

Intensive Interaction

Intensive Interaction aims to teach the “fundamentals of communication” (the building blocks to communication and interaction) for children who have difficulties with social communication. It focuses on developing interactions that are enjoyable and makes the child and adult feel relaxed, through extending turn taking and developing shared attention with another person.

The Fundamentals of communication:

- Enjoyable and motivating communication experiences
- Sharing attention with another person
- Using and understanding eye contact or looking towards a person
- Using and understanding facial expressions
- Realising that people are interesting
- Realising that being with other people is good and makes us feel connected
- Understanding and using non-verbal communication (gestures, body language)
- Turn-taking in exchanges of behaviour
- Using and understanding physical contact
- Learning to regulate and control arousal levels
- Developing concentration and attention span
- Using vocalising with meaning
- Increasing confidence
- Increasing competence
- Increasing curiosity in people and in the world in general



These skills can lead to:

- Opportunities for enjoyable and motivating communication experiences and exchanges.
- Modelling and practising fundamental pre-linguistic communication skills e.g. eye contact, smiling, turn-taking, facial expression, vocalising
- Learning to play in more complex ways; both with others and alone.

Play is how children learn and communicate.

The fundamentals of communication must be firmly in for our children to develop as communicators.

How?

The Learner



- ❖ Is active, in control and taking the lead
- ❖ Is largely making the decisions about where the interaction is going.

The Partner



- ❖ Is observant
- ❖ Is responsive
- ❖ Facilitates interactions
- ❖ Let's the child lead –what does the child or young person want to do?

Watch
Wait
Listen
Respond

- Spend some time **observing** your child
- Learn how your child is making sounds, words, actions or other behaviours
- Respond by **imitating** body movements, actions, gestures, sounds, words – copy anything they do
- Feel **connected** to your child
- Repeat, repeat, repeat – **WWL**ing and responding
- Take turns – when they pause, you **pause**, then wait for them to start again



- Let the child **lead** the interaction
- WWL then respond
- Get down on the **child's level**
- **Comment** on what the child is looking at and doing, using simple words
- **Repeat** words, vocalisations and actions
- **Add** to what the child does or says
- **Pause** to let the child take their turn

More information:

<https://www.phoebecaldwell.co.uk/work.asp>

<http://www.phoebecaldwell.co.uk/speak.pdf>

<http://www.phoebecaldwell.co.uk/talk.pdf>

<https://davehewett.com/about-intensive-interaction/>

www.intensiveinteraction.co.uk