

Developing the foundations of interaction

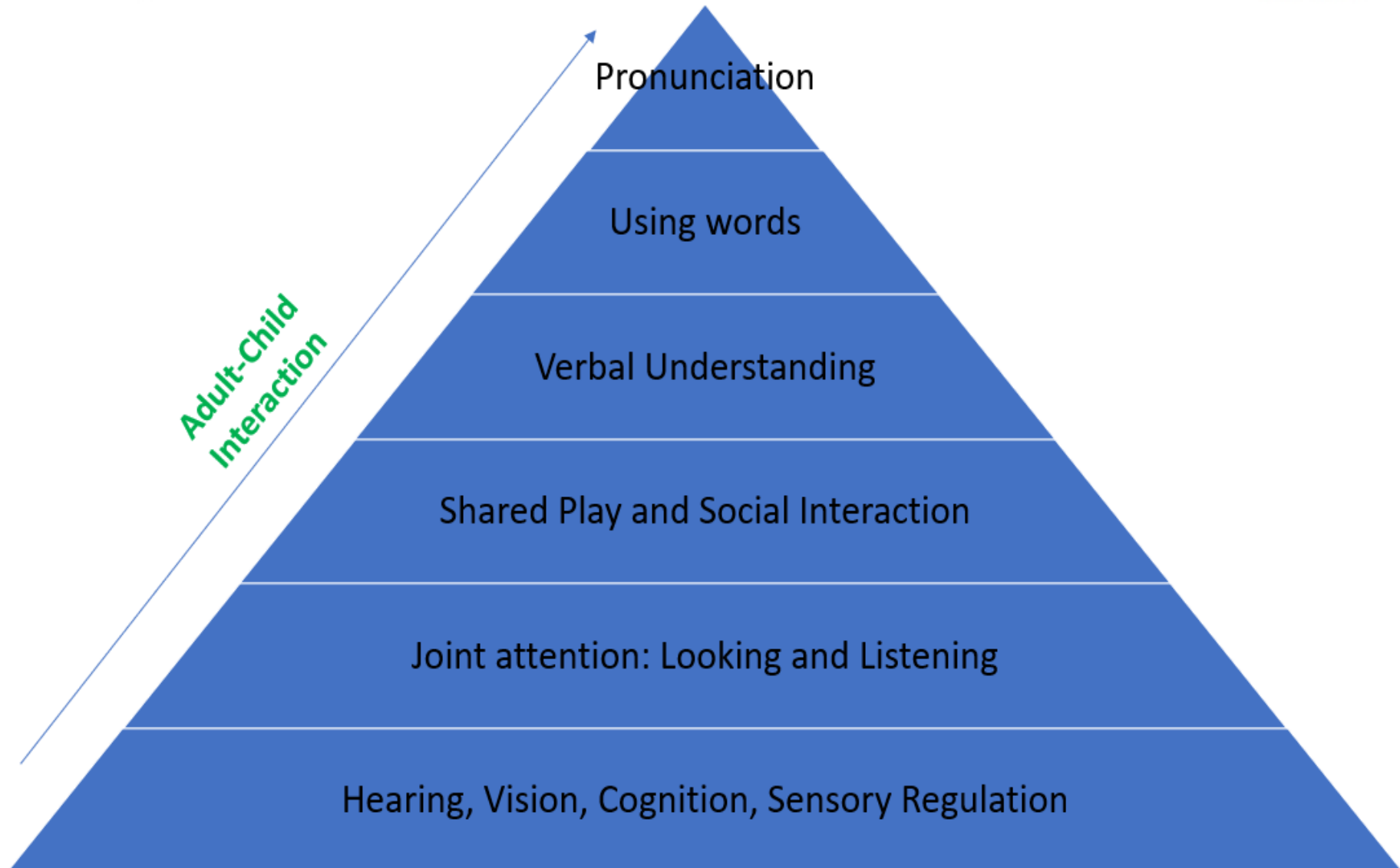
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Autism and Social Communication Pathway

Aims

- Develop an understanding of Intensive Interaction and the 'Fundamentals of Communication'.
- Learn strategies that can be used to develop these skills using Intensive Interaction therapy techniques.

Communication Development Pyramid

Skills at the bottom must be in place before the skills above them can be developed



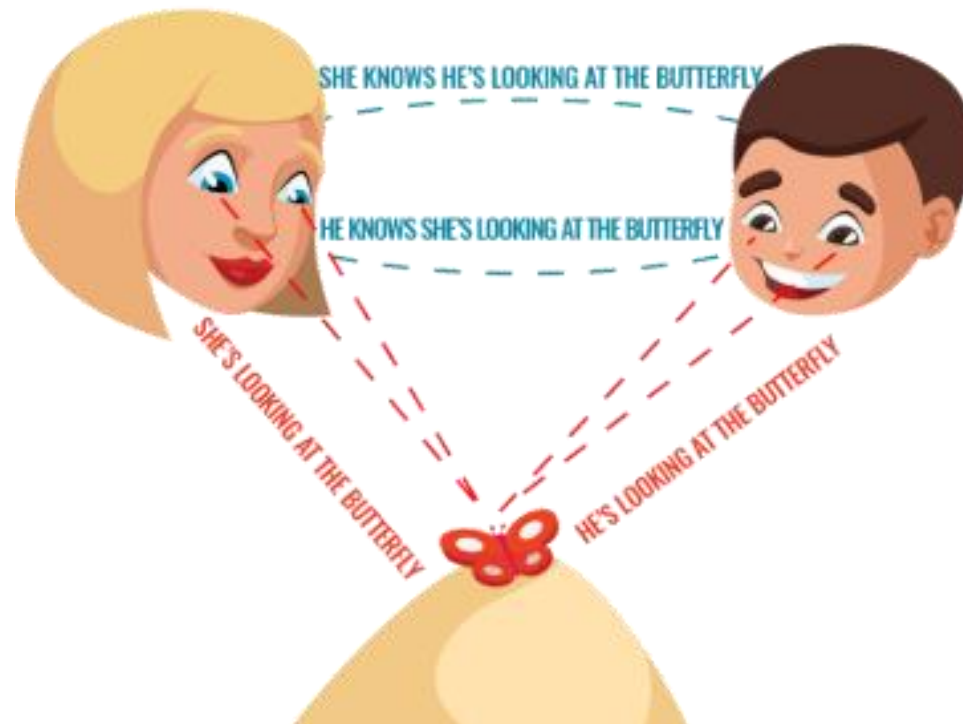
- Communication is more than just words.
- Communication is about relating to people.
- Communication is the exchange of thoughts, opinions or information by speech, writing or non-verbal expression.



Joint Attention

Joint attention means:

Sharing a common focus on something with someone else. Gaining attention and then maintaining attention.



Fundamentals of Communication

Enjoying being with another person	Sharing personal space	Using and understanding physical contacts
Developing the ability to attend to another person	Learning to regulate and control arousal levels	Vocalising and using vocalisations meaningfully (including talking)
Developing concentration and attention span	Using and understanding eye contacts	Taking turns in exchanges of behaviour/language
Learning to do sequences of activities with another person	Using and understanding facial expressions	Using and understanding other NV communications

The 'natural model'

- Developing our skills on what we know about how babies learn the Fundamentals of Communication in typical development.
Based on:

Parent-Child Interaction





<https://www.youtube.com/watch?v=leHcsFqK7So>

The Still Face Experiment

When the Mother was engaging with the child, she was:

- Tuning in
- At the correct level for good eye contact
- Pausing
- Repeating and copying sounds
- Following the child's lead
- Sharing mutual enjoyment

Because of this:

- The child is motivated to take part in the activity.
 - The content of the activity is pitched at the right level.
 - The language the parent is using is not too complicated.
 - The pace of the activity is right.
 - The child can remain engaged as there are pauses to allow for processing time and rest.
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- Discuss what happens when the Mother stops this positive interaction.....

Disclaimer

- The information in this training is based on, but not solely, taken from the Intensive Interaction Institute- developed by Dr Dave Hewett.
- This training is aimed to give you an overview of therapy techniques you can deliver.
- For more information please see: www.intensiveinteraction.org or attend a formal training course delivered by the Intensive Interaction Institute.



Who would benefit from Intensive Interaction?

- This approach is designed to meet the learning needs of people who are at the early stages of communication development.
- The best time to start Intensive Interaction is as early and young as possible but it is a good approach at any age.
- This can include both adults and children who have severe and complex learning difficulties, people who have multisensory impairments and autistic people.

What is intensive interaction?



COMMUNICATION

the FIRST STEPS

<https://www.youtube.com/watch?v=AwoFKHiCSWU> play 0:36-1:22min, 1:33-2:10min, 2:18-2:56min

What do I do?

- ✓ Tune in- Listening with all your senses!
- ✓ Enjoy!
- ✓ Hold back- observe and wait
- ✓ Allow for the child to lead or take the first turn
- ✓ Respond in a variety of ways including imitation and joining-in
- ✓ Be relaxed and unhurried
- ✓ Pause
- ✓ Time responses well
- ✓ Positioning and the 'available' look

The only rule.....

The interaction stops when the child has had
enough



(3:13-4:13) <https://www.youtube.com/watch?v=rjKxu6QKjAo>

More video examples...

- <https://www.youtube.com/watch?v=qkJKktBaTRY>
- <https://www.youtube.com/watch?v=atmODiBBoyA>

Getting Started



- The main resource for the activities are minimal- the presence of a person, a face, a voice and body movements.
- Sensory objects can be used to support Intensive Interaction sessions. Can include different textures of objects.
- Observe the child carefully to learn what they like/dislike and how they communicate this.



Step One

Copying and building confidence together

- ✓ Working on sharing personal space
- ✓ Short regular sessions (3-4 minutes to start)
- ✓ Give your undivided attention and follow the child's lead
- ✓ Copy movement, vocalisations and facial expressions
- ✓ Monitor the child's response and see what gains the best response
- ✓ When they start, your start. **When they stop, you stop**
- ✓ Don't copy negative actions (e.g. hitting)- reinforce the next positive behaviour
- ✓ Try to end the session on a positive note

Step Two

Turn Taking

- Increase the length of the session (e.g. around 15-20 minutes)
- Sessions should last as long as the child is engaged
- You are confident with the actions and vocalisations the child makes
- Start to introduce a familiar action so the child may follow your lead
- Don't expect the child to copy. If they do, copy back and reinforce it
- Swap between taking the lead and then following- turn taking!

Step Three

Generalisation the approach

- Now you are able to take the lead in the interactions
- You are likely to be able to introduce further activities that will gain attention
- Go back to Step 1/2 when introducing more structured activities such as puzzles, cup stacking or singing
- Within new activities bring in familiar actions to help the child feel safe
- Use short sessions throughout the day as needed to re-engage the child within activities

How is progress made?

- Progress is made through *frequent and regular repetitions*.
- Repetition provides more time for practise as well as time for consolidation of learning.
- With repetitions of activities that are familiar the child will feel safe to experiment and explore new things. Gradually a widening repertoire of familiar activities will be generated.

If your child is verbal...

- The same principles apply!
- Focus on structure of conversations (back and forth).
Repeating what they have said and add on one more word to extend language.
- Don't overwhelm with your language.
- Be careful with questions.
- Play and have fun!

Any Questions...

Need further advice?

- Parents/carers of school aged children and school staff can book an appointment for our SLT, OT and Physio virtual drop-in sessions where you will be able to speak to a member of our therapy team on the phone or by video consultation and receive advice and strategies to support your child/young person. To arrange this please call 020 3316 8900 or email whh-tr.barnetcit@nhs.net.

Further Support

- **You can access further training via our Universal Training Offer:**

- ✓ Introduction to using Zones of Regulation
- ✓ Sensory based functional needs
- ✓ Supporting your child's (0-5 year old) self-care skills with sensory processing difficulties
- ✓ Multisensory story-telling
- ✓ Supporting Sensory Regulation
- ✓ Introduction to Core Boards
- ✓ Advanced Core Boards: Moving on
- ✓ All about play
- ✓ Social communication development in the early years - how can we help?

<https://www.whittington.nhs.uk/document.ashx?id=15232>



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