



THE INTENSIVE INTERACTION NEWSLETTER



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BRIEF POINTS & NOTICES

Do you know any grant making bodies for Intensive Interaction?

Do you know of any funding sources or grant making bodies that might support people to either study (e.g. PhDs) or research Intensive Interaction? We would like to compile a list of such potential funding sources/bodies to share across our Intensive Interaction community, for people who wish to further their studies of the approach.

If you know of such a body please share the details with Rachael Black, (School of Human Communication, University of Sheffield) at rachael.black@sheffield.ac.uk

I.I. now recommended by GMC for GPs working with people with a learning disability.

The General Medical Council (GMC) has produced a website giving guidance to doctors on how to work effectively with people with learning disabilities.

The site identifies a range of issues relating to the best practices for a GP providing healthcare to people with learning disabilities, and includes links to a range of learning resources, including one on Intensive Interaction.

To visit the website, follow the link: <http://www.gmc-uk.org/learningdisabilities/>

From the GMC website:

"As soon as you've made that connection, you will change your attitude and you will do what it takes to ensure that person has the best care." Dr Matt Houghton

p.s. The direct circulation of this Intensive Interaction Newsletter is now over 1450, across 4 continents!

p.p.s. 'Intensive Interaction Users' group on Facebook: current membership now over 860!

The Intensive Interaction Information Pack

Available to order from 21st May 2012

The Intensive Interaction Information Pack: An introduction to the use of Intensive Interaction for parents, carers and support staff

(Included in this pack is a specially produced DVD of a number of children being engaged by Intensive Interaction and Resource CD-ROM)

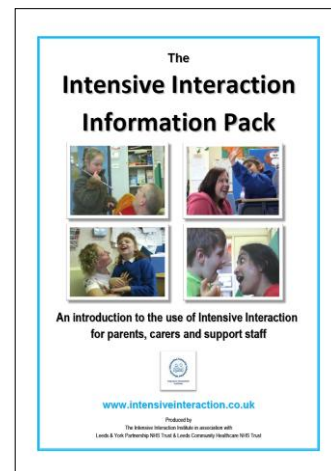
The Intensive Interaction Information Pack has been designed for parents, carers and school support staff to provide an accessible over-view of the use of Intensive Interaction with children.

The pack, which has been trialled with a number of parents, is designed to take about 3 hours to complete, and includes a number of guided observation activities (viewing a DVD of Intensive Interaction being used with children in a number of UK schools) as well as some concise and well structured reading material.

By using the pack parents, carers and support staff can gain an initial insight into what Intensive Interaction consists of, why it might be used, who it might be used with, and what the beneficial outcomes are likely to be.

Issues covered in the pack include:

- What is Intensive Interaction?
- Where did Intensive Interaction come from?
- Why do we do Intensive Interaction?
- Who is Intensive Interaction for?
- How do we do Intensive Interaction?
- How might I interact with the child I support?
- How to develop our use of Intensive Interaction?



The Intensive Interaction Information Pack will retail at:

£49 per pack for parents - including p&p
£99 per pack for services - including p&p

For further information, or to place an order for the pack please contact:

Sarah Forde (Intensive Interaction Institute) on 01920 822027

or at sarahinteract@hotmail.com

p.s. Due to development costs incurred by Leeds NHS services, for those parents or services located in Leeds, the pack can be bought at a discounted rate of **£25 per pack for parents** or **£50 per pack for services** (including p&p).

To place an order in Leeds please contact:

Graham Firth on 0113 3055160 or at graham.firth@nhs.net

Quote of the Month

'We can do Intensive Interaction for specific, maybe therapeutic, reasons of course, but it is not just a therapy, it is the person's way of being in the social world, and the social world is everywhere'.

p.75 - The Intensive Interaction Handbook (2011) Sage Publications



Intensive Interaction 'Occasional Blogs'

Intensive Interaction 'Monthly Blogs' at www.IntensiveInteraction.co.uk

The Intensive Interaction website is now posting some 'blogs' from Intensive Interaction practitioners that give an insight into their work and thoughts about Intensive Interaction and its implementation. These conversational type pieces give an 'insider' perspective of Intensive Interaction work and are written in an accessible narrative style. Below is just one example from 2011...

Staying Put* by Lucy Harrison

'It wasn't so much that rain stopped play, however I think it probably did for others given record rain fall levels this spring and summer. No, for me it was trying to move house that stopped play. And to cap it all, I haven't even moved house. I only got to the trying to move house stage. The whole thing was a bit of a nightmare. The members in my chain set to, to break a record or two ourselves relating to the fastest exchange in history. I rang, I chased, I rang back, I emailed, I did follow up emails, I took a call from the estate agent in the middle of my appraisal, thank you Michelle, (my manager). I had to cancel a staff meeting that I was due to attend in one of our services to take time to attend a summit of all house movers in our chain.

I see implementing Intensive Interaction very much as a designed, managed intentional process. Think of where you want to be, (communication not medication), how are you going to get there (train someone, mentor them, then involve them in training and mentoring others, full circle), then do it. Now none of this just happens, it has to be planned, considered, documented, followed through. This takes concentration and organisation. This in turn takes energy, something that was in rather short supply during my house move debacle.

I arrived for an in house mentoring appointment with just my camera, an hour and a half late. The carefully planned paper work side and process completely forgotten in the mass of house related calls that morning. Oh dear I thought, I'll make it up to this person next time, we'll spend more time together then.

From these chaotic beginnings however, a good start awaited me, 'This is a much better time for me, earlier it was really busy' said the member of staff. We sat down, the member of staff, me and the resident we were being with, no plan, another resident joined us, it was sunny, all the jobs in the house were done, I had to faff around to get the camera sorted, a bit of chat, a settling down time, some gentle coaching (how do you gently tell someone to stop talking!!), and one of the most moving sessions I have witnessed unfolded in front of me.

It was an example of reaching the tipping point. The point at which if I could get every member of staff to, I'd be made redundant. This is where the staff member sees the person, not the disability or a person who needs care, they just see another person in front of them. Equal, level, person to person and the relationship is changed - forever. Using Intensive Interaction with the person becomes as instinctive as breathing. It's what I aspire to every day with each member of staff. I suspected with growing interest that I was witnessing this, but needed feedback from the person involved. I got it in bucket loads. 'It was as if everyone else in the room disappeared, I couldn't see you, the camera, only Philip'.

Yes, this had the makings of a tipping point, but would it hold? Gina mentioned a staff meeting was happening that afternoon. Great - some homework - feedback something about this session at the staff meeting. I briefed the manager not to prompt, but to feedback to me if Gina said anything and waited nervously for a response. Had we got there, or was it too brief and fleeting to really impact?

Reader, we got there! The description to the staff team, was that it was like being at a dinner party and Philip was the perfect person to be sitting next to. Other staff members interested? Intrigued? Big yes.

No preparation, no paperwork, no plan, 1 ½ hours late and this happens.

I must try and 'not' move house more often (JOKE).



Lucy Harrison is employed by Certitude, a London based not for profit organisation supporting people with learning disabilities. Lucy's role is support staff to develop their use of intensive interaction. She also facilitates the West London Intensive Interaction Regional Support Group.

To read these blogs in full go to: <http://www.intensiveinteraction.co.uk/blog/> or <http://www.intensiveinteraction.co.uk/blog/monthly-blog/>

*Please Note: All the names and places mentioned in Lucy's blog have been changed to protect the identities of those involved.



UK Intensive Interaction Conference 2012 Report

The conference this year was held in the Met Hotel in Leeds with the usual great attendance by a wide-ranging group of professionals across educational and residential services. The title was **The Management of Intensive Interaction in Educational and Residential Services**.

Dave Hewett welcomed everyone and chaired the day. Graham Firth gave the keynote address on **working alongside whole services to set up and support Intensive Interaction interventions**. Often it seems, he said, that services either do Intensive Interaction or not, without much grey area in between, so there is a need for some ways to measure the quality (as opposed to purely the quantity) of what is being offered.

He went on to present some tools that could be used:

A needs assessment form – i.e. would the person benefit from Intensive Interaction?

Service level outcome measures:

- session availability
- staff knowledge
- recording, reflection and collaborative planning
- environmental planning
- management support and supervision



The delegates at the 2012 conference knuckle down to the day

Each outcome comes with easily recognisable indicators as to whether a service is at level D (little thought given to Intensive Interaction) or up to level A (advanced).

A practice assessment framework – how is the member of staff doing? How to improve? Graham gave the helpful example of riding a bike, based on the 3 levels of cognitive engagement (Reason, J. (1990) *Human Error*. CUP, Cambridge) and acknowledged the work of Kellet and Nind (2003) in differentiating practice into 3 levels.

1. **Emerging Intensive Interaction practice (skills based):** Unreflectively practising e.g. riding a bike. The interactive style involves playfulness, physical contact, adjusted interpersonal behaviour, rhythm and timing.
2. **Established Intensive Interaction practice (rules based):** Using skills learned from previous practice, e.g. riding a bike and avoiding potholes! The interactive style uses timing and varied pace to create opportunities for anticipation, turn-taking and engagement.
3. **Advanced Intensive Interaction practice (knowledge based):** Using other learned skills, e.g. mending your own punctures. The interactive style is nurturing and is skilfully employed to maximise the participation of the student or client.

All these ways of assessing need and practice were enthusiastically received and will become invaluable tools to develop the use of Intensive Interaction in our services. Watch the website for availability...

Other presentations

Jane Hobson, Director of *'It's My Life'*, a not for profit community involvement organisation, talked about **managing an adult service to support and develop best II practice for social inclusion**. Jane took us through the history in Sheffield of services for people with PMLD. Training from Cath Irvine in 2007 brought Intensive Interaction to Sheffield. On-going support strategies that have been effective include having Intensive Interaction as an on-going agenda item in supervisions and team meetings, having Intensive Interaction circles around people and the people in those circles meet regularly and ensuring successes are identified and celebrated.

For the future, they are planning an Intensive Interaction Café in a leisure centre. Finally, Jane summarised her thoughts:

- Embedding Intensive Interaction across a large organisation requires commitment, leadership and persistence
- Whole teams need to sign up, not just practitioners
- Formal and informal support mechanisms for workers are required
- Measure and maintain the quality of the Intensive Interaction sessions
- Develop understanding that Intensive Interaction is part of everyone's role



UK Intensive Interaction Conference 2012 Report

Other presentations continued:

Alison Foster, Head Teacher of Hillside Specialist School in Preston finished off the morning with her talk titled **managing an educational service to support and develop best Intensive Interaction practice for developmental progression**. Alison introduced Intensive Interaction to the school as she felt that a lot of the students' frustrations were linked to communication issues. She led by example and started working with two students who were hard to reach – once Intensive Interaction was established with them, they became advocates for the approach and enabled other staff to see the benefits. Alison also prioritised working with parents and training was extended out to include family members. Documentation was important to validate the approach and to enable the setting of targets for the IEPs (Individual Education Plan).

Over time, Alison has developed an Intensive Interaction school. Students and staff interact with each other any time, any place; incidents of frustrated behaviours have decreased (from 1,800 to less than 300 per year); there is a calm environment; students use Intensive Interaction to interact with each other. Intensive Interaction can be fitted into the curriculum, but Alison encouraged the suspension of the curriculum when students are demonstrating an unsettled period in their lives.

Alison four top tips:

- Demonstrate the use of Intensive Interaction in your own interactions
- Show staff it is fun to be able to communicate at the student's level
- Show the benefits of Intensive Interaction – both with documentation and positive changes in the person
- Don't be afraid to look silly

Delegate presentations - The morning included a series of short delegate presentations:

Jules McKim from Ridgeway talked about what has helped developed Intensive Interaction in their services. A long history of interest in Intensive Interaction and senior management support have both helped. Cath Irvine's training and then a full-time co-ordinator position have both been crucial in getting to the current position. Using what was already in place and tapping into existing training and audit structures has helped get Intensive Interaction established. Using relevant, user-friendly record-keeping systems has resulted in more being completed. Finally the use of visual resources has promoted the approach and raised the profile.

Rachel Black has been investigating the impact of Intensive Interaction on day service provision for people with PMLD in Sheffield. Interviews and questionnaires have been used to gather the opinions of staff and family carers involved. Staff members feel their relationships with the people with PMLD have improved. Positive changes have been recognised and it has enabled staff to spend more time with people. Benefits for the organisation, organisational barriers and what has been successful were also identified.

Lin Payne-Utley talked about developing the use of Intensive Interaction in an adult residential service managed by Voyage Care. She stressed the importance of getting the right staff and leading by example.



Lin Payne-Utley receives a 'Practitioners of the Year' certificate from Dave Hewett

Discussions

We met again after lunch and Dave introduced the concept of the 'institutionalisation of Intensive Interaction' so that it becomes a key part of the organisation's belief and practice. He then asked us how could we achieve a situation where your service could not possibly NOT do Intensive Interaction.

Thus inspired, we went to our separate workshops for the afternoon: Dave facilitated the education/school discussion, Graham the residential/respite discussion and Cath the consultant/professional discussion. The discussion was broadly divided into three topics:

What are the constraints? What helps to overcome these constraints? What are the other related and important issues?

The results were fed back to the whole group afterwards and will eventually appear on the website: www.intensiveinteraction.co.uk

Once again, a fantastic day with lots of food for thought and an abundance of practical ideas for developing the use of II wherever you work and whatever you do. Thanks to everyone involved for making it a fun and useful event.

This report was kindly submitted by Jules McKim of Oxfordshire Learning Disability NHS Trust (Ridgeway Partnership)



Early Communication strategies: using video analysis to support teachers working with preverbal pupils

Anderson, C. (2006) *British Journal of Special Education*, 33(3), 114-120.

Introduction: Based on the view that children with complex learning difficulties have special educational needs, this article examines communication interactions between teachers and pupils. The aim is to see if the communication strategies employed impact the interaction. Past research has shown that adults frequently did not respond to children's communication attempts nor did they allow pupils to initiate interaction (Ware and Evans, 1986).

Furthermore Beveridge and Hurrell (1980) found that teachers could maintain an interaction by immediately responding either verbally or non-verbally or could discourage pupils by ignoring or not responding to an initiation. Nind, Kellett and Hopkins (2001) observed that teachers with a wider range of 'motherese' techniques tended to be more successful in engaging students.

Aims and Objectives: The purpose of the research was to identify strategies teachers and pupils used during interaction across three aspects:

- 1 – The number of turns pupils and teachers took during interactions.
- 2 – The three language function strategies used most frequently to initiate and respond.
- 3 – Average word counts and average information carrying words used by teachers and pupils.

Methodology: 8 teachers and 12 pupils participated in the study. The teachers experience in working with pupils with learning difficulties ranged from under a year to over 18 years. The pupils ranged in age from 5 to 16 years old, and were at the earliest stages of communication development, functioning at or below the 'two-words together' level of language. Twenty-eight video-taped sessions were sampled purposively (purposive sampling is where a sample is selected in a deliberate and non-random fashion to achieve a certain goal). 36% of the videos were coded by the author's supervisor; giving an inter-observer reliability of over 0.9.

The videos were transcribed for both verbal and non-verbal behaviours and then coded using qualitative analysis for:

- a) **Turns** – a verbal element or utterance and non-verbal elements, or both.
- b) **Initiations** – a conversation or causing a change in topic or subject shift.
- c) **Responses and strategies** – these are turns where a reply is made to an initiation which relates to the shared subject or slightly extends it, or checks that the turn was understood by the listener.

Results: Turns - Teachers took the lowest number of turns when adopting Intensive Interaction principles than when using the "traditional" teacher-dominant approach. When looking at the same pupil with different teachers the results indicate that the teacher's interaction style determines how much of the conversation is shared between the two partners.

Strategies – The strategies used most frequently by the teachers to initiate an interaction were questioning, commenting, or gaining the pupil's attention. Teachers used commenting, gaining attention or repeating/simplifying most to respond in an interaction. The pupils initiated interaction most frequently by showing interest, commenting, and vocalising. Their most frequent responses were showing interest, making an affective response, or by comments.

Word counts – For the teachers the number of words used ranged from 0 (teacher adopting Intensive Interaction principles) to an average of 4 words. However the number of words used varied based on the individual abilities of the child, for instance for an easily distractible child the teacher used less words and relied more on Makaton signs with verbal cues.

Conclusion: The results indicate that the manner in which a teacher communicates with someone with a learning disability does affect how the interaction progresses and the level of engagement from the individual. Adopting teaching styles to match the pupil's level of understanding and idiosyncrasies allows for greater participation from the pupil and perhaps a more rewarding experience for them.



Yet more Intensive Interaction News (including RSG contacts)

INTENSIVE INTERACTION: 'STUDY' WEEKEND 2012

Friday 9th November to Sunday 11th November at Hill Top Farm Barn, Malham, North Yorkshire

Following the success of previous Intensive Interaction Weekend Workshops, the 2012 Intensive Interaction 'Study' Weekend is designed to provide an inexpensive and informal arena for 20 Intensive Interaction practitioners, advocates and interested professionals or students to collaboratively:

- develop their knowledge of the current body of I.I. research,
- look critically at this research and its implications for practice,
- discuss what further research is still required into I.I.



Malham Cove

As part of the study weekend attendees will be assigned an Intensive Interaction research paper to study (in partnership with an assigned 'critical partner') and then give a 20 minute presentation on the paper to the other attendees. Also attendees will have the opportunity to network with other like minded 'Intensive Interaction' people, and enjoy a walk around the breath-taking Malham Cove and Gordale Scar.

Target Audience: Intensive Interaction practitioners, advocates, professionals and students associated with the implementation, management and support of the approach.

Cost to attendees: full weekend cost – only £50.00 per attendee (with attendees being asked to be part of a 'meal team' and provide one meal during the weekend - including doing the washing up!)

For more information, or to book a place, please contact **Graham Firth**, Intensive Interaction Project Leader at graham.firth@nhs.net or on 0113 3055160.

Intensive Interaction Regional Support Groups (II-RSGs)

Please go to <http://www.intensiveinteraction.co.uk/regional-networks/> for dates and contact details for the Intensive Interaction Regional Support Group meetings, or use the contacts given below:

Birmingham Contact: Penny Lacey at p.j.lacey@bham.ac.uk

Bradford Contact: Shelagh Crossley at shelagh.crossley@yahoo.co.uk

Buckinghamshire Contact: Jules McKim at jules.mckim@ridgeway.nhs.uk

Cambridge Contact: Shelley Lockwood at shelleylockwood@ntlworld.com

Derby Contact: Julie Pehl at Julie.Pehl@derbysmhservices.nhs.uk or Allison Woodhead at allison.woodhead@DerbysMHServices.nhs.uk

Essex Contact: Terri Crowdy at terri.crowdy@castledon.essex.sch.uk

Isle of Man Contact: Jan Gordon at Jan.Gordon@gov.im

Leeds Contact: Alison Covey at alison.covey@leeds.gov.uk or graham.firth@nhs.net

Macclesfield Contact: Katy Harrold at katyharrold@hotmail.com

Manchester Area Contact: Ruth King at ruth.king@oldham.gov.uk

Merseyside Contact: Jane Backland at Jane.Backland@sefton.gov.uk

Norfolk Contact: Laura Dick at Laura.Dick@norfolk-pct.nhs.uk

Nottingham Contact: Vicky Romilly at Vicky.romilly@nottshc.nhs.uk or Sue Pearson at sue.pearson@nottshc.nhs.uk

Oxford Contact: Jules McKim at jules.mckim@ridgeway.nhs.uk or Anna Goodall at anna.goodall@ridgeway.nhs.uk

Scotland/Glasgow Contact: Scottish_Intensive_Interaction@yahoo.co.uk or Nicola Wightman at nicola.wightman@ggc.scot.nhs.uk

South East/Essex Contact: Liz Platt at lizplatt2011@gmail.com

South London Contact: Riana Jackson at riana.jackson@perseid.merton.sch.uk

South West Contact: Steve Maris at steve.maris@mencap.org.uk or Dawn Graham at DSGraham@somerset.gov.uk

South Wales Contact: Sarah Barnes at SBarnes@cardiff.gov.uk

Sunderland Contact: Rachel Eaglen at rachel.eaglen@ntw.nhs.uk

West London Contact: Lucy Harrison at lucy.harrison@mac.com

Wiltshire Contact: Jules McKim at jules.mckim@ridgeway.nhs.uk

Contact us!

All the back copies of this Newsletter are now available at: www.intensiveinteraction.co.uk

Do you want your own copy of this Newsletter: either paper or electronic? If so, then please contact: **Graham Firth** at graham.firth@nhs.net and why not visit our Leeds & York Partnership NHS Trust Intensive Interaction webpage http://www.leedspft.nhs.uk/our_services/ld/intensiveinteraction

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