

**THE
INTENSIVE INTERACTION
NEWSLETTER**Why not visit our Leeds Partnerships NHS Trust Intensive Interaction webpage:
http://www.leedspft.nhs.uk/our_services/ld/intensiveinteraction**NEWS IN BRIEF****Westminster Briefing**

Making it Happen for Everyone:
The 'Valuing People Now' Strategy
One Year On

Date: Wednesday, 26th May 2010

Time: 10.40am – 3.15pm

Venue: [The Commonwealth Club, Westminster](#)

Do you, or any one you know, wish to go to the Westminster Briefing on the government's 3 year strategy paper Valuing People Now (2009). You could then ask what, if anything, central government has done in the last year to help disseminate and support II practices and awareness.

For further details Visit
<http://www.westminster-briefing.com/?p=10509>

New Regional Support Group

Katy Harrold from Macclesfield is trying to set up a Regional Support Group for the North West. She can be contacted at: katyharrold@hotmail.com or at:

Park Lane Special School on
01625 384040

Intensive Interaction in east Scotland

Amanda Melville, an MSc student and parent, would like to know if there are any Intensive Interaction practitioners in east or Mid-Lothian or Edinburgh who could contact her on amanda.melville@virgin.net to discuss its distribution, availability and support.

SOFTWARE EDITING?

Does anyone out there have a good grasp of the latest software video editing programmes? If so could you contact Jules McKim, Jules McKim (Intensive Interaction Co-ordinator for Ridgeway Partnership) for a chat on:
Tel: 01865 228102/117 or at
jules.mckim@ridgeway.nhs.uk

The first national meeting of I.I. Regional Support Group representatives

On Monday 22nd February, at Sunfield School near Kidderminster, the first national meeting was held with representatives of the UK Intensive Interaction Regional Support Groups (see photo →).

There were representatives present from Oldham, Sunderland, Macclesfield, the Midlands, Oxford, the South East, London, Cardiff, Nottingham, Leeds and Merseyside, with Dave Hewett, Cath Irvine and Graham Firth being present to represent the Intensive Interaction Institute.

As well as allowing the representatives to report on their group's achievements, the meeting addressed issues such as the purpose of the regional groups, and of each support meeting, and the intended participants of each group. It was suggested that different meetings should have particular themes, such as:

- Looking at I.I. information and training resources, such as instructional videos or DVD's, or the available I.I. books, or web-resources or pamphlets etc
- Giving a presentation specifically for local parents to attend and find out about I.I.
- Managing Services providing I.I., and how to improve and sustain the quality and frequency of I.I. work
- Video analysis or recording for Intensive Interaction – how to structure this to best effect for measuring progress and attainment
- Discussions on what makes for good I.I. training? e.g. in short information presentations, longer practice development training, etc

There was also discussion of recent 'hot topics', such as the planning of future conferences, and the *Endorsed Practitioner Pack* that has been trialled by Cath Irvine with the help of some of the recently qualified Co-ordinators.

It is hope that this will become an annual meeting, and that the mutual support and the sharing of ideas and experiences between the representatives will help develop the roles and scope of the groups across the UK.



Don't forget!!!

The UK Intensive Interaction Conference*"Using I.I. across a daily life"*

at Leeds University Business School on:

Tuesday 15th June 2010.

Chaired by Dr Penny Lacy, with a keynote address by Jan Gordon (clinical lead for the Isle of Man SLT services) and including a series of practice based **case presentations** (featuring work with children and adults with learning disabilities, and on using I.I. with people with late stage dementia).

After lunch there is a series of *Facilitated Workshops* including discussions on:

- II and Sensory Integration Therapy
- II and musical interactions or music therapy
- II and curriculum planning
- II and psychological approaches
- II and the 'Son-Rise' approach.

Application forms are available from:

www.andrewsimscentre.nhs.uk
or email : ASC@leedspft.nhs.uk

'Quote of the Month'

Repetition is good: Repetition is the main engine-room of forward progress. People who are at early stages of development like repetition

Repetition provides: familiarity, predictability, security, a sense of control and structure. Gradually, a widening '**repertoire**' of familiar activities is generated.

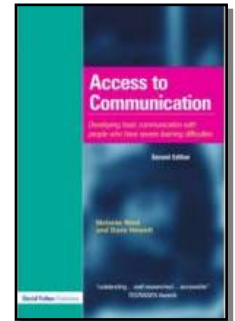
Dave Hewett: Notes from CCEA Conference 22/10/09



Access to Communication

A book review by Shaun Derry (Student Learning Disability Nurse),
Leeds University School of Healthcare Studies

Access to Communication: Developing Basic Communication with People with Severe Learning Difficulties through Intensive Interaction By Melanie Nind & Dave Hewett (Second Edition, 2005).



Access to Communication is a guide to the use of Intensive Interaction for all people who have social contact with a person with severe or profound learning disabilities and/or autism. The book contains six chapters which are:

1. What is Intensive Interaction?

This chapter provides a brief history of the origins approach, why it came about, who it is for, and broadly what it aims to achieve.

2. The Theoretical Background to Intensive Interaction.

In this chapter the techniques and qualities of an interactive session are introduced. These include the idea of sensitivity of response, and specific techniques such as imitation and turn-taking, but also an exploration of the taskless, mutually enjoyable nature of the infant-caregiver relationship which informs the approach.

3. How Knowledge of Infant Learning Helped the Development of Intensive Interaction.

Chapter two is expanded upon here using a case study of a mother and child. The interaction between them is described in detail and subsequently analysed in terms of the techniques already discussed.

4. How to do Intensive Interaction.

This chapter also builds upon previous information regarding *what* happens, by exploring *why* it happens and therefore *how* the reader can achieve this in practice. Case studies are used to illustrate the progression from the initial 'accessing' stage to finding a 'repertoire' and beyond. Organisational issues such as availability of time and staff are also addressed.

5. Wider and Related Issues.

Here the approach is supported by a wealth of positive research and testimony. Issues regarding the viability of the approach in terms of age-appropriateness and how the taskless nature could fit into a school curriculum are also discussed.

6. Case Studies.

The case studies contain the stories of ten people, all of whom benefitted from the use of Intensive Interaction. A range of different abilities, challenges, and outcomes are described.

Throughout the book the authors use helpful, bullet-pointed summaries of the information that has been covered in the preceding section of the chapter. The use of plenty of case studies both throughout the book, and in the final chapter is a useful way for the reader to contextualise the techniques that are being discussed. Although the language can, at times, be quite academic or specialised for a completely novice practitioner, there is a glossary of terms at the back of the book to assist the reader.

As a novice practitioner, reading this book, rightly, filled me with more questions than answers as I had not yet had first-hand experience of the approach. The main questions I had, however, were 'Why has this not been done before?', 'Why had I not heard about this before?', and most importantly, 'When can I start?'. Now, although I have had some practical experience, I often encounter situations where I refer back to this book for guidance.



Combining Intensive Interaction and Video Feedback

by **Andrea Ruck**
ALD Speech and Language Therapist and VIG Practitioner

I completed my training in Video Interaction Guidance (VIG) in 2006 and since then have successfully combined the approach with Intensive Interaction. I am finding that the combination works extremely well, because VIG enhances the reflective component that is so integral to Intensive Interaction (apart from Intensive Interaction being enjoyable and fun!).

How VIG is done

VIG is a non-advice based technique to improve communication and relationships using video. As a VIGer (Video Interaction Guider), I film 5-10 minutes of interaction between an adult with learning disabilities and their support worker or carer; I then micro-analyse and edit the footage in the office. I return later with several short video clips which show the support worker's best examples of communication. These clips are selected using the 'Contact Principles' (see diagram). The video clips of successful interaction then form the basis for reflection during a video feedback session with the support worker.

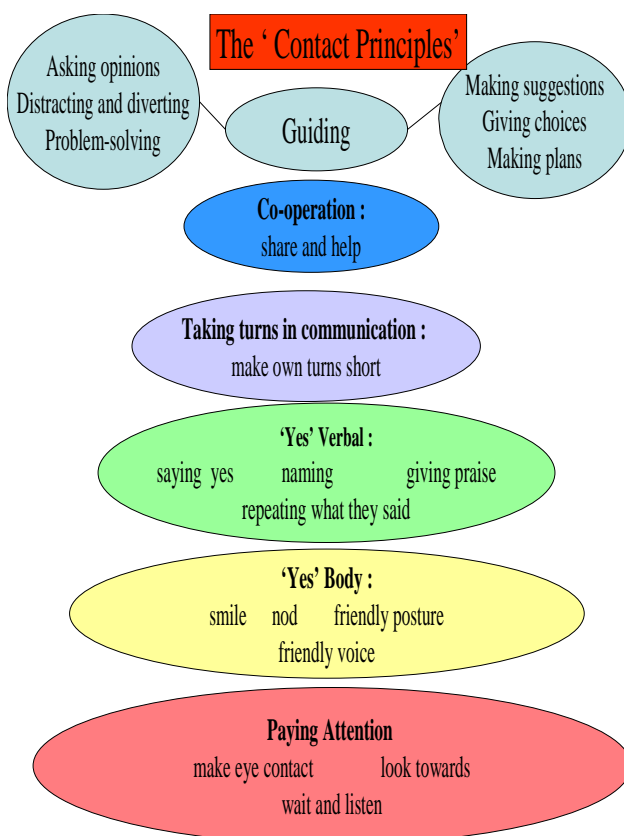
The 'Contact Principles' include being attentive to the other person, letting the other person lead, taking turns, using an interesting facial expression and tone of voice etc, which are also the building blocks for the interactive style that is used in Intensive Interaction. VIG is based on the *principle of self-modelling*: it allows people to see themselves on video displaying only positive, adaptive behaviours (even if they display these behaviours very infrequently). Through this process and through the ensuing discussion, support workers gain a raised awareness of their own interaction skills (e.g. responding to and 'celebrating' what the other person does and exaggerating their own non-verbal responses) and they feel motivated to use these behaviours more often.

Another characteristic of VIG is that the VIGer strives to display the same set of Contact Principles towards the person receiving the feedback (in fact, VIG trainees regularly take videos of themselves giving feedback and reflect with their supervisor on their own communication style). Hence a very therapeutic and collaborative relationship develops between the VIGer and the person receiving the feedback.

How I used to deliver an Intensive Interaction intervention

I used to do an introductory training session on Intensive Interaction, then went into a work setting and pretty much aimed to work with each member of the staff team. I relied heavily on 'other modelling' (as opposed to 'self-modelling') i.e I started out by doing the Intensive Interaction sessions myself and letting staff observe, and then asked them to join in and do sessions. Afterwards, the staff and I would have a discussion about what happened during the session and we would complete a session recording form.

Usually, staff needed some guidance with completing the recording form, or they did not have the confidence to complete the form and asked me to do it. After I had completed the intervention, staff would phone me to ask if I could show a new staff member how to do Intensive Interaction (it was like a runaway train!). If lucky, staff would sometimes continue with the Intensive Interaction (sometimes not), but they would typically soon stop recording the sessions.





Combining Intensive Interaction and Video Feedback

by Andrea Ruck

ALD Speech and Language Therapist and VIG Practitioner

How I do it now

I still do the introductory training, then usually work with only a *small core group of staff*. I now invite staff members to join in as *soon as they are ready* (for those who are 'video shy'), or to take sessions from the start. I usually do one or two Intensive Interaction sessions with each worker, which are immediately followed by corresponding feedback sessions. Often to finish off, I sit with the whole team and let staff share some of the video footage (at this stage I might 'edit' some video clips in preparation) so that everyone can see what the other staff members are doing during the sessions.

Because staff have experienced positive feedback themselves and also see the positive reactions of the learner in the video, they are very upbeat about what everyone is doing, praising each other!

At the end of a video feedback session...

- Staff often comment how useful they found the video feedback, and that they did not realise what they were doing and how effective they were
- Staff are able to complete the session recording forms independently (once they have observed themselves doing things on video and they have been assisted to reflect on this, they do not usually forget what happened and find it easy to record)
- Usually staff display more of the adaptive behaviours in subsequent sessions



Andrea providing video feedback to a member of staff

I also now get more positive outcomes:

- I have seen staff adopting a very positive attitude towards Intensive Interaction, often from very early on. For example, staff commenting how Intensive Interaction is helping them to have better relationship with service users
- Staff are highly motivated to continue with sessions. Staff have taken me completely by surprise, by reporting that they have created a timetable for Intensive Interaction sessions and that they have started doing sessions independently (it's almost as if by **not** giving staff advice, they start putting things in place! It's wonderful)
- Core staff who I have worked with feel confident enough to cascade down their skills and to show other/new members of staff how to do Intensive Interaction (they might still approach me for occasional trouble shooting advice, but I have not had a single request to train up other staff!)
- Staff are generally more open to reflection. Some staff groups report that they sit and discuss Intensive Interaction strategies and successes during their staff meetings
- I usually hand out an '**Intensive Interaction Evaluation Questionnaire**' at the end of my intervention. On a five point scale ('How confident do you feel doing Intensive Interaction with _____ (name of service user)?', staff members' confidence ratings have increased. Also when asked 'Do you feel you need further guidance and support for doing Intensive Interaction from the Speech and language Therapist?', a lot of staff tick 'no further guidance and support needed'

And finally.....

Because I can see staff growing in confidence and feeling more empowered to use Intensive Interaction, I, myself, am enjoying even more what I am doing!

To find out more about VIG and/or training as a VIG Practitioner, visit the VERoC website, <http://www.cpdeducation.co.uk/veroc>

Andrea Ruck, ALD Speech and Language Therapist and VIG Practitioner

Edinburgh NHS Lothian Learning Disabilities Service

Email: a.ruck@hotmail.com



More Intensive Interaction news and developments

Intensive Interaction 'Down-Under' 2

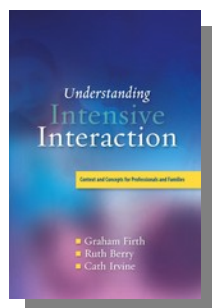
The 2nd Australasian I.I. Conference: 4th & 5th March 2011

Adelaide, South Australia


'EXPLORING THE PLATEAU'

Building on the momentum that is accumulating in Australia and New Zealand, this conference will reflect on and refine the uses of evidence based practice in schools, home and workplaces. It will also develop professional networks across the region. For further details contact:

drmarkbarber@hotmail.com



Understanding Intensive Interaction: Context and Concepts for Professionals and Families

A new book on Intensive Interaction by Graham Firth, Ruth Berry and Cath Irvine (with Foreword by Dave Hewett) 

According to the publishers:

This highly accessible book will help families and professionals develop a deeper understanding of this highly successful approach and its associated issues, resulting in improved communication opportunities within a variety of care, therapeutic and educational settings. This compendium offers a multidisciplinary perspective to intensive interaction, bringing together the authors' experience and research from different disciplines. A glossary format and thematic structure are employed to enable readers to quickly access topics of interest, and gradually build on their understanding of the approach.

Each chapter is devoted to an over-arching concept - including psychological theories of human behaviour, relationship building and maintenance and social inclusion - and illustrated with case studies to support theoretical assertions and offer practical examples of useful techniques. A useful reference and reflective tool, this book will interest both family and professional carers, support staff, special education teachers, learning disability nurses, social services practitioners, speech and language therapists, clinical psychologists, occupational therapists, or anyone who is interested in intensive interaction and wants to learn more.

Intensive Interaction at the ISAAC conference in Barcelona, July 24-29th, 2010

Two teachers, Adamantia Kambouropoulos and Nola Moulden, from Glenroy Specialist School, a school for students with profound intellectual and physical disabilities in Melbourne Australia, have been accepted to give a presentation on an Intensive Interaction project at the **International Society for Augmentative and Alternative Communication (ISAAC)** conference in Barcelona on July 24-29th (ISAAC is an NGO in Special Consultative Status with the Economic and Social Council of the United Nations). Their presentation will be based on a project to research and implement Intensive Interaction across their school to improve student communication and sociability. This project was carried out after they attended the inaugural Australasian Intensive Interaction Conference in 2008, after which they applied for and were granted Teacher Professional Leave in 2009 from their education department.

They now wish to share what they have learnt about implementing Intensive Interaction with a wider audience, and so will be addressing the conference. If you wish to contact Adamantia to discuss their project or presentation please contact: kambouropoulos.adamantia.a@edumail.vic.gov.au

Also, Adamantia and Nola hope to visit a local service or facility that may be using Intensive Interaction, so if you have any contacts with services in Barcelona, or elsewhere in Spain or Portugal, then please forward them any details so that they can investigate a possible visit to network with local practitioners.

Oxford Handbook of Learning and Intellectual Disability Nursing

Edited by Bob Gates and Owen Barr (Oxford University Press)

This *Handbook of Learning and Intellectual Disability Nursing* provides up-to-date, concise, and practical "coal-face" information for use in all areas where intellectual disability nurses are located. In Chapter 9: 'Therapeutic Interventions', it now includes a two page explanation of Intensive Interaction (pages 312 & 313), which includes a description of the approach, some key practical pointers and some useful 'practical tips'.





Intensive Interaction Institute News



New Regional Intensive Interaction Newsletter

A new quarterly Intensive Interaction Newsletter has been developed by the Oxfordshire Regional Support Group. Their aim is to develop and promote the use of Intensive Interaction in the Oxfordshire region (and beyond! First Australia and now Oxford - does this mean a circulation war is imminent? *Ed*). The production team would welcome any ideas, contributions and correspondence for future issues. The first issue is already out, and if you would like a copy then contact Jules McKim, Intensive Interaction Co-ordinator, at jules.mckim@ridgeway.nhs.uk

The first issue has some interesting and informative sections, including: a descriptive piece on Penhurst School; a report on the 'Us in a Bus' Intensive Interaction conference; Ask Anna - the 'Intensive Interaction Agony Aunt'; a report on the RSG Co-ordinators meeting in February; and contact details of Oxfordshire people who are willing to help 'trouble-shoot' any Intensive Interaction problems or queries. Why not sign up now!

Up-coming Regional Support Group meetings:

- ♦ **Merseyside Regional Support Group:** on Thursday, 6th May 2010, 1:00pm - 3:00pm
Location: Rowan Park School, Sterrix Lane, Litherland, L21
- ♦ **Isle of Man Regional Support Group:** on Thursday, 13th May 2010, 4:00pm (*with the next on 24th June*)
Location: Glencrutchery.
- ♦ **South London Regional Support Group:** Wednesday, 2nd June 2010, 10 -12 noon
Location: Whitton Community Resource Centre, 1 Britannia Lane, Whitton, TW2 7JX.
- ♦ **Sunderland Regional Support Group:** on Wednesday 9th June 2010, 2.30-4.30pm
Location: Sunningdale School
- ♦ **Macclesfield Regional Support Group:** on Wednesday 9th June 3-5pm
Location: Park Lane School, Macclesfield, Cheshire, SK11 8JR
- ♦ **South West Regional Support Group:** on Thursday 10th June 2010, 10.00am – 12.30
Location: Six Acres Resource Centre, Six Acres Close, Roman Road, Taunton TAI 2BD
- ♦ **Oxford Regional Support Group:** on Thursday, 17th June 2010, 1pm to 4pm
Theme for the meeting "working with the hardest-to-reach people" *Location:* Redlands in Banbury
- ♦ **The Midlands Regional Support Group:** on Monday 5th July 3-5pm
Location: the University of Birmingham, School of Education.
- ♦ **South East/Essex Regional Support Group:** on Friday 9th July 2010, 11.00 – 3.00.
Location: St Piers School – NCYPE, St Piers Lane, Lingfield Surrey RH7 6PW
- ♦ **South Wales Regional Support Group:** on Monday 12th July 2010, from 1.30 until 4pm
Location: Neville Hall, Abergevenny.

Intensive Interaction Regional Support Groups – contact details

Birmingham Contact: Penny Lacey at p.j.lacey@bham.ac.uk
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
Macclesfield Contact: Katy Harrold at katyharrold@hotmail.com
Manchester Area Contact: Donna Williams at Donna.williams@oldham.gov.uk or admin.commtherapy@oldham.gov.uk
Merseyside Contact: Jane Backland at jane.backland@alderhey.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 Email: jules.mckim@ridgeway.nhs.uk Anna Goodall anna.goodall@ridgeway.nhs.uk
Scotland/Glasgow Contact: Nicola Wightman at nicola.wightman@sw.glasgow.gov.uk or Lucie Sellar at lucie.sellar@sw.glasgow.gov.uk
South East/Essex Contact: Liz Platt at lplatt@chs.org.uk or lizplat@googlemail.com
South London Contact: Lucy Harrison at lucy.harrison@mac.com
South Wales Contact: Sarah Barnes at SBarnes@cardiff.gov.uk
South West Contact: Steve Maris at steve.maris@mencap.org.uk or Dawn Graham at DSGraham@somerset.gov.uk
Sunderland Contacts: Rachel Eaglen rachel.eaglen@ntw.nhs.uk

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

Contact us!

Do you want a copy of the 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 or visit our NHS trust Intensive Interaction webpage:

http://www.leedspft.nhs.uk/our_services/id/intensiveinteraction