

Intensive Interaction



Rationale for the Child-Centred Learning and Activity Session (CCLAS)

What is Intensive Interaction: Intensive Interaction is an approach to the teaching of early communication attainment. These communication attainments are the outcomes, knowledge and abilities that in usual development commence at birth and progress through to the development of speech and language in a typically developing child. For children with atypical language development these skills need to be taught explicitly, and Intensive Interaction provides a way to do this. The learning intentions or outcomes of Intensive Interaction are usually summarised under the heading of the '**Fundamentals of Communication**', these being:

- enjoying being with another person
- developing the ability to attend to that person
- concentration and attention span
- learning to do sequences of activity with another person
- taking turns in exchanges of behaviour
- sharing personal space
- using and understanding eye contacts
- using and understanding facial expressions
- using and understanding physical contacts
- using and understanding other non-verbal communications

- vocalising and using vocalisations meaningfully (including speech)
- learning to regulate and control arousal levels
- (probably) the development of neural links
- emotional development and associated and well-being outcomes

(Nind and Hewett 1994, 2001, 2005)

Intensive Interaction is a recognised approach in the document **National Curriculum Guidelines for Learning Difficulties**. Qualifications and Curriculum Authority (2009) *Planning, teaching and assessing the curriculum for pupils with learning difficulties*.

SCRUFFY targets: Developed by Penny Lacey (2010), stand for Student-led Creative Unspecified Fun For Youngsters. They are child led targets, where the teacher will respond to the changing needs of the child, and support the learning in the Fundamentals of Communication. The child's engagement and attainment will be tracked over a period of time to demonstrate the progressive accumulation of the Fundamentals of Communication.

Classroom environment: The room should be prepared with a range of toys, developmentally appropriate activities and materials available and set out. Different physical areas will be arranged, possibly an area with mats and beanbags, some things on the floor, activities and toys on the floor and an area with desks and chairs.

Room Manager: This role will be undertaken by different people each session. This person stands back a little, and does not take part in the Intensive Interaction. They will monitor the pupils who are not engaged in 1:1 Intensive Interaction, ensuring that they are engaging in the available activities safely. The **RM** also takes care of any other difficulties, visitors arriving etc. The **RM** may make notes and observations on each pupils individual recording sheet.

Practitioners (teachers and teaching assistants): By positioning themselves the adults should make themselves socially 'available' in the **CCLAS** environment (indeed, making themselves appear highly available). However, they should remain relaxed and relatively still at first, observing, not attempting to direct the

learners, but looking for the best moments to start to join in with the pupils in play and other activities, choosing the best moments sensitively and tactically.

The session will proceed in this way, with the adults flexibly joining and leaving individual pupils or groups as they judge it from the pupils' point of view. At the end of the session each practitioner will be asked to fill in the Framework for Recognising Attainment in Intensive Interaction.

Reasons for organising in this CCLAS way

- The **CCLAS** way of organising a classroom session provides maximum emphasis on communication activities, building on the **Fundamentals of Communication** and supporting children in their development.
- The **CCLAS** provides maximum opportunity for carrying out one-to-one time with each pupil.
- It first and foremost attempts to get the pupils to be relaxed and at ease, thus feeling settled and comfortable, with a sense of liberty to direct their own activity, and at the very least, having a sense of shared control over what is taking place.
- For most of the pupils this **CCLAS** one-to-one time will be priority time for communication activities. Each child will therefore frequently have the opportunity to engage in communication activities with a range of available adults.

This **CCLAS** way of organising a session allows for an agreeable rhythm of pleasurable and often intense engagements, followed by the child having opportunity to disengage and be away from adults. However, the child will still remain within the room and the socially inclusive atmosphere being generated.

- This **CCLAS** way of organising a session allows for, indeed promotes maximum playfulness and play-type activities. Pupils who for instance, have autism can have difficulty indulging in play, yet much early learning only takes place during play.
- The **CCLAS** way of organising a session also incidentally provides maximum opportunity for the pupils to interact with each other.



What the members of staff need to do in CCLAS sessions

- Be relaxed but purposeful.
- Be highly observant of each individual child – ‘tune-in’ to them, learn to read their signals.
- Learn to recognise with each child when the child is in a ‘let’s do it’ state and then ‘go for it’, but also to recognise when a child has temporarily had enough.
- Pause, know when to wait and let the child process.
- Relax, go slowly, do not rush, or ‘drive-on’. Pause, give pupils time to cognitively process and do things.
- Take a rest for their own sakes’ when they need it during the session. This way of working allows for the adult to take a rest.
- Be technical and objective throughout the flow of the activity, recognise progress outcomes, make evaluation notes (see page 4) and at times take video recordings as part of the usual flow of **CCLAS** activity.
- Be aware of other members of staff, stay in communication with them, take time to observe (or even video) colleagues when something interesting or exciting is taking place.



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Child-Centred Learning and Activity Session (CCLAS) Plan

Class: 5	Session times:	
Key Stage: 2		
<p>SCURFFY targets - Student-led Creative Relevent Unspecified Fun For Youngsters (Lacey, 2010)</p> <p>Class target: To promote the development of the Fundamentals of Communication, through child led play and Intensive Interaction.</p> <p>Individual pupils: These will be devised after the initial period of Intensive Interaction has taken place.</p> <p>e.g. Continuing progress with frequency and duration of II activities More, subtle but tangible developments in use of eye contacts/facial expressions More vocalisations and a development in the range of vocalisations Measurable development of turn-taking sequences</p>		
Term	Planning	
Spring 2	<p>Classroom organisation: Tables moved to the side. Bean bags + mats in one corner, resources placed around the room. Trial different resources for the first few session, alternating each session.</p> <p>Identify specific children for each practitioner to work with at the beginning of each session.</p> <p>Intensive Interaction CCLAS: up to 30minutes</p> <p>RM – prepare the children that the session will finish in 5 minutes, 2 minutes etc...</p> <p>Practitioners to write up notes during this time</p>	<p>Practitioners: Emily, Jo, Georgia, Sophie and Vicky</p> <p>Room Manger: Anna</p>

Intensive Interaction Essentials Engagement Profile Explanation

ENCOUNTER	<p>is present during an interactive episode without any obvious awareness of its progression e.g. a willingness to tolerate a shared social atmosphere or environment</p> <p><i>Is your partner just tolerating your presence (ENCOUNTER) or is there more than that?</i></p>
AWARENESS	<p>appears to notice, or fleetingly focus on an object, event or person involved e.g. by briefly interrupting a pattern of self-absorbed movement or vocalisation</p> <p><i>Is your partner just fleetingly aware of you (AWARENESS) or is there more than that?</i></p>
ATTENTION & RESPONSE	<p>begins to respond (although not consistently) to what is happening e.g. by showing signs of surprise, enjoyment, frustration or dissatisfaction.</p> <p><i>Is your partner responding inconsistently to what is happening (ATTENTION & RESPONSE) or is there more than that?</i></p>
ENGAGEMENT	<p>shows consistent attention to the interactive episode presented to them e.g. sustained looking/listening, or repeatedly following events with eyes, head etc.</p> <p><i>Is your partner responding consistently to what is happening (ENGAGEMENT) or is there more than that?</i></p>
PARTICIPATION	<p>shows anticipation of, and engagement in, taking turns in an interactive sequence of events e.g. sequencing actions or passing signals repeatedly back & forth</p> <p><i>Is your partner engaging in turn taking with anticipation (PARTICIPATION) or is there more than that?</i></p>
INVOLVEMENT	<p>makes active efforts to reach out and consistently join in e.g. by sequencing their actions & speaking, signing, vocalising or gesturing in a consistent & meaningful way.</p> <p><i>Is your partner reaching out and consistently joining in (INVOLVEMENT) or is there more than that?</i></p>
PARTNER INITIATED INTERACTION	<p>independently starts an activity (that cannot be described as repetitive or self-absorbed behaviour) and engages another person in the activity with social intent.</p> <p><i>Is your partner starting a 'co-created' interaction 'out of the blue' (PARTNER INITIATED INTERACTION)?</i></p>