

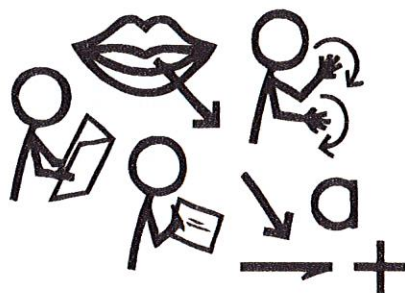
Intensive Interaction

Aims of Intensive Interaction

- To enjoy being with another person
- To develop the ability to attend to that person
- To develop the young person's ability to initiate communication
- To learn to do sequences of activity with the other person
- To take turns in exchanges of behaviour
- To share personal space
- To understand and use eye contact
- To understand and use facial expression
- To understand and use physical contact
- To understand and use other non-verbal communication
- To use vocalisations with meaning

All you need to remember is to do the SAME

Sounds
Actions
Movements
Emotions

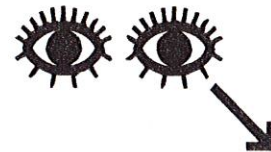


Intensive Interaction - Stage 1

Encounter: The young person is present during the interactive episode without any obvious awareness of its progression

How to:

At this stage, the aim is for the young person to tolerate your presence. Don't be afraid to **sit back and observe** the young person before you begin the interaction to see what mood they are in. Make yourself responsive to their actions by **following their lead**. Try copying their Sounds, Actions, Movements and Emotions and watch carefully and see how they respond.



Are they at this stage?

- The young person may not appear to notice that you are there.
- The young person may be absorbed in their own repetitive behaviours.
- The young person may be absorbed in an activity that doesn't involve you.
- The young person will tolerate you joining in.
- The young person will tolerate you copying their Sounds, Actions, Movements and Emotions.

Intensive Interaction - Stage 2

Awareness: The young person appears to notice or fleetingly focus upon an event or person involved in the interactive episode.

How to:

At this stage, continue to copy their Sounds, Actions, Movements and Emotions. Respond to everything they do. This may include:

- Vocalisations e.g. grunts, murmurs, humming, hissing
- Other noises made with the mouth e.g. clicks, saliva swishing, blowing.
- Other noises e.g. tapping parts of the body, furniture or walls, clapping, breathing pattern.
- Movements e.g. hand arm movements, rocking, swaying or other movements of the trunk.
- Facial expressions e.g. smiles, grimaces, blinks, momentary eye contact, face simply turned slightly towards you.
- Physical contact e.g. taps, reaching to hold you.
- Stereotyped behaviour - Many people with severe learning disabilities have a rich and organised range of repetitive and rhythmic behaviour they enjoy. Try joining in with this.

Are they at this stage?



- The young person may appear to fleetingly notice that you are there.
- The young person may pause from self absorbed behaviour to fleetingly watch what you are doing.
- The young person may be absorbed in activity that doesn't involve you but pause briefly and watch what you are doing.

Intensive Interaction - Stage 3

Attention and Response: The young person begins to respond (although not consistently) to what is happening in an interactive episode.

How to:

Continue to copy their Sounds, Actions, Movements and Emotions.

When the young person begins to pay attention to what you are doing you need to reinforce this behaviour to encourage them to do it again. The best way to do this is by giving them **more** of what they appear to like by doing it for a longer period of time or in a more exaggerated manner. Add to their patterns of behaviour. You can do this by extending the vocalisations you repeat back e.g. "ee" to "eeeeah" or the actions you are copying.



Are they at this stage?

- The young person begins to pay more consistent attention to the adult by pausing and watching what you are doing more frequently.
- In addition, the young person notices you are there and begins to respond.
- The young person may make eye contact, smile, show excitement, enjoyment, frustration or satisfaction.
- The young person may begin to respond by continuing their actions/vocalisations and 'testing' or checking whether you copy them.

Intensive Interaction - Stage 4

Engagement: The young person shows consistent attention to the interactive episode presented to them.

How to:

At this stage, your aim is to build up the length of time that the young person will engage in an activity.

For example you may go from two bounces on a ball to 10 bounces and then move onto rhythmic, continuous bouncing.

Or you may move from the young person occasionally smiling at you in response to singing or tickling to continuous laughter and anticipation of the next part of the song or next tickle!



Are they at this stage?

- This may be sustained looking or listening, or repeatedly following events with movements of their eyes, head or other parts of their body.
- The young person begins to show an interest in you or what you are doing by giving consistent attention.
- The young person may continue to engage in stereotyped behaviours but may pay more attention to you.

Intensive Interaction - Stage 5

Participation: The young person shows anticipation of, and engages in taking turns in a sequence of events during an interactive episode.

How to:

Provide lots of **pauses** and **expectant looks** to provide the young person with an opportunity to request or communicate in some way to you. You may begin to build in ready, steady... go games or action-rhyme songs or more sophisticated games such as turn-taking activities.

Remember **not to be directive**, only introduce games that you know the young person likes and enjoys. Expand on things that they like to do or introduce new but similar activities, on order to develop the young person's repertoire of interactive games they will play.

Are they at this stage?



- The young person shows anticipation e.g. an excited look during an activity.
- They are beginning to engage in taking turns in a sequence of events e.g. pull faces in a mirror or tap a rhythm on the wall.
- They have started to intentionally sequence their actions with you e.g. holding hands while you bounce or roll on a ball, chasing, sharing an object or repeating a sequence together such as running from wall to wall.
- The young person may indicate that they want 'more' using eye contact, facial expression or by touching the adult.

Intensive Interaction - Stage 6

Involvement: The young person makes active efforts to reach out, consistently join in, or even comment in some way on the interaction.

How to:

Use 'burst-pause' activities where you give the young person a burst of high energy such as singing, bouncing, spinning, tickling etc. and then provide a **pause**. The pause provides an opportunity for the young person to communicate that they want more and to take the lead in an interaction.

As soon as they give you eye contact, touch or a vocalisation (even if it wasn't aimed at you or if it was unintentional) quickly respond to them by giving them more. This is to teach the young person that their communication can have an effect on others. This will help their communication to become intentional.

Are they at this stage?

- At this stage, the young person begins to take more responsibility for the continuation of the interaction.
- The young person begins to lead more within the interaction.
- They may communicate to you that they want to play a game that you've played before such as jumping, rolling, skipping, ticking, chasing.



Intensive Interaction - Stage 7

Student Initiated Interaction: The young person independently initiates an interaction.

How to:

At the stages of Participation, Involvement and Student Initiated interaction you should aim to really **expand** on the range of activities that the young person will engage in with you.

Here are some examples: chasing, roll/bounce on a ball, sharing items such as spinning tops, engaging in sensory activities such as touching water and sand together, action-rhyme songs, turn-taking games such as blowing bubbles, taking turns to activate a switch toy, jumping on the trampoline together.



Are they at this stage?

- The young person **independently starts an interaction** with you. It must be an interaction that cannot be described as repetitive or self absorbed e.g. wanting you to rock/spin them repeatedly for sensory stimulation.
- The young person engages with you in an activity with social intent i.e. they engaged with you because they'd rather do it with you than do it alone!
- The young person may come up to you and show you something that they have been looking at e.g. sensory toy, book.
- The young person may lead you to something they would like to share with you.