



**Intensive  
Interaction  
Implementation  
Projects**

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Intensive Interaction (II) is a most wonderful, natural, instinctive, free-flowing approach to working with people with severe learning disabilities. It makes sense that the ways in which II is introduced and supported within any organisation reflects the ethos of the approach.

This document has been written because people keep asking me how I structure the projects I get involved in. However, just as any interaction with an individual will differ, every project will also be different. The projects are designed/negotiated depending on the needs of the organisation and the people working within it. So, from the beginning I must emphasise that none of the included project suggestions are set in stone.

The overall aims of any of the projects are to support people to use II independently without the need of visiting 'experts'. In order to achieve these aims II needs to be firmly embedded into an organisation, people need to be confident in the use of II and regular training opportunities need to be available - preferably by people within the organisation.

Please feel free to contact me if you require any further information.

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## Intensive Interaction Projects

### Phase 1 – Advanced Practitioner Level

What happens during phase one is very dependant on the local issues and how familiar staff are with II already. The aims of phase one are: -

- To present II to managers and negotiate supporting policies (i.e. consent to video, age appropriacy and physical contact) and resources (staff time, video cameras). If agreement to policies is likely to be contentious - the managers negotiation should be done pre-phase 1.
- To write local guidelines for the supporting use of II
- Presentation to local CSCI so they are aware of and supportive of II
- To train a number of staff (who, hopefully will go on to become full coordinators) to be good practitioners of II. Please see appendix .....on selection of coordinators
- To identify the people who would benefit from the use of II - if this has not already been done.

#### Examples of Phase 1

##### **Brighton**

Part of phase 1 involved doing communication assessments on the individuals - this helped reduce their waiting lists and had the additional benefit of familiarising myself with service users, staff and work settings.

Policy issues and resources were resolved by a multi-agency, multi-disciplinary steering group specifically set up to oversee and support the introduction of II

II coordinators were selected following post-training visits to workplaces to experiment with II, videoing and feedback

##### **Oldham**

Service users had already been selected. There were some outstanding assessments needed and these were a good opportunity for getting a feel of the values of the service and how II would fit in.

A managers II presentation was done by the II trainer and the issues negotiated during this forum

The project was overseen and supported by the Speech and Language Therapy (SLT)Team

II coordinators were selected from a group of people who were already Total Communication coordinators on 1 ½ day a month secondment to the SLT team.

The training to practitioner level involves a five-day course which includes: -

- A one day II course (if necessary)
- More depth on language and cognitive development
- The development and experience of play
- Using the video
- Comparisons between II and other approaches
- 2 days hands on/feedback/hand on/more feedback
- case study preparation
- team building

As an alternative to the 2 days hands on - the trainer can follow-up training by a number of visits to any potential coordinator to experiment and give feed back around the use of II.

### **Resources**

- support policies to be agreed before coordinators begin training
- one video camera for every 2 coordinators
- service user agreement and availability for the 2 days hands-on component of course
- a venue for the weeks training

### **Time allocation**

Time allocation varies and is negotiable depending on the needs of the area. 4 weeks minimum

## **Between phase I and 2**

Potential coordinators complete a case study of using II with an individual - including: -

- video footage which should show before, during and following the use of II
- a written case study with history, sensory skills, likes, dislikes etc
- completion of II record keeping forms
- a log detailing contacts with service user and other relevant people

Training venues and participants need to be organised for the blitz of training in phase 2

## Phase 2 – Training Facilitator Level

The aim of phase 2 is to train the coordinators to train other staff. This involves: -

- reviewing case studies to ensure good practitioner skills and to edit video for use on training
- to re-visit individuals who need extra support either through rapid progress or problems in implementing II
- a 3 day Facilitator course on training skills and introduction to the training pack
- a series of one-day courses which the coordinators will co-present - taking increasing responsibility for the content (4 courses per coordinator is recommended, with coordinators training in pairs)

The table below outlines the time required for this.

| Number of trainees | No of teaching opportunities required each | Total teaching opportunities required | Working in pairs - number of training sessions required |
|--------------------|--|---------------------------------------|---|
| 4                  | 4  | 16                                    | 8   |
| 6                  | 4  | 24                                    | 12  |
| 8                  | 4  | 32                                    | 18  |
| 10                 | 4  | 40                                    | 20  |

There can be some flexibility around the training depending on circumstances. The aim is to have a group of people who are fully confident to train other staff.

- To train a larger number of families, carers/staff
- To evaluate the training and 'tweak' as necessary

### Resources

- Half day release for each coordinator for case study and video review (one at a time)
- Someone as identified technology assistant for video editing (this is not essential but is very, very worth considering from the beginning)
- 3 days release of coordinators for Training Facilitators course
- 4 days release of coordinators for delivery of courses
- a training venue for delivery of all training through this phase
- participants for one day courses (between 8 - 15 people per course)

### Time allocation

Time allocation is dependant on number of coordinators being trained. As a guide, each coordinator would require a minimum of 6 days in phase 2.

4 coordinators = 24 working days

8 coordinators = 48 working days

## Phase 3 – Full Coordinator Level

This phase is about arming the coordinators to support staff teams in the use of II and will include: -

- overcoming barriers to the use of II
- analysing progress and knowing how to move on from II into formal communications
- improving presentation skills
- ensuring the coordinators have an expanding knowledge base
- encouraging ongoing commitment and passion in the use of II

It is helpful to begin phase 3 by meeting the coordinators and discussing the issues that have arisen for them so far. Further coordinator training in organisational change is also helpful during this phase but this should be planned around the issues specific to the area and the organisation.

Phase 3 is about using the prior learning to ensure II is going to be used in a sustainable way and is firmly embedded into services. This can involve meetings with managers to ensure II is covered in supervision, team meetings, individual reviews etc.

A follow-up presentation to CSCI can also be helpful.

### Oldham

Some of phase 3 time in Oldham was used in setting up an Interactive Café - see appendix... for further details. (The idea of an Interactive Café was 'borrowed' from Leeds - please see [www.intensiveinteraction.co.uk](http://www.intensiveinteraction.co.uk) for further details)

## Following phase 3

II training and support should be independent within the organisation following phase 3 but a number of reminders are always helpful.....

- 1) **coordinators need encouragement** and the following can be useful
  - attendance at the annual II conference (watch the website for details)
  - further opportunities for training: - multi-sensory room, assertiveness, communication passports etc would all be useful
  - regular opportunities to share and celebrate II practice as a team
- 2) An identified team would be useful whose responsibility it is to support and advocate for the ongoing use of II and the coordinators
- 3) Managers within an organisation may need refresher negotiation sessions to ensure that II is always a consideration of the service provision.