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 focusing 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**


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:


**Chapters:**


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:**


**DVD available to all participants**


**ADVISED READING**