills.

Use a highlighter to shade in cells on the Profile for which the child shows competence. Competence is indicated if the child uses at least one behavior (independently and consistently) at a given Level to express a given message (state, function or intent). You may also use different colors to indicate whether you consider each message to be emerging or mastered. You do not need to shade in cells for Levels I and II if you consider those levels completely subsumed (or replaced) by higher skills that the child has acquired.

If you administer the Communication Matrix a second time, you may use a different color to highlight newly acquired abilities so that you can easily see how much growth has occurred since the last administration.

Interpreting the Profile

The Profile covers approximately the first two years of communicative development in the typical child without disabilities. Looking at the shaded areas of the Profile will give you an idea as to how your child is developing compared to typical children without disabilities. More importantly, it shows you where the child's communicative repertoire needs to be strengthened, and where there may be gaps in the child's ability to express a useful range of messages.

Using Matrix Results to Plan Intervention

This rather fine-grained analysis of communication development is intended to assist intervention efforts for children who are progressing slowly. The Matrix results may help educators to determine immediate communication goals and also to engage in long-range planning. For each child, you should determine a generic intervention goal (what level of communicative competence to target), as well as specific intervention goals (what communicative behaviors and functions - or intents - to target). In general, a child should be allowed to perform at his/her current level of communicative competence while being steadily pushed toward the next level of competence. The table opposite provides generic intervention goals for children who are showing competence at each Level. The first decision to make is whether to focus primarily on increasing the child's competence at the current Level (which you would do if the child has a very small repertoire at the current level) or whether to start targeting the next higher Level. The next decision is which specific communicative behaviors to target. Should you target only existing ones or strive for new behaviors? This decision must take into account the child's motor, fine motor and vocal abilities as well as any sensory limitations that may make it difficult or impossible for the child to produce certain behaviors.

In addition, consider any cognitive limitations that might prevent a child from understanding certain types of symbols. Finally, you must decide exactly which messages (states, functions or intents) to target. Refer to the Profile to determine where there are gaps in the child's expressive ability and consider targeting new messages that the child really needs to be able to express.

Seven Levels of Communicative Competence and Generic Intervention Goals

Level	Salient Behavior	Intervention Goals
I. Pre-Intentional Behavior	Pre-intentional or reflexive behavior that expresses state of subject. State (e.g., hungry, wet) is interpreted by caregiver.	Establish purposeful behavior by creating highly responsive environments.
II. Intentional Behavior	Behavior is intentional, but is not intentionally communicative. Behavior functions to affect caregiver's behavior, since caregiver infers intent.	Respond to potentially communicative behaviors so that child becomes aware of their communicative purpose.
III. Unconventional Communication	Unconventional gestures are used with intent of affecting caregiver's behavior.	Shape unconventional gestures into conventional gestures and/or target symbol use.
IV. Conventional Communication	Conventional gestures are used with intent of affecting caregiver's behavior. Child shows "dual orientation."	Teach 1:1 correspondence between symbols (concrete or abstract) & referents.
V. Concrete Symbols	Limited use of concrete symbols to represent specific entities. 1:1 correspondence between symbol & referent.	Teach 1:1 correspondence between abstract symbols & referents.
VI. Abstract Symbols	Limited use of abstract symbols to represent entities. Symbols are used one at a time.	Teach the combination of symbols into two- and three-symbol utterances.
VII. Language	Rule-bound use of symbol system. Ordered combinations of two or three symbols according to syntactic conventions.	Expand semantic & syntactic abilities.