

Intensive Interaction



Learning Objectives

By the end of this training you should have:

1. An understanding of what Intensive Interaction is and why it is used.
2. An understanding of who intensive Interaction may be appropriate for (and who it may not be appropriate for).
3. Know who to go to for help with Intensive Interaction.

What is Intensive Interaction?

- Developed in the 1980s by Dave Hewett and Melanie Nind.
- Practical approach.
- Helps to learn fundamental communication skills.
- Aims to help pupil develop communication and interaction skills.
- Similar to communication between parent and baby.

Who is Intensive Interaction for?

Pupils with difficulties in:

- Sustaining an interaction with another person.
- Attending to and enjoying being with another person.
- Using and understanding physical contact and non-verbal communication, e.g. eye contact, noises, facial expression.
- Sharing personal space.
- Taking turns.
- Learning to regulate and control arousal levels.

Any pupil who is withdrawn, self-involved, has ritualistic or self injurious behaviour that excludes other people.

Parent – Child Interaction

Skills learnt during first two years of life:

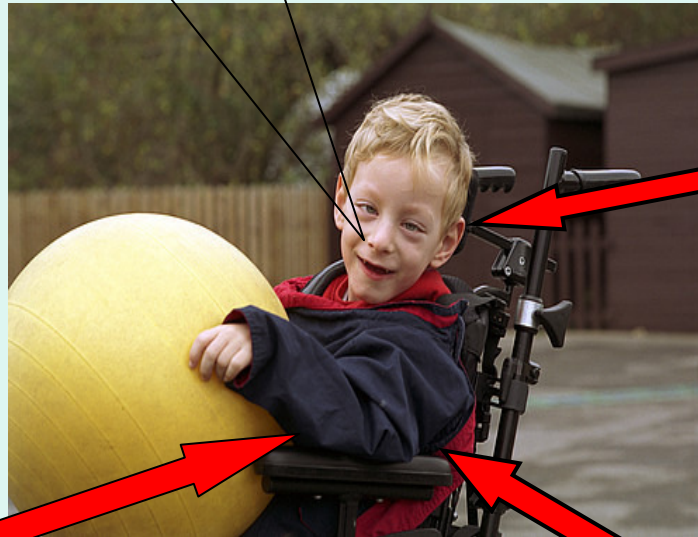
- Parent following and responding to child's behaviour.
- Responding to behaviours as if they are intentional, e.g. sounds, movement, facial expression.
- Parent adapts their body language, voice and facial expression to engage the child.
- Non –directive and no dominance – parent allows and uses pauses.
- Parent offers stimuli but doesn't insist it is taken up.
- Stops when child is showing signs they have had enough.
- Adult joins in with the child's behaviour and behaves more like them.
- Interaction is positive.

What does the young child learn from this interaction?

- To engage with partner.
- To enjoy interactions with other people.
- Taking turns.
- Imitation and eye contact.
- Use and understanding of facial expression, touch and other non verbal signals.
- That their vocalisations are meaningful.
- Cause and effect – child does something which causes parent to do something back.
- Child can positively affect what is going on around them.
- Their behaviours are important and they are important.

What do we respond to?

noises and
vocalisations



facial expression

physical contact

movements

How do we respond?

non-verbal



Eye widening

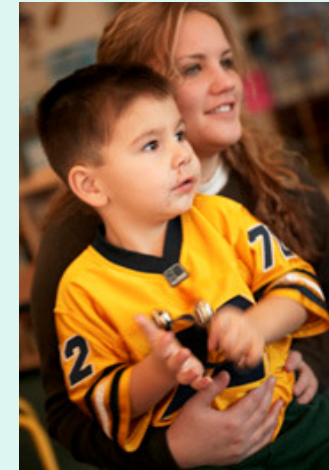
Smiling

Facial expression

be dramatic



join in



Provide a running commentary

imitate



Case Study 1

Robert is 19 years of age with a diagnosis of Autism and Learning Disabilities. Robert likes to sit on the soft chair by the school entrance and rock back and forth whilst vocalizing. Robert does not intentionally communicate with others.

1. What is your initial reaction with Robert?
2. How might you begin to engage with him?
3. What behaviours might you focus on?

Repetition and Repertoire

- Repetition provides familiarity, predictability, security and a sense of control for the pupil.



- Repertoire gives the pupil confidence to experiment and to do new things that get responded to. The new things then get added to the repertoire.



Record Keeping

- To see what progress has been made.
- Allows for progress to be tracked over weeks/months.
- Allows for staff to see what was/wasn't effective.
- Progress Track form – Short notes, easy to fill out, not very time consuming.
- Detailed record form – descriptive, anecdotal, detailed.
- Periodic videos – Important for not only keeping a visual record of pupils needs and success over time but also good for looking at your own interaction style.
- **IMPORTANT!** Don't forget to get consent for videos.

Intensive Interaction within the school

- The aim is for the whole environment to be responsive.
- Over time will naturally become part of everyday interaction and the daily environment.
- Staff being ‘tuned in’ to the pupil, e.g. by responding briefly to across the room to a persons noise.

Intensive Interaction should be carried out everywhere!



The role of the Speech and Language Therapist

- When additional support is needed due to lack of experience/confidence in carrying out Intensive Interaction.
- When additional support is required due to the complexity of the pupil's needs.
- When the pupil requires additional sessions due to significant difficulties.

Action Plan

How I plan to implement this in my setting.....

Location	What will I do?	What will the benefits be?
1. Classroom		
2. Garden/Park		
3. Sensory room		

References

Intensive Interaction Training Notes Hewett, D (2007)

A Practical Guide to Intensive Interaction Nind, M. & Hewett, D. (2001) BILD

Intensive Interaction DVD Hewett, D (2006)