



Intensive Interaction
Institute



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Intensive Interaction:

Early Communication Principles and Practices

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Intensive Interaction

Intensive Interaction is an approach designed to help people at early levels of development to learn how to enjoy being with other people, to relate, interact, know communication routines...

Intensive Interaction

...Intensive Interaction is designed to help people who are at early levels of development to learn the



‘Fundamentals of Communication’ ³

The Fundamentals of Communication (FOCs)

- “ enjoying being with another person
- “ developing the ability to attend to that person
- “ concentration and attention span
- “ learning to do sequences of activity with a person
- “ taking turns in exchanges of behaviour
- “ sharing personal space
- “ learning to regulate and control arousal levels
- “ using and understanding eye contacts
- “ using and understanding facial expressions
- “ using and understanding physical contacts
- “ using and understanding other non-verbal communications
- “ vocalising and using vocalisations meaningfully (including speech)

The 'Natural Model' of communication learning

Dynamic, free-flowing,
pleasurable activities
with the baby operating
as a full and active
participant in
the activity



The 'Natural Model' of communication learning

- “ Mutual **Enjoyment** . interest and delight one another
- “ Basically, the adult constructs the content and flow of the activity by **following** the baby's behaviour
- “ And **responding** to what the baby does
- “ **Pauses** - therefore the activity contains many pauses while the adult watches and waits for the baby to do the next thing

The 'Natural Model' of communication learning 2

“ **'Tuning-in'** - therefore it is necessary for the adult to ~~u~~tune-in to the baby, constantly read and assess the baby for things that the adult can respond to in order to create ~~u~~communication momentsq

“ **Ways of responding**

- . imitation/joining-in/mirroring
- . delighted face/voice/body language
- . bursts of speech or running commentary



The 'Natural Model' of communication learning 3

- “ The **effect** for the baby is then that:
- . The tempo of the activity is okay . the baby dictates the tempo
 - . The content of the activity is understandable since the starting point is things the baby does and understands
 - . The behaviour of the adult is understandable . more like the behaviour of the baby.

Therefore, Intensive Interaction Basic Principles

- “ Basically, mostly, the teacher holds back and waits for the learner to do things
- “ The teacher is relaxed and unhurried
- “ The teacher constructs the content and the flow of the activity by responding to what the learner does
- “ There are many ways of responding, but imitation/ copying/joining-in is the most frequently seen

The Basic Principles 2

- “ The teacher ~~is~~ tunes-in
- “ Watching & waiting, **PAUSES !!!!**
- “ **Responsiveness** - responding to things the learner does
- “ **Imitation/joining-in** is a frequently seen and effective response
- “ The **learner** therefore basically ~~is~~ **leads** or usually ~~is~~ goes first
- “ **Timing/Tempo**
- “ Mutual **enjoyment**
- “ It stops when the learner has had enough



The Basic Principles 3

This is often the difficult bit:

Relax, wait. Don't do too much,
don't try and ~~drive~~ the activity

• hold back, leave time and
space for the learner, you do
less, there is a sense of
~~minimalism~~

Progress: REPETITION!!!!

Frequent, repetitive,
numerous
sessions/experiences
· day by day by week by
month



Learning the FOCs is crucial because:

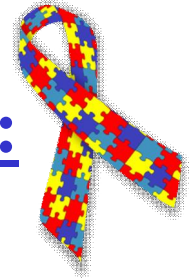
- “ It is the first learning in usual development
- “ This learning seems to be foundational and underpinning to subsequent learning
- “ If you don't learn the FOCs, it is difficult to learn anything else
- “ Learning to be social is a central human attainment and is crucial in well-being

The Fundamentals of Communication 2.

Emotional learning:

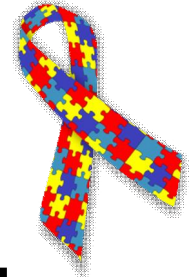
- “ Knowing that others care, learning to care
- “ enjoying being with another person – connecting, bonding etc
- “ Attachment, attunement
- “ Self-security, to feel safe, secure, calm
- “ Self esteem, sense of self
- “ To identify own feelings & see same in others
- “ Gradually to understand feelings
- “ Trust stuff etc.
- “ Empathy, knowing/caring about how somebody else feels
- “ Right-hemisphere brain development (early emotional learning prepares areas of the brain for later, higher functions)

Intensive Interaction focuses on some central affects of having autism. It works on:



- “ the ability to be generally social – to understand other people
- “ how to take part in interaction with another person
- “ how to enjoy other people and desire to be with them
- “ how to learn and understand communication skills and routines...
- “ ...including subtleties and complexities such as non-verbal signalling emotional content, use and understanding of eye contacts, facial expressions etc

Intensive Interaction allows for some central affects of having autism



- “ The teaching style is non-directive and non-dominating - the learner basically leads the sessions
- “ The teaching style is sensitive and flexible - starts with the learner, gives regard to engagement levels, learner anxiety and to learner capacity to take part.
- “ The learner should therefore feel secure and comfortable in the sessions.
- “ Being relaxed, un-stressed, and the participants enjoying themselves are central principles to the teaching and learning.

Think about all of your communications or conversations with everyone all day everyday.

How many of your conversations have some sort of product, a concrete goal or outcome?

about 30 - 35%



Most of your conversations are the sort of hot air of human companionship

“Lovely weather today isn’t it?”

Phatic Communication

Bronislaw Malinowski (1923)

Phatic communications are



“utterances that are said to have exclusively social, bonding functions like establishing and maintaining a friendly and harmonious atmosphere in interpersonal relations...”

Senft (2009)

Adler & Rodman (2006) list four functions of human communication. It fulfils:

Physical needs

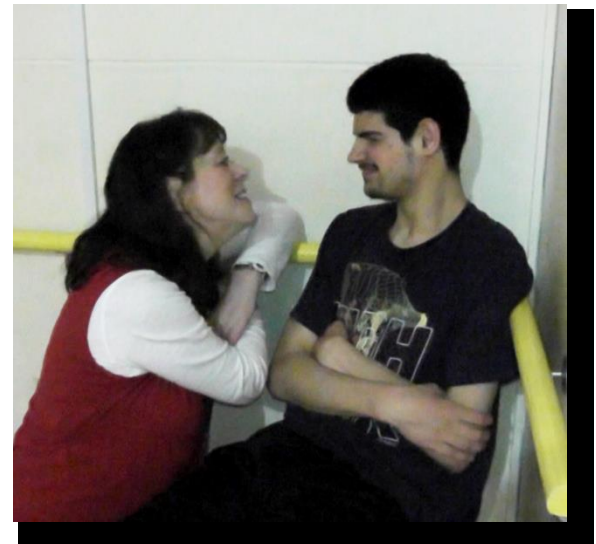
Identity needs

Social needs

Practical needs

“The essential point here is that ‘personal communication is essential for our well being’ and it may be that communication is the ‘primary goal’ of human existence”

Adler and Rodman (2006)



Intensive Interaction brief story

- “ Classroom experimentation and development 1981- 6
- “ First publications 1987
- “ Two school-based research projects 1987 . 1990
- “ First book 1994
- “ Gradual dissemination and adoption throughout the 1990s
- “ First UK national conference 2002
- “ Website started & national organisation 2003
- “ Gradual and increasing interest worldwide



Intensive Interaction Institute



Define

To set out and define the nature and characteristics of Intensive Interaction

Develop

To continue the development of the theory of Intensive Interaction

Disseminate

To further the awareness, knowledge and understanding of Intensive Interaction

Training

To foster and deliver high quality training in the theory and practice of Intensive Interaction



Intensive Interaction in the UK today



- “ Common practice in Uk special schools
- “ Referred to in National Curriculum
Special Needs guidelines
- “ Common practice in adult services but
more difficult to assess for certain
- “ Usually discussed as standard practice in
courses on SLD/ASD
- “ Increasingly viewed as an aspect of
mainstream practice(?)

**There is work taking place on the use of Intensive
Interaction with:**

- “ The elderly**
- “ People who have acquired brain injuries**
- “ People who are more able - they have acquired speech and language, but have not completed learning the Fundamentals of Communication. We are thinking about people for instance, who have autism or even Asperger Syndrome**

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Intensive Interaction on-line

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Intensive Interaction: "So... what is Intensive Interaction?" Interview with Dave Hewett.
by Dave Hewett · 11 months ago · 1,795 views
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Sasha and his teacher, Riana have an enjoyable Intensive Interaction activity. You can watch Riana and see the style and ...
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Jennifer and her teacher, Lana, enjoy a gentle Intensive Interaction activity. With commentary by Dave Hewett.
4:36 HD

Intensive Interaction: Sasha & Riana (3)
by Dave Hewett · 11 months ago · 1,077 views
A third video of Sasha with his teacher, Riana, where we can see Sasha's participation and communication abilities have grown
HD



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Intensive Interaction

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Intensive Interaction

Intensive interaction is an approach to teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties and/or autism and who are still at an early stage of communication development.
[Find out more »](#)

Intensive Interaction Co-ordinator Courses

Intensive Interaction Co-ordinator Course (Malvern, Worcs)
8th October 2013 - 10th July 2014 (21 days in 7 blocks of 3 days)

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Magic Dust
Posted 3rd September 2012 by Lucy Harrison

Sensitively making a fool of yourself?
Posted 28th August 2012 by Matthew Laurie

Knowing is not enough
Posted 16th July 2012 by Lucy Harrison

The Sounds of Silence
Posted 27th June 2012 by Jules McKim

Intensive Interaction Website

Some publications and research on Intensive Interaction

Books

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