



# Intensive Interaction

## Communication

Communication can be **directive, instructive, affective and interactive.**



Spoken and written language are most prized in modern society, but a high proportion of communication is non-verbal

**Around 90% of our communications are non-verbal.**



Intensive Interaction (II) is an approach to help people at the early levels of development learn the **Fundamentals of Communication**.

## Fundamentals of Communication

- Enjoying being with another person
- Developing the ability to attend to another person
- Concentration and attention span
- Sharing personal space
- Doing sequences of activity with a person
- Taking turns of exchanges in behaviour
- Using and understanding eye contact
- Using and understanding facial expression and physical contacts
- Vocalising and using vocalisations with meaning
- Learning to regulate and control arousal

## Emotional learning and outcomes

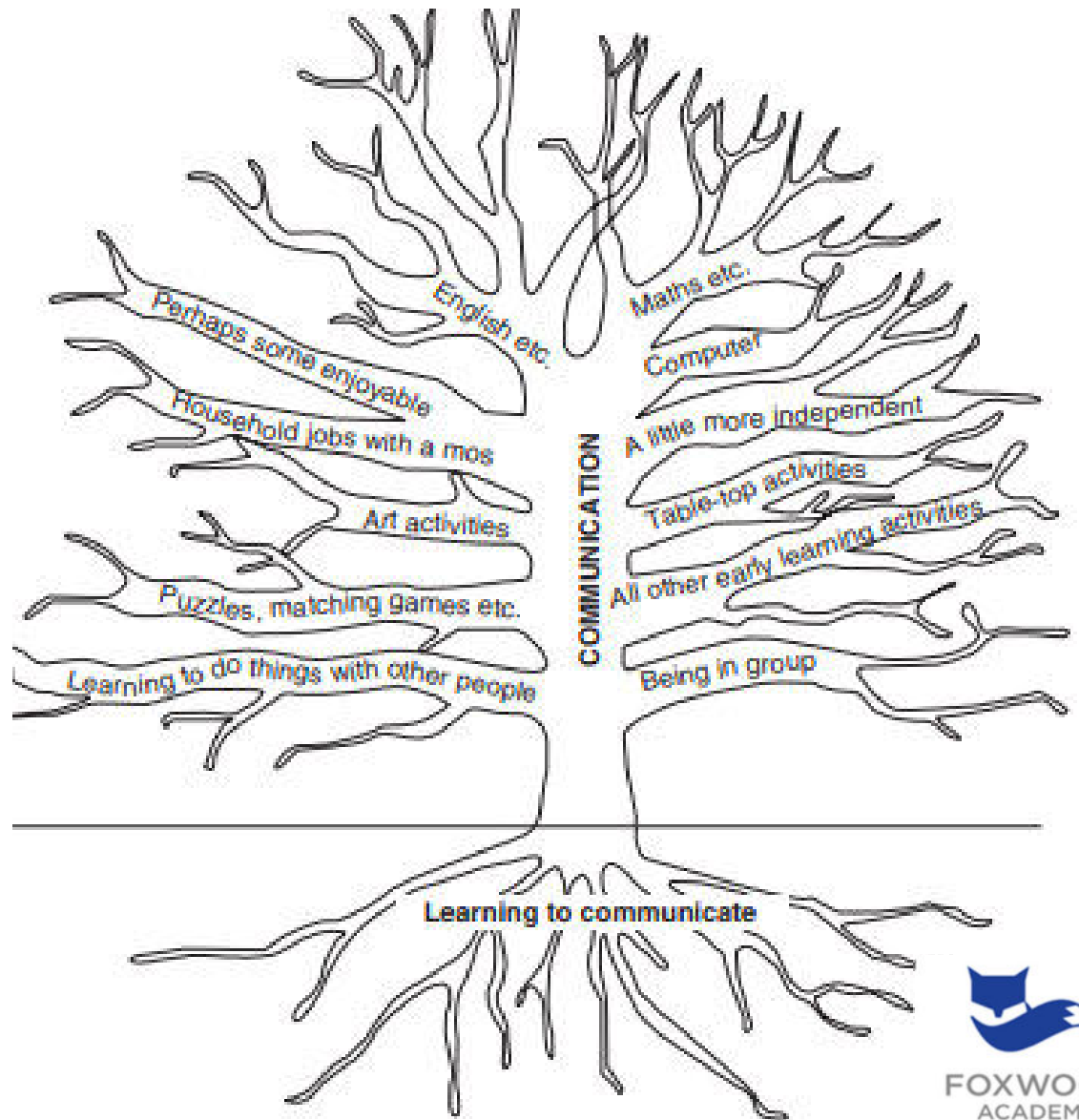


- Knowing others care
- Connecting and bonding with another person
- Feeling safe and calm
- Developing trust
- Identifying own feelings and seeing the same in others

## Learning the Fundamentals of Communication is crucial.

The Fundamentals usually develop in the first years of life and are seen to be foundational – they underpin subsequent learning.

Parallels are therefore drawn to parent-infant interaction.





## Natural model of communication

Activities in parent-infant interaction are **dynamic, free-flowing** and **pleasurable**.

The baby is a **full and active participant** and learns that their behaviour influences another person.

## Intensive Interaction basic techniques

- Tune-in
- Be available
- Pause and wait
- Let the person lead
- Be responsive e.g. imitation or joining
- Be relaxed and unhurried
- Hold back (don't drive on)
- Minimalism (don't do too much)
- Enjoyment





## Minimalism and Repetition

- Relax and wait
  - Don't do too much
  - Don't try to *make* something happen
  - Pause
  - Leave time and space for the learner
- Repetition provides familiarity, predictability, structure and security
  - Repetition allows rehearsal and consolidation of learning



## Who? Where? When?



Intensive Interaction occurs between a more **skilled** communication partner and an **emergent** communicator. It is relevant for people of **all ages** who experience a significant social and communicative impairment.



Intensive Interaction can take place **anywhere** that is comfortable and secure.



Interactions should be repeated **as often as possible**. Ideally, the length of the interaction is determined by the learner; it stops when they have had enough.

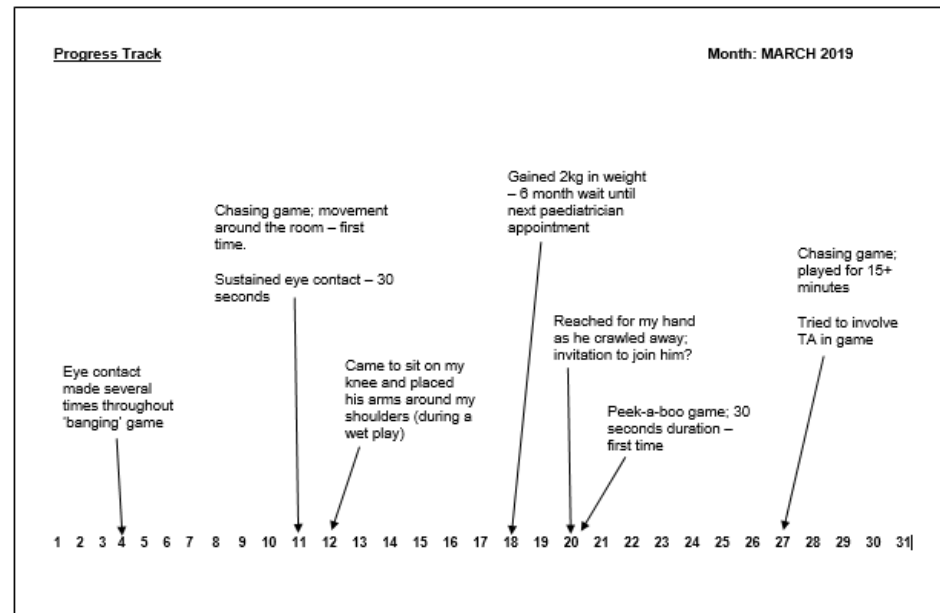


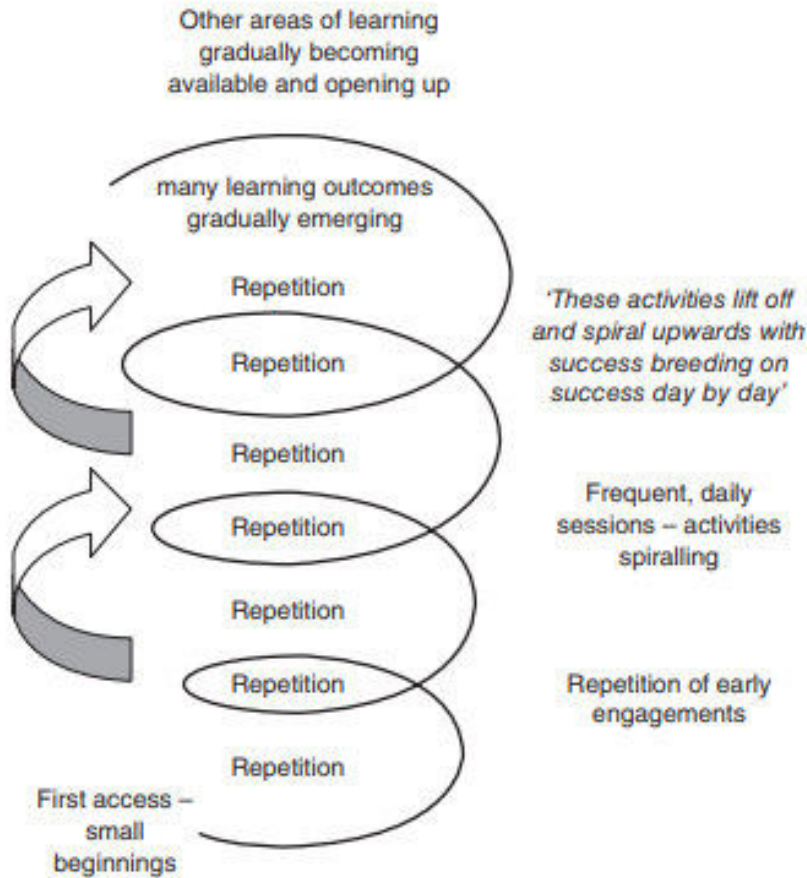
Intensive Interaction focuses on what individuals **can** do.

# Recording and Progress

- Observation and video recordings
- Written record of sessions including reflection
- Progress track – a timeline

INTERACTION SESSION SHEET			
Pupil: Leo	Date: 11.3.20	Place: Sensory studio & soft play	Staff: HH
<b>Description of session:</b> We were in the sensory studio; I was kneeling in the middle of the room; Leo stood to my right. Leo ricked side to side on his feet; I mirrored this pattern of movement with my upper body. Leo stepped forward and backwards; glancing around the room. I altered my position to raised kneeling; Leo looked towards me immediately; I smiled (30sec). Leo paced in a small area for the next minute or so; paying little or no attention to me. I stood up; I was standing on Leo's left-hand side. Leo made movements with his feet; I copied these but exaggerated the sounds that were made on the floor. Leo looked at our feet throughout. I then crouched down; Leo made brief eye contact to which I responded "Hey." Leo then stepped forward and back repeatedly; I stayed still. Leo reached for my hand and led me to the door; I opened this for him and followed him. I crouched in front of him; Leo verbalised "he he ha he he" as he directed my hand to another door handle. I followed Leo into soft play; we sat close to one another. Leo leaned forward and made eye contact (4min 55sec); he also reached for my left hand. He led me to the slide.			
<b>Significant occurrences, particularly anything new that happened</b> <ul style="list-style-type: none"> <li>• Physical movement within a space and into a new space</li> <li>• Leo made clear requests during the interaction</li> <li>• Leo made a verbal utterance whilst making a physical request</li> <li>• Abrupt end to the session; Leo's classmates arrived in soft play – ending was dictated by external factors</li> </ul>			
<b>Try and evaluate your performance. What did you do that was successful/unsuccessful? How did you feel and why?</b> <ul style="list-style-type: none"> <li>✓ Altered positioning several times</li> <li>✓ Paused and waited</li> <li>○ Positioning is difficult during a session with greater movement; remain unconfident that I did the 'right' thing at the 'right' time. Is it best to stay still or to follow?</li> </ul>			
<b>Other comments or observations, thoughts for the future</b> <ul style="list-style-type: none"> <li>• Was Leo inviting me to play? I wonder what interaction would have followed.</li> <li>• Use soft play as a future setting?</li> <li>• Leo has been calm during all interactions so far; no periods of distress (e.g. Solovid 13.11.19)</li> </ul>			





Progress is best conceptualised as a **spiral**.

It occurs through the repetition of interactions; variations naturally occur as new things happen, so a bigger repertoire of activities is generated.

It is difficult to identify end-points in relation to the Fundamentals of Communication.

## Physical contact and Touch

Learners at the early stages of development are usually tactile and physical in their learning. Touch is the first and most basic form of communication.



Gain consent

Be knowledgeable on purposes of physical contact

Be prepared to discuss and explain practice

Documentation

Other staff members present

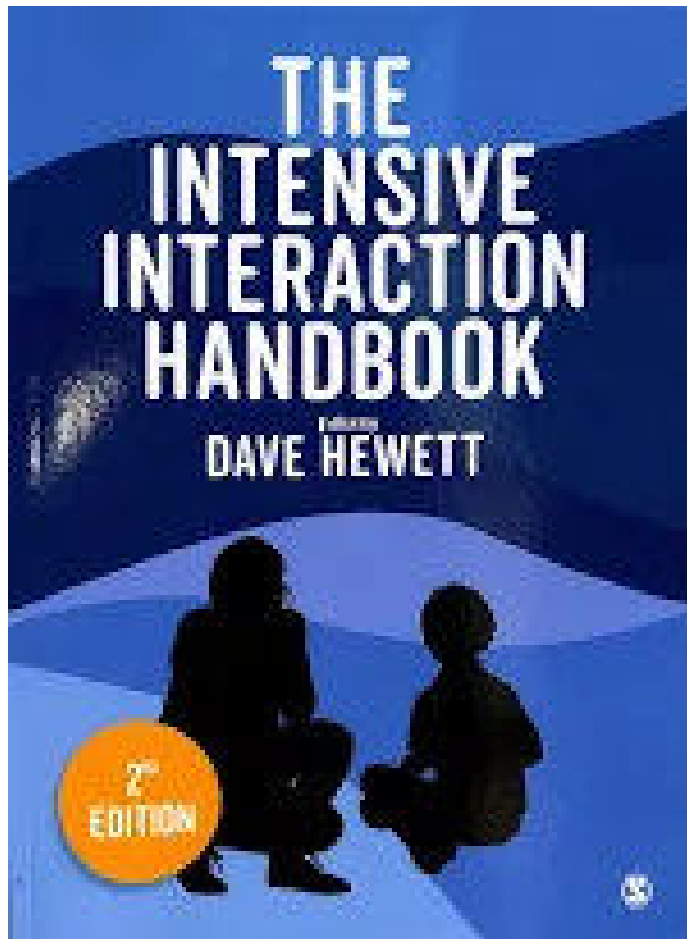


FOXWOOD  
ACADEMY

## Age-appropriateness

It is important to consider the chronological *and* developmental age of a person. Communication must be developmentally pertinent and meaningful otherwise it will not take place.

**Intensive Interaction should be person-appropriate.**



Intensive Interaction Institute:  
[www.intensiveinteraction.co.uk](http://www.intensiveinteraction.co.uk)