



Intensive Interaction



THE INTENSIVE INTERACTION NEWSLETTER



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NEWS IN BRIEF

Surrey II Conference:



Us in a Bus

Thursday 11th February 2010

The Reigate Manor Hotel, Reigate Hill,
Reigate, Surrey, RH2 9PF

Linking Lives Conference 2010

'From margin to mainstream: using Intensive Interaction to make life better for people with pml and complex needs'

Speakers include: Melanie Nind, Professor of Education, University of Southampton, Dr. Pete Coia, Consultant Clinical Psychologist, Wakefield and Pontefract Learning Disability Psychology Service, and David Congdon, Head of Policy and Campaigns, Mencap.

Visit the website at: www.usinabus.org.uk
Tel: 01737 764774

Romanian II DVD now available



The DVD has a voice-over in Romanian and has been fully sub-titled. If you work in Romania or have contacts there and wish to obtain some copies, please contact: Sarah Forde on 01920822027, <mailto:sarahinteract@hotmail.com>

South Wales Regional Support Group

Sarah Barnes, a Speech and Language Therapist working with adults with ALD in Cardiff is trying to set up a regional support group in South Wales. If there are any interested people in South Wales could you please get in touch with Sarah at: SBarnes@cardiff.gov.uk

facebook

II Users on Facebook

The 'Intensive Interaction Users' group on Facebook now has over 520 members: are you one of them? If not, why not join us!

The 2010 UK Intensive Interaction Conference in Leeds on 15th June

The 2010 UK Intensive Interaction Conference will again be in Leeds. This year it will be on:

Tuesday 15th June 2010.

The conference, to be held at Leeds University Business School, will have as its general theme for the day:

"Using Intensive Interaction across a daily life"

The conference will be chaired by Dr Penny Lacy, from the school of Education at Birmingham University. Also there will be a keynote speech by Jan Gordon, specialist Speech & Language Therapist and clinical lead for the Isle of Man SLT service.

The format of this year's conference will be a series of practice based case presentations in the morning (featuring Intensive Interaction work with children and adults with learning disability, and this year a presentation on the use of Intensive Interaction with people with late stage dementia).

After a pleasant lunch, when friendly and supportive networking will be compulsory, a series of *Facilitated Workshops* will involve group discussions looking at potential use of Intensive Interaction alongside other approaches or theoretical positions. These workshops should include discussions on:

- II and Sensory Integration Therapy
- II and musical interactions or music therapy
- II and curriculum planning (within or outside of the UK National Curriculum)
- II and psychological theories and approaches
- II and the 'Son-Rise' approach.

Application forms will hopefully be available some time February, so please put the date in your diary!

In the meantime, if you have any questions about the conference, or wish to register an interest, then please contact Graham Firth at graham.firth@leedspft.nhs.uk



Leeds University Business School

Quote of the Month

'Participation is always based on situated negotiation and renegotiation of meaning in the world... understanding and experience are in constant interaction – indeed, are mutually constitutive'

Jean Lave & Etienne Wenger
(Radical educational theorists)

(in *Situated Learning: Legitimate Peripheral Participation*, 1991)

EMAIL NEWSLETTERS: an apology from the editor

Can I please apologise to anyone who either did not get issue 29 of this newsletter, or got an email attachment version that would not open for some obscure reason.

Over the last year there have been an increasing number of emails that don't get delivered (again for a variety of technical reasons – very few of which I can even pretend to understand) and so sometimes I am aware that email newsletters don't always get through.

I will continue to do my best not to pull my hair out in frustration and see if I can resolve any problems as they occur – but if you have missed any issues or know of someone who has stopped receiving the newsletter, then please get in touch with me on 0113 3055160, thanks **Graham**.



Intensive Interaction in my classroom

by **Rosie Hogg**,
Teacher, Northern Counties School, Newcastle upon Tyne

I first learned about Intensive Interaction in 2007 through a presentation by Paul Hart (2007). Two months prior to this conference I had started teaching four young people with PMLD. My experience at this time was limited; I knew I wanted to support and develop these young people however I struggled to identify what would really improve their quality of life and how I could do this. The aims and benefits of the more tangible aspects of teaching such as the physical and sensory programmes were easier to identify and understand, but I knew there had to be more to it than this. Intensive Interaction provided the answers I was looking for.



Hart (2007) explained that essential to communication is the need to "recognise and respond to the actions of another person". For people who struggle to communicate it is paramount that we start with their own communication system before enforcing our own. He explained that through engaging in interactions and seeing the learner as another human being, the same as yourself, it is much harder to "de-humanise" them (Hart, 2007). This is a huge step towards ensuring that people with PMLD are treated with the respect and value they deserve. I, as others have (Nind, 2000b), discovered that Intensive Interaction reflects many of my beliefs and values about teaching, whilst providing a practical intervention.

I began implementing Intensive Interaction into my classroom in July 2007 through weekly Intensive Interaction sessions. The students had one to one time with their support worker to engage in interactions that, I now realise, loosely followed the principles of Intensive Interaction. In the autumn of 2007 our Speech and Language Therapist (SALT) supported the class team to ensure that these sessions remained true to the principles of Intensive Interaction; we moved away from using objects and relied more on ourselves being the tool, we realised the need to sometimes simply "be" with the student and we became better at resisting the temptation to constantly intervene and lead these sessions.

Even at this early stage of implementing Intensive Interaction I observed marked improvements in the communication abilities of my students. The most remarkable achievement was learning how to be with Gary¹, who frequently presented with self-harming and outwardly aggressive behaviours. The Intensive Interaction sessions the staff and I had with Gary during that year were the most rewarding and moving times we spent with him. During these sessions he participated in gentle and playful physical contact, he anticipated and took turns and offered some superb instances of eye contacts. He appeared to thoroughly enjoy the interactions often laughing and smiling. The progress was so astounding that we decided to film these sessions, and fortunately we now have evidence of the progression Gary made during Intensive Interaction sessions. Other anecdotal observations were made by colleagues and parents, of Robin¹ (pictured above), who was then aged 17 and had been at school since he was seven, colleagues made comments such as:

"He is so much chattier around school" and "We never knew that he could make so many different noises"

Frequently in Robin's home school diary comments appeared such as:

"Happy and chatty" and "Singing all night!"

I believe that the practices we adopted through Intensive Interaction resulted in these developments. It would be beneficial to substantiate this evidence with objective assessments and more systematic recording, however the value of subjective observation is not to be underestimated (Nind and Hewett, 2005).

Rosie Hogg, Teacher, Northern Counties School, Newcastle upon Tyne



¹ The names used throughout this assignment have all been changed.



An evaluation of Intensive Interaction in community living settings for adults with profound intellectual disabilities,

by Samuel, J., Nind, M., Volans, A. and Scriven, I. in
the *Journal of Intellectual Disabilities* (2008) Vol 12, No 2, pp 111-126.

This research took place in a service for adults with profound intellectual disabilities where Intensive Interaction was emerging practice. It addressed a gap in the accumulating evidence on effectiveness by addressing 2 hypotheses:

1. That support staff as novice practitioners could learn the principles of intensive interaction.
2. That novel use of Intensive Interaction would have a positive impact on:
 - (a) the communication and social abilities of people with profound learning disabilities and
 - (b) the quality of relationship between them.

A 'time-series multiple-baseline' design was used which featured multiple measures to minimise threats of validity. Three features were measured, which were:

- (i) whether novice practitioners could learn the principles of intensive interaction,
- (ii) the impact on communication and social abilities of the participants and
- (iii) the impact of the quality of relationship between the practitioner and participant.

Video analysis and questionnaires were used along with staff observation and reporting to see if the hypotheses were met.

The Participants

Four participants took part in this research, Alice (32), Betty (56), Clare (46) and Diana (23). The research took place in four different bungalows with distinct support teams. The participants had no previous involvement of intensive interaction. The staff comprised three 'practitioners' and three observers per participant. An assistant psychologist visited weekly and filmed the interaction (and acted as an additional practitioner).

The Measures

The Intensive Interaction training given to staff comprised a half-day workshop given by an experienced practitioner together with *A Practical Guide to Intensive Interaction* (Nind & Hewett, 2001), service guidelines, reflection recording forms and a support group. The Intervention comprised of 5 sessions of Intensive Interaction per week, the duration unspecified (100 sessions in all).

For the video analysis behaviour codes were given for both the participant and the practitioner. For practitioners these were 'mirroring vocalisation and movement'; 'contingent responding'; and 'forcing/overriding'. The participants behaviour codes were 'visual scanning'; 'looking at face'; 'engagement'; 'joint focus'; and 'initiating social/[physical contact]'.

Percentage occurrence of behaviour was calculated for each 5 minute sample and the changing expectations of staff about intensive interaction were collected via questionnaires before the start and at four points during the study (the questionnaire incorporated two criterion-referred lists of client engagement behaviours: The Interactive Sequence (Downs & Craft, 1997) and the Physical Sociability Scale (Kellett, 2001, after Nind, 1996). Reflection records data were analysed using the Interactive Sequence, practitioner behaviour descriptors and coding into 'neutral', 'negative' or 'positive' for both practitioners and participants.

The Results

During the study fewer than 100 sessions of intensive interaction were actually reported (although practitioners did indicate that there were actually more sessions, and the historical logs revealed that there was ill-health for all of the participants which caused late or missing filming).

The Intensive Interaction sessions for the 4 participants ranged in duration from 3 to 60 minutes, with the averages being: Alice $\approx 13\frac{1}{2}$ minutes, Betty $\approx 29\frac{1}{4}$ minutes; Clare $\approx 17\frac{3}{4}$ minutes; and Diana ≈ 8 minutes.



An evaluation of Intensive Interaction in community living settings for adults with profound intellectual disabilities,

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Hypothesis 1:

Video data showed that the staff practitioners learned to use mirroring of movements and vocalisation and to use contingent responding more. It was however noted that the frequency and extent of reflection records completion declined over time, and that the analysis showed evidence of the use of the principles of Intensive Interaction, but not of any progression. Only half the staff practitioners attended a support group, and whilst there they all were reluctant to watch their own videos, reducing the potential for learning through reflective practice.

Hypothesis 2(a):

Each of the participants developed differently, but there was early evidence of the impact of the intervention on 'looking behaviours', although for Alice this began before the study. The ability to become 'socially engaged' and to do 'joint-focus' activity became apparent later on phase. Also the development of initiation of 'social/physical contact' was noted as patchy.

For 'positive interaction' all of the participants showed improvements by the end of the intervention, whilst for Alice & Diana, 'vocal imitation' was also improved, and Clare showed improvements in 'attention seeking', 'simple negation' and 'understanding non-vocal communication'. The Interactive Sequence showed improvements for Betty and Clare (rated by practitioners) and for Diana (rated by observers), and reflection records reported 'eye contact' throughout for all the participants and, with the exception of Diana, frequent smiling. The staff questionnaires indicated an increased expectation amongst staff that Intensive Interaction would enhance skills of participants and would gradually lead to success and maintained progress.

Hypothesis 2(b):

The code applied to most practitioner data in the staff questionnaires was 'team cohesion', whereas 'benefits for staff (in general)' was applied most to observer data. The code 'reciprocal relationship building (with participant)' fitted only 3 of 58 practitioners and the same amount in the observer comments. Practitioners also made 5 of 68 comments that were coded as 'reciprocal relationship building', although interestingly the observers made none. At the end of the study one practitioner commented that 'we have learned to read each other', and it was also noted that Betty twice sought interaction with a practitioner, when previously she would sit alone on sofas and never seek out the company of others. Overall, Intensive Interaction was generally rated as 'positive' for both participants and practitioners.

Discussion & Conclusions

The findings of this study add to evidence base, furthering knowledge about Intensive Interaction but also raising some issues. Service demands which compete with Intensive Interaction may need to be addressed, and better planning and supervision, as stressed by Irvine (2001) and Kellett (2001), may have made more impact in this study. The record keeping was sparse, and more specificity in recording formats may help to prompt practitioners to use the Intensive Interaction principles they overlook. Replication with more attention to practitioner skills, a longer duration and across settings may improve confidence in the results. More research is required into what enhances and maintains practitioner interest and skill and what might be considered minimum requirements for good enough practice.

The findings of this study complement and add to the existing evidence about the development of communication and social ability for people with profound intellectual disabilities through Intensive Interaction. Use of Intensive Interaction in Supported Living by novice practitioners appears to offer some potential, both for staff to learn to use some of the principles of the approach and for the impact this might have on the communication and social abilities of the clients and their relationship with them.

This paper was kindly summarised with the assistance of Stephen Howell, a student learning disability nurse from Leeds University School of Health Care Studies.



More Intensive Interaction News

Phoebe Caldwell wins Sternberg Award

As many of you know, Phoebe Caldwell's determination to make life better for people with severe autism and learning disability is, to say the least, impressive. Those of us who have been inspired by her big heart, sharp mind and breadth of vision over the years will be delighted that her work has been recognised with a significant, mainstream award. Phoebe has won this year's Times/Sternberg Award, which "celebrates the achievements of those over 70 who have done most for society in their older age". In Phoebe's case, it's half a lifetime's work, but great to know it's been noticed! Typically, Phoebe's reaction is that this award will be useful in raising the profile of the sort of support that *works* for people with severe autism. So it will, but I know there are many who will join me in hoping that she also simply takes some acknowledgment for herself. She has made a difference to very many people's lives and has encouraged, inspired and browbeaten others to try to do so too. Thank you Phoebe! (Phoebe will be attending 10 Downing Street to collect her award. Now *that's* an interesting venue for some Intensive Interaction)

Janet Gurney 'Us in a Bus'

UPDATED NHS Intensive Interaction WEBPAGE

The Leeds Partnerships NHS Trust's Intensive Interaction webpage has recently been overhauled to include a number of updated downloadable resources, which include:

- the most recent issues of this Newsletter
- an 'Introduction to Intensive Interaction' pamphlet
- an 'Intensive Interaction - Research Summary' document
- an 'Intensive Interaction Published Literature and Resources' document
- a 'Framework for Recognising Attainment in Intensive Interaction' document
- a 'Strengths and Needs Analysis and Planning for Intensive Interaction' document
- there are also a number of internet hyperlinks to other useful websites.



The site (acknowledged and recommended alongside www.IntensiveInteraction.co.uk as the most useful site to access further Intensive Interaction resources and information in the UK Government's *Valuing People Now* learning disability policy document is now at : http://www.leedspft.nhs.uk/our_services/ld/intensiveinteraction (and not at the address given in *Valuing People Now!* which is wrong, sorry about that!)

The *Intensive Interaction Institute* has released details of two more Intensive Interaction Co-ordinator courses (accredited via Manchester Metropolitan University as an Undergraduate Certificate in Professional Studies) Places are limited for these courses, so if you're interested get in touch ASAP.

Course 1: Starts 9th March 2010, (21 days in 7 blocks of 3 days) Location: West Midlands

Course 2: Starts 27th April 2010, (21 days in 7 blocks of 3 days) Location: Manchester

For further information on the target group, learning aims, cost, dates and locations of these courses go to: <http://www.intensiveinteraction.co.uk/events/coordinators.php>

For flyers and application forms for these courses go to: <http://www.intensiveinteraction.co.uk/events/>

Googledocs from Alison Covey – an Intensive Interaction online file sharing resource

I have been compiling a list of research papers and articles etc relating to Intensive Interaction. I hope that this list will become a resource which practitioners can use as a type of Intensive Interaction index. This is by no means an exhaustive list and is one which will be regularly updated.

To make this information readily accessible I am trialling an online file sharing programme called Googledocs. As an on-line resource this removes the need to e-mail or send documents each time an update is made; the updated document will always be the one available. In addition I am trying to build up a resource library of recording sheets and other documents which will be useful to Intensive Interaction Practitioners; these will also be available via our Googledocs library.

The system has its downsides, in that such file sharing isn't always available on company networks, but it can be accessed from a home PC easily. People wishing to participate in this file sharing will need to have a Gmail account to open the documents.

If you do not have one already then they only take a couple of minutes to set up. If you wish to access the information please e-mail me at intensive.interaction.leeds@googlemail.com or Alison.covey@leedspft.nhs.uk



Intensive Interaction Institute News



Looking back and taking stock of the Intensive Interaction Institute across 2009, and the work we (Dave Hewett, Cath Irvine, Graham Firth and now Jan Gordon) have managed to be a part of, or to support, the achievements of the Institute and the wider Intensive Interaction community over the last 12 months have included:-

- Jan Gordon (Specialist Speech & Language Therapist from the Isle of Man) has joined the Intensive Interaction Institute Board so as to contribute her insight and experience of supporting Intensive Interaction practice
- The prominent inclusion of Intensive Interaction in the UK Government learning disability policy document 'Valuing People Now' with a subsequent approach from the institute to the Department of Health to help them realise their explicit policy aims of using Intensive Interaction to '...facilitate meaningful 2-way communication' for people with complex learning difficulties
- An expansion to 15 of the quarterly Intensive Interaction Regional Support Groups across the UK with the first National representatives meeting planned for February 2010 (see below for contact details for each current group)
- The somewhat expensive and time consuming process of updating the [IntensiveInteraction.co.uk](http://www.intensiveinteraction.co.uk) website has been started and is planned for completion in 2010
- Over 500 people are currently signed up to the *Intensive Interaction User's* page of Facebook (the internet networking site)
- Over 1000 people are now directly receiving the UK Intensive Interaction Newsletter (across 4 continents) and many more having it forwarded on to them via e-mail
- The piloting and evaluation of a number of Intensive Interaction induction and study support packs using DVD video footage to enhance learning outcomes (in partnership with Leeds Partnerships NHS Trust)
- The Intensive Interaction DVD is now available in Romanian (with other language due to follow shortly)
- UNICEF take up and support Intensive Interaction in Montenegro (for further details contact Cath Irvine or see the UNICEF website at <http://www.unicef.org/montenegro/reallives.html>)
- There have been 21 accredited Intensive Interaction co-ordinators qualified in 2009
- The Endorsed Practitioner Status has been piloted and evaluated through accredited Intensive Interaction co-ordinators
- Intensive Interaction has been introduced into Sri Lanka by Dave Hewett
- There has been a continuation and expansion of Intensive Interaction conferences and presentations across the UK

This is not meant to be an exhaustive list, but just to give a sense of breadth of activity that is currently going on under the auspices of, or with the support of the Intensive Interaction Institute. It is hoped that, as we become more organised and more 'official', we will continue to develop and expand our support for Intensive Interaction practitioners across the U.K.

Intensive Interaction Regional Networks – contact details

(also see www.intensiveinteraction.co.uk for the next group meeting dates)

Manchester Area Contacts: Donna Williams at Donna.williams@oldham.gov.uk or admin.commtherapy@oldham.gov.uk

Merseyside Contact: Jane Backland at jane.backland@alderhey.nhs.uk

Brighton Contact: Liz Platt at lplatt@chs.org.uk or lizplatt@googlemail.com

Leeds Contact: Alison Covey at alison.covey@leeds.gov.uk

Scotland/Glasgow Contact: Nicola Wightman at nicola.wightman@sw.glasgow.gov.uk or Lucie Sellar at lucie.sellar@sw.glasgow.gov.uk

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

Midlands Contacts for Derbyshire: Julie Pehl at Julie.Pehl@derbysmhservices.nhs.uk or Allison Woodhead at allison.woodhead@DerbysMHServices.nhs.uk

Contacts for Nottinghamshire: Vicky Romilly at Vicky.romilly@nottshc.nhs.uk or Sue Pearson at sue.pearson@nottshc.nhs.uk

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

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

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

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

South West Contacts: 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

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

p.s. The direct circulation (both email and paper) of the UK Intensive Interaction Newsletter continues to grow and is now well over 1000!

Contact us!

Do you want a copy of this Newsletter? Either paper or electronic? Or have you got any pieces of news or information that you think might be of interest to other people working in this area? If so, then just contact Graham Firth using the details below.

Graham Firth, Intensive Interaction Project Leader, Leeds Partnerships NHS Trust,

St Mary's Hospital, Green Hill Road, Leeds, LS12 3QE Phone: 0113 3055160 or graham.firth@leedspft.nhs.uk

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

Any views or opinions expressed in this newsletter are not necessarily those of the Psychology Learning Disability Services of Leeds Partnerships NHS Trust or the Intensive Interaction Institute