

Unit of Study : Intensive Interaction Theory to Practice

Teaching staff

Dr Mark Barber is a Consultant in profound intellectual disability and severe communication impairment. He is also the Leading Teacher at Bayside Special Developmental School in Moorabbin, Victoria, Australia's Centre of Excellence in training in Intensive Interaction.

Dr Barber has contributed to several publications edited or co-authored by Dr Dave Hewett who remains the central figure in the development Intensive Interaction. Dr Barber introduced Intensive Interaction to Australia in 2003 and works with over a hundred schools and agencies in across the country and New Zealand. His work and training is recognised and supported by the UK Intensive Interaction Institute.

Unit overview

This unit explores theoretical and practical aspects of Intensive Interaction. Topics include observation techniques, responding interactively, recognising progress, self evaluation and video analysis, as well as perspectives of attitudes towards people intellectual disabilities. Rather than solely focussing on the technical aspects of practice, the unit also examines the critical perspectives and developments in psychology and learning that underpin the approach, and reflects on successful approaches to embedding the use of Intensive Interaction in a school, or service setting

Learning objectives

On completion of the full Unit, participants should be able to;

- demonstrate an understanding of the research that underpins parent-infant interaction
- demonstrate familiarity with the evidence base supporting the use of Intensive Interaction
- use a range of interactive strategies to respond to communicative attempts of individuals with PIMD during open ended social interactions in a range of interactive situations
- recognise features of Intensive Interaction which separate it from a range of other teaching approaches
- use video footage to monitor the progress of a learner and identify increases in communicative involvement, using a process of moderation
- analyse the practice of others and provide positive support
- effectively manage record-keeping procedures and documentation
- evaluate own use of skills and techniques in Intensive Interaction
- set up an Intensive Interaction programme in their setting

Prerequisites

To take part in the Unit to accrue credits, participants should have daily professional contact with learners with complex intellectual disabilities.

Learning approach and activities

Students complete Readings indicated and prepared for this unit. Tutorial support is provided by email. The unit consists of three blocks of 3, 2 and 3 day on-campus days through the trimester

with face-to-face teaching by the unit lecturer. Students complete learning tasks, participate in a range of activities including completion of a 3000 word assignment and a reflective diary.

Content / Topics covered

1 Perspectives and history; psychological perspective of learning and social learning: Skinner, Bruner, Vygotski, Piaget, Trevathen. Societal perspectives on Intellectual Disability. The Mental Subnormality Hospitals, Wolfensburger & Normalisation, Integration, Inclusion. Current theory and rationales behind the emergence the pragmatic and interactive approaches.

2 Intensive Interaction: How? What? With whom? When? Why? The evidence base for Intensive Intereaction. How to start using the Intensive Interaction. How to observe. What is the point of doing it? What is the problem? How to respond interactively. How to encourage interaction without leading it. How to hand over control. When to hesitate. How to recognise it's over. Reflecting critically on what happened during an interaction. What makes it different from other approaches. Alternatives, detractors and criticisms.

3 Curriculum Design and policy to support Intensive Interaction. Managing a classroom, team management to enable quality face time with individual learners, collegiate practices to generate Learning Focus , writing an ILP, 'smart' or 'scruffy' goals?

4 Using video and evidence, what does progress look like? protocols for gaining consent to video, using video as evidence, identifying progress, narrative techniques for recording progress, making useful records, using timelines, video editing and storage, reflective practices, using Moderation processes, supporting others in the process.

5 Promoting a Community of Practice. Reflective practices and techniques to embed new practices into established settings. Managing change. Supporting others to use Intensive Interaction. Group video analysis approaches. Mirages to avoid. 'Initiative Decay'. Growing a Culture

6 Feedback – getting it and giving it. *This section involves participants showing video footage illustrating themselves and a learner involved in Intensive Interaction.* Activities involve; promoting dialogue rather than debate; using protocols for groups; giving critical supportive feedback [ANSN], developing rigorous self evaluation skills, supporting novice practitioners, supporting parents.

PRE READING (NB chapters and Journal articles; approx 9 hours)

Journal Articles:

Barber, M, (2008) "Using Intensive Interaction to add to the 'palette' of interactive possibilities in teacher pupil communication" European Journal of Special Needs Education Vol 4 Nov 393-402

Nind, M. (2000) 'Teachers' understanding of interactive approaches in special education', International Journal of Disability and Education, 47 (2) 183-199

Nind, M. & Powell, S. (2000) ' Intensive Interaction and autism: some theoretical concerns', Children and Society, 14 (2), 98-109.

QCA [2001] Planning, teaching and assessing the curriculum for pupils with learning difficulties [General Guidelines] P16 [<http://www.nc.uk.net/ld/>]

- Sheehy & Nind,(2005) Emotional well-being for all: mental health and people with profound and multiple learning disabilities. British Journal of Learning Disabilities, 33, 34–38
- Watson & Fisher (1997) ‘Evaluating the effectiveness of Intensive Interaction teaching with pupils with profound and complex learning difficulties’, British Journal of Special Education, 24, 2,80-87
- Ware.J. (2004) Ascertaining the views of people with profound and multiple learning disabilities. British Journal of Learning Difficulties Vol 32 175-179

Chapters:

- Barber, M. & Goldbart, J. (1998) ‘Accounting for learning and failure to learn in people with profound and multiple learning difficulties, in Lacey, P. & Ouvrey, C (eds.) People with Profound and Multiple Learning Difficulties: A Collaborative Approach to Meeting Complex Needs pp102-117. London: David Fulton
- Bornstien, M H & Tamis-LeMonda, C.S. (2004) Mother-Infant Interaction in Gavin Bremner J & Fogel A (Eds) Blackwell Handbook of Infant Development Blackwell Publishing
- Firth,G., Berry,R., & Irvine, C. (2010) ‘What is Intensive Interaction’ in Understanding Intensive Interaction: Context and Concepts for Professionals and Families pp18-35 - Jessica Kingsley Publications London
- Light J.C., Parsons, A.R & Drager,K (2002) There’s more to life than cookies’ : Developing interactions for social closeness with beginning communicators who use AAC in Reichle Beukelman & Light (eds) Exemplary Practices for Beginning Communicators, Implications for AAC. Baltimore ; Brookes Publishing

Books:

- Firth, G., & Barber, M. [2011] Using Intensive Interaction with a person with a social or communication impairment. Jessica Kingsley Publications, London
- Nind.M & Hewett, D (2001) Handbook of Intensive Interaction BILD Publishing

DVD available to all participants

- Barber M, & Bowen K. (2009) Exploring the envelope of Intensive Interaction DVD training resource

ADVISED READING

- Warren SF & Yoder, PJ (1998) ‘Facilitating the transition from pre-intentional to intentional communication; in Wetherby AM, Warren SF & Reichle J (eds) Transitions in Prelinguistic Communication Paul Brookes Publishing p365-384