

Intensive Interaction – Guide for Parents

What is intensive interaction?

Intensive interaction is method of teaching communication skills to individuals.

Intensive interaction can be carried out by anyone anywhere.

Intensive interaction can develop the following interaction skills:

- Participation and shared enjoyment
- Building relationships
- Using and understanding eye contact (e.g. looking)
- Using and understanding facial expressions (e.g. smiling)
- Turn taking in communication through exchanges of behaviour (e.g. copying actions)
- Using vocalisations

Who is Intensive Interaction For?

Intensive Interaction is for individuals who are at the early stages of communication development.

It can be used with individuals across the age span i.e. very young children to adults.

Why Intensive Interaction?

The aim is to develop communication through **relaxed** and **enjoyable** sequences between you and the child.

Let the child take the lead during the interaction. The adult responds to and join-ins with their behaviour.

Through these interactions, your child can learn fundamental communication skills.

How to do Intensive Interaction

- Set aside some time to be with your child to carry out Intensive Interaction.
- Make sure your child can see your face - Get down to the same physical level of your child.
- Give them your full attention.
- PAUSE – wait, be patient and watch carefully what your child is doing. This will give your child time to process your response and to give them an opportunity to respond to you.
- Let the child lead and direct the interaction – join in and copy their behaviours (e.g. facial expressions, vocalisations, movements)
- Follow the pace of your child. Remember, the focus of the interaction is your child.
- The interaction should be fun and relaxed!
- Stop the interaction when the child has had enough. It is ok for sessions to be short or repetitive.
- You don't need to use other objects during the interaction, but it is ok if your child uses objects (e.g. toys) during the interaction section.
- Through many positive experiences from these interactions, your child will begin to learn that engaging with others can be enjoyable and rewarding.

For more information and video examples of Intensive Interaction, please see link below:

<https://www.intensiveinteraction.org/find-out-more/about-intensive-interaction/how-does-it-work/>

Activities to Support Interaction and Communication at Home

- Have at least 5 minutes of ‘**special time**’ with your child every day. During this time:
 - Minimise distractions by turning off the TV or radio
 - Let your child choose the toy or activity they want to play with:
 - They will attend to an activity they enjoy for longer
 - They are more likely to communicate about what they are motivated by
 - Their understanding will be supported because what you say will be relevant to them
 - Sit at the same level as your child so that your child can see your face
 - This shows that you are interested in what your child is doing
 - Your child can see what your mouth does when you speak
 - Talk about what your child is doing, e.g. “pushing the car”
 - This allows your child to match what you are saying to what they are doing
 - Avoid asking questions
 - Questions do not provide your child with varied language
 - They may be aware that you already know the answer!

- Sing **songs** with your child:
 - Nursery rhymes are a fun way to learn language and sounds
 - Make up songs about everyday activities to make them more fun, e.g. tidy up time, bath time
 - Pause through the song to give your child an opportunity to fill in the blanks

- Read **books** with your child:
 - Books encourage listening and provide good models of language
 - Comment on what’s happening in the book
 - If your child makes a comment, ask them a question about it to develop their ideas
 - You can talk about how people might feel in the story and why
 - When you read a book together at the end you can try and retell the story

- Play with **toys** e.g. blocks, balls, bubbles, puzzles, dolls etc.:
 - Take turns in play
 - Comment on what you are doing and label objects (e.g. we are building a very tall tower!)
 - Keep some of the items so your child has to request the items from you
 - Use core vocabulary during play e.g. 'up, down, more, finished, in, out, my turn, your turn'. Model the language and provide opportunities for your child to say these words
 - Develop and extend your child's pretend play – incorporate storytelling and sequencing to work on language

- Bombard language within **daily routines** (e.g. mealtimes, bath time, tidy up time):
 - Talk with your child as they get dressed, during mealtime or bath time. Provide opportunities for them to communicate or make choices e.g. 'Should we do painting or colouring?' or 'What would you like to wear?'
 - Support your child to sequence what they will need to do during the day
 - Practise following directions e.g. 'Please wash your hands and set out the table.'
 - Practise answering wh questions e.g. 'What do we need to sweep the floor?', 'Where can we find the cups?', 'What should we do now?'

- Developing language during **cooking**:
 - Work on labelling items and ingredients
 - Support sequencing skills e.g. get the pepper out of the fridge → wash the pepper → chop pepper → cook pepper → put on plate → eat
 - Support your child to follow directions when cooking

- Developing language during **arts and crafts**:
 - Comment on what you and your child are doing e.g. 'we are drawing a flower', 'we are cutting the play dough'
 - Describe the picture e.g. colours, size, shape, texture e.g. 'it is big', 'it feels soft', 'it is green and blue', 'I like the picture'

Visual Timetables

Visual timetables explain the structure of a day. This helps your child to **track** what is going to happen across a morning, an afternoon or the whole day.

This helps **create structure, reduce confusion and anxiety** and **outline what demands are being placed** on them throughout the day.

For children who do not cope well with change, a visual timetable can help your child **adapt** to the demands of the day.

Depending on your child's level of understanding, you may use objects, real photographs, symbols, line drawings, written words, or a combination of these in your visual timetable.

Ideas for Home:

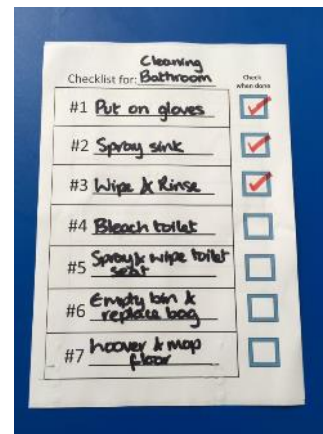
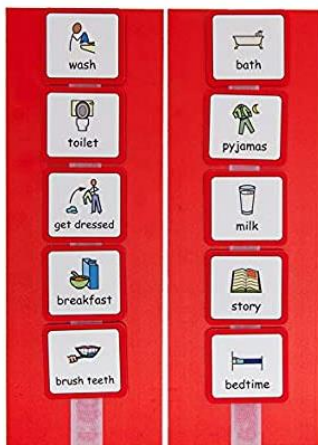
- Morning routine: wake up, get dress, eat breakfast
- Afternoon: Lunch, homework, chores, Ipad
- Bedtime routine: brush teeth, change for bed, sleep
- Personal hygiene: go to toilet, wash your hands, dry your hands

Tip: put visuals in plastic wallets if you don't have a laminator

Setting Up Visual Timetables at Home

- Decide on the format of the schedule. Use objects, symbols, photographs, pictures, written. *See 'Symbols for Home Visual Timetable' document for visual symbols you can use.*
- Decide on the length of the schedule (this will depend on how long your child can focus for e.g. start of day to morning; morning to afternoon; afternoon to evening)
- Teach timetable use i.e. before the start of the activity, show your child the visual timetable and what they will be doing in that session. When the activity is completed, put the symbol in a 'finished' box. Then show the next activity on the visual timetable and carry out the activity. Repeat until all activities are completed.
- Make changes to the timetable format if needed.
- Be consistent in putting down all the activities on the schedule – especially if unexpected things happen.
- As your child grows and develops new skills, you may decide to change the schedule format.

Examples of Visual Timetables







Washing Hands

1   
1. Wet hands with water

2    
2. Put soap on hands

3   **20**
3. Rub hands together, count to 20

4   
4. Rinse hands with water

5 
5. Dry hands

Life skills –



Things I can do at home

Here is a list of activities you and your child can do at home to develop important life skills.

Cross them off as you complete them.

Use the example given or create your own.

Suggested activities:

- Put items away
- Help with washing clothes
- Help with washing dishes/ setting table
- Cooking
- Tidying up e.g. toys, books
- Cleaning e.g. sweeping the floor, Hoover, wiping windows

Life skills –



Things I can do at home



Make bed



Wash dishes



Wipe table



Vacuum



Help cook a meal



Fold clothes



Take out rubbish



Put away shopping



Tidy room

Life skills –

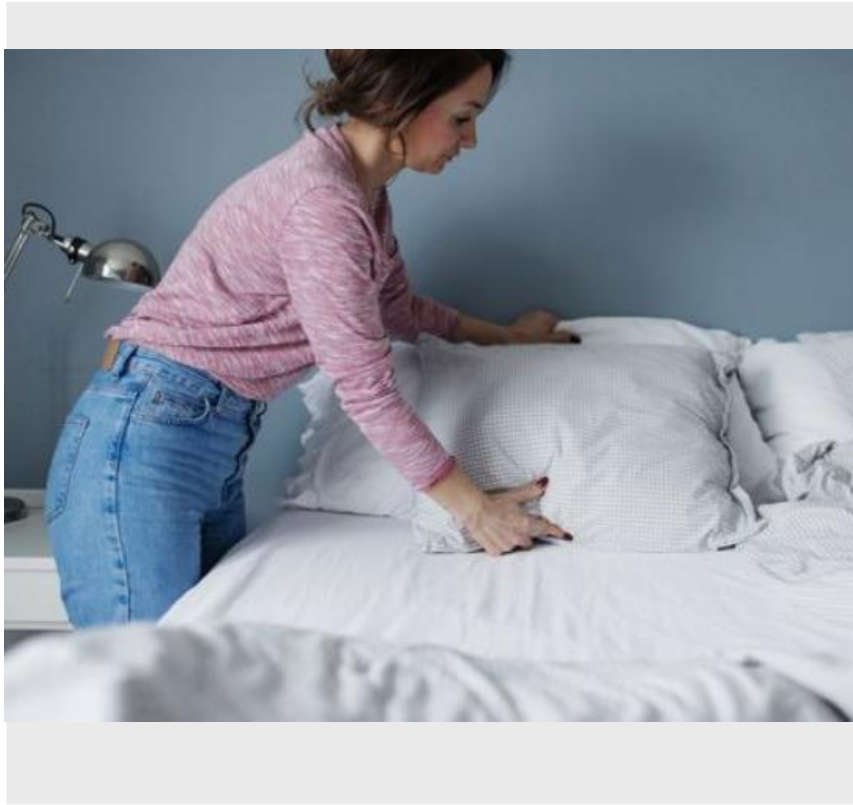
Things I can do at home



Messy bed



Straighten
covers

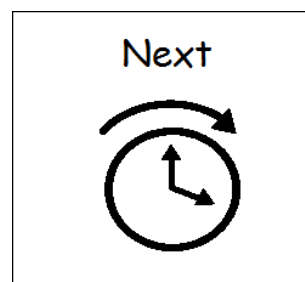
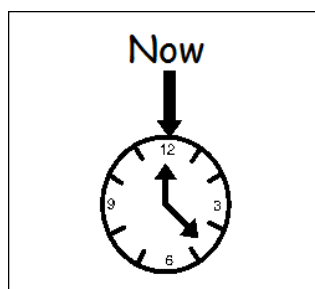


Adjust
pillow



Clean bed

NOW and NEXT Boards – Guidance for use



Now and Next Boards (also known as First and Then boards)

What is it?

The board has the word/symbol NOW on left side and the NEXT word/symbol on the right hand side with a space below to add a symbol or photograph. It can be described as a miniature version of a visual timetable and helps a child to move on from one activity to another.

Who might benefit from a NOW and NEXT board?

- A child who has difficulty finishing one activity and starting another.
- A child who is reluctant to participate in a particular activity, for example messy play (in this case the second item on the board would be something which you know the child really enjoys).
- A child with limited attention skills.

How does it work?

- Place a symbol on each side of the board. It's a good idea to place an activity that really motivates the child on the NEXT side of the board. This acts as a 'reward', something for the child to aim for.
- Show the child the board, point to each symbol individually and support the child by saying 'puzzle now ... drink later'. Reduce language level by using key words only.
- When the child has engaged with the puzzle activity for some time the adult should inform the child by saying 'gluing finished ... now drink'
- Encourage the child to move on by supporting them to 'post' the now symbol into a box or taking off the symbol before moving on to the next activity.

Please discuss with Therapies Department if you need any assistance. Thank you.





School closed



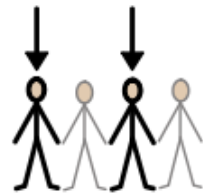
Stay at home



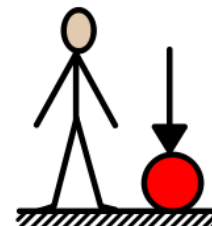
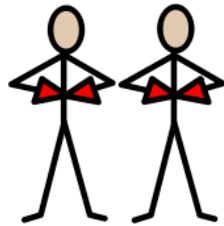
+



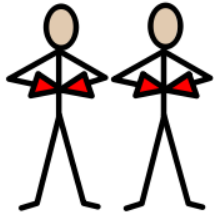
Field Heath School is closed and that is OK



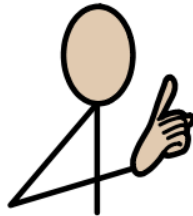
This is because some people are sick



So we need to stay at home



We

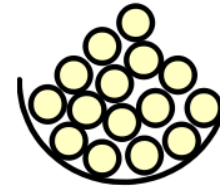


need

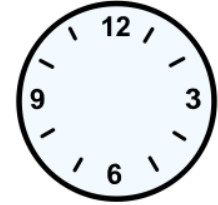
to



wash our hands



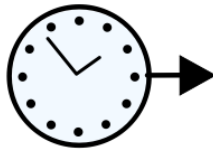
lots of



times

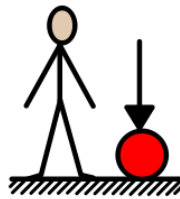


I



will

be



staying at



home

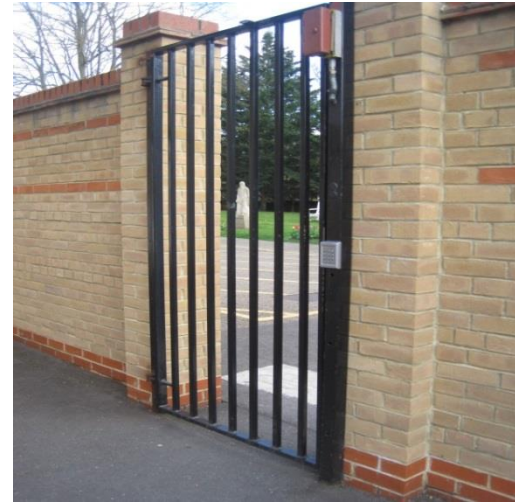


and

this is



OK



I



will

come back

to



school

when it is



open



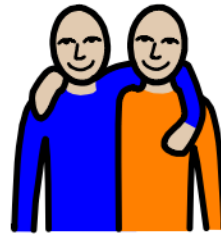
And



see



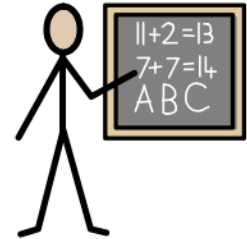
my



friends



and



teachers






Supporting Communication at Home

Strategies to Support Understanding of Language

- Ensure you have your child’s attention before giving an instruction.
- Keep instruction short and clear.
- Break down instructions. Give one instruction at a time.
- Give instructions in the same order they are to be carried out.
- Use visuals (e.g. symbols, pictures, gestures, pointing) to support your child’s understanding of verbal instructions.
- Give additional time for your child to process what you say. Wait at least 8 seconds.
- Encourage use of rehearsal and ask open ended questions to check understanding (e.g. What do you have to do?).
- Use visual schedules or task management strips to help them understand what they need to do.

Task Plan

What do I need? 1 4 2 5 3 6				
What do I need to do? 1..... <input type="checkbox"/> 2..... <input type="checkbox"/> 3..... <input type="checkbox"/>				
Anything else? <input type="checkbox"/> <input type="checkbox"/>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Reward </td> <td style="width: 50%; padding: 5px;"> How long? F I N I S H  </td> </tr> <tr> <td style="height: 30px;"></td> <td style="text-align: center;"> <input style="width: 50px; height: 20px;" type="text"/> </td> </tr> </table>	Reward	How long? F I N I S H 		<input style="width: 50px; height: 20px;" type="text"/>
Reward	How long? F I N I S H 			
	<input style="width: 50px; height: 20px;" type="text"/>			

Now	Next	Then

Strategies to Support Spoken Language

- Create opportunities for communication e.g. requesting for things, asking for help.
- Give your child time to respond. Be aware of your child's attempts to initiate or engage and respond by encouraging them to communicate.
- Build on what your child has already said and follow their lead.
- Model language e.g. appropriate sentence structures, grammar and vocabulary. It is particularly useful to repeat the correct sentence if the child formed it incorrectly.
- Respond to what your child is trying to say rather than how they are saying it.
- Provide sounds cues (e.g. it begins with a s...) or meaning cues (e.g. you use it to eat) to help with word finding
- Provide your child with sentence starters e.g. 'I ate....', 'I am feeling....' or support your child to fill in the blank within a sentence.
- Give your child choices rather than asking an open ended question e.g. do you want an apple or orange?

Strategies to Support Social Interaction

- Provide visual cues for appropriate social communication (e.g. eyed contact, turn-taking). **See 'Visuals for Home – Positive Behaviour' document.**
- Talk through social scenarios and problems to help your child develop skills for interpreting and problem solving appropriate actions and responses.
- Model appropriate social skills and assertiveness skills throughout the day.
- Role play social scenarios.
- Support your child to identify and label her own emotions and the emotions of others. Use emotion cue cards to develop understanding of vocabulary related to emotion.
- Try not to give instructions that are ambiguous or non-literal.
- Praise appropriate behaviour rather than drawing attention to inappropriate behaviour.
- Prepare your child for changes in routine using a visual timetable.
- Use social stories to help children to understand social situations.

<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

Strategies to Support Unclear Speech

- Listen to the child as his/her speech will become more comprehensive with familiarity.
- Be aware of the level of background noise and reduce this where possible. For example, turn off the TV or radio while practising so the child can hear you and other people speaking.
- If you have trouble understanding the child, you could:
 - Ask them to say it again louder
 - Repeat back part of the message e.g. “On Sunday you went... where?” or “Daddy said what?”
 - Ask questions around what the child is trying to say to gain more information e.g. ‘did this happen at home or at school?’
 - Encourage the child to talk slowly in short sentences
 - Encourage the child to make him/herself understood by showing you what they mean or using gesture and drawings.

Once you have grasped what the child has said, repeat it back to them.

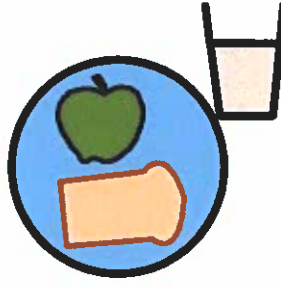
- If you do not understand the child, tell the child that you are sorry but you don't understand. This acknowledges that he/she has tried to tell you and you have tried to work out what he/she was saying – don't pretend to understand when you have not.
- Always praise the child when he/she has said that word clearly.
- Avoid directly correcting the speech errors (e.g. saying ‘no... it's a biscuit’) as this may lead to frustration or negative attitude towards speaking. Instead, speak slowly and clearly and make sure the child is looking at you when you talk.
- Always repeat back wrongly pronounced words to the child so they can hear the correct pronunciation but don't ask your child to say the words again. For example:

Child: “Look, a tat”

You: “Yes it's a cat”



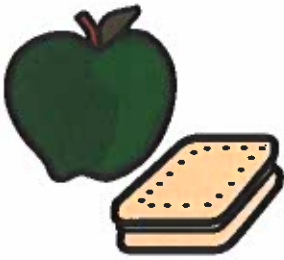
Breakfast



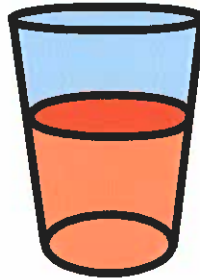
Lunch



Dinner



Snack



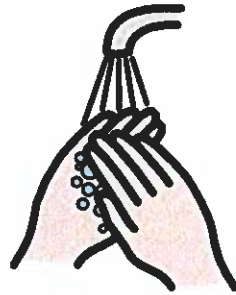
Drink



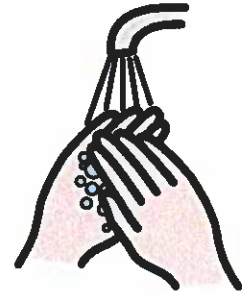
Dry hands



Toilet



Wash hands



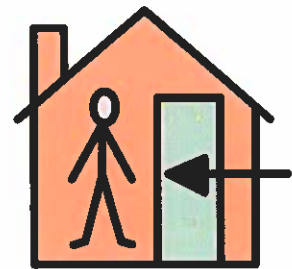
Wash hands



Home



No school



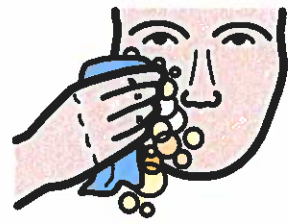
Inside



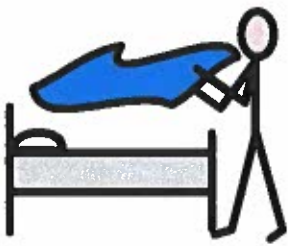
Wake up



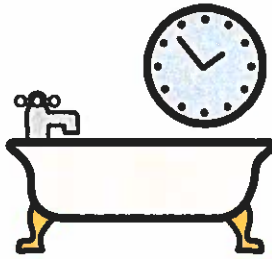
Brush teeth



Wash face



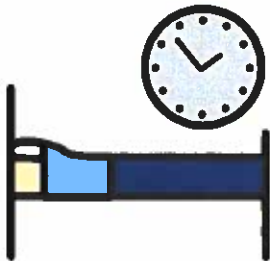
Make bed



Bathtime



Shower



Bedtime



Get dressed



Get undressed



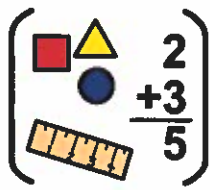
Shoes on



Pyjamas



Brush hair



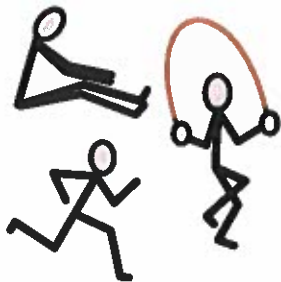
Maths/Numeracy



English/Literacy



Arts & Crafts



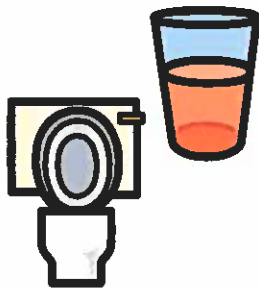
Exercise



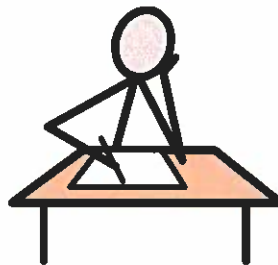
Reward



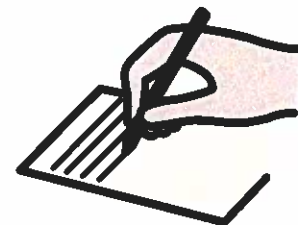
Special time



Break



Work



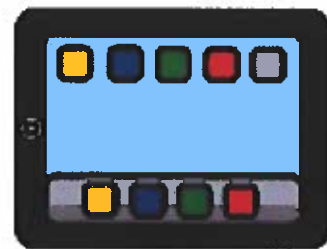
Writing



Cooking



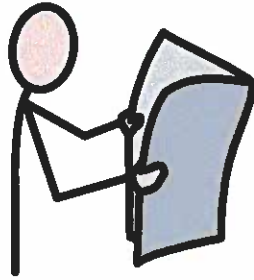
Computer



Ipad



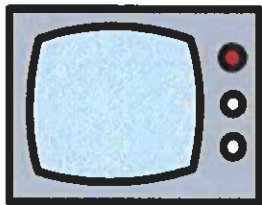
Colouring



Reading



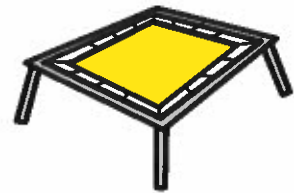
Games



TV



nap



Trampoline



Garden



Waterplay



Story



Music



Play



Relaxation



Chores/jobs



Tidy up



No



screen



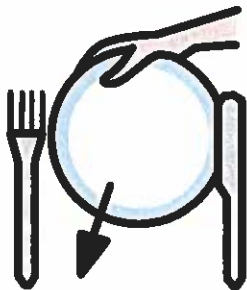
Hoover



Load dishwasher



Wipe table



Set table



Washing up



Put away



clothes



Walk



dog



Sweep floor



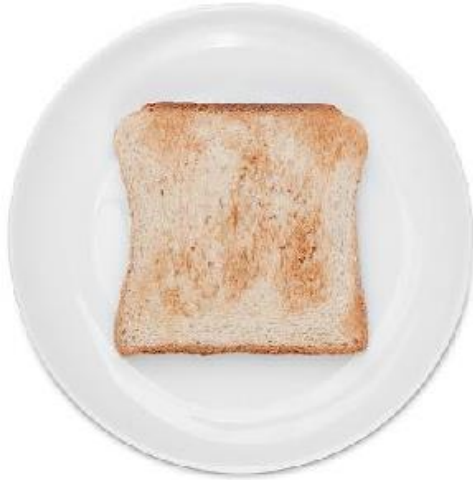
Washing machine



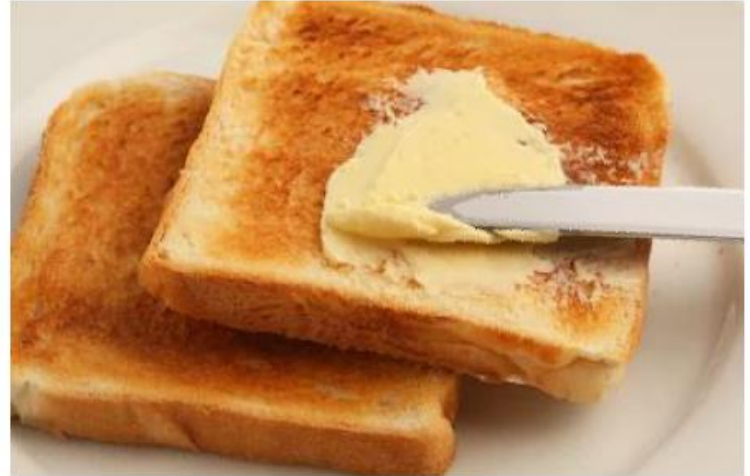
Bread



Bread in toaster



Toast on plate



Butter on toast



Cut toast



Treasure Hunt – In the garden

See if you and your child can find different objects in the garden.



Leaf



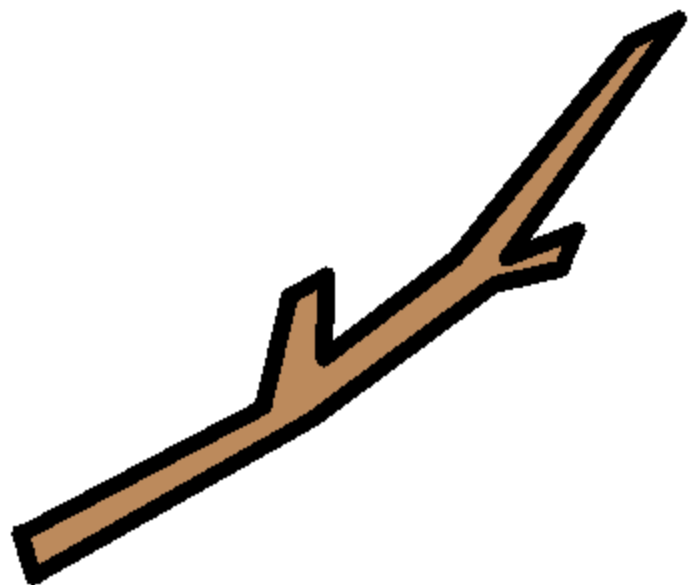
Rock



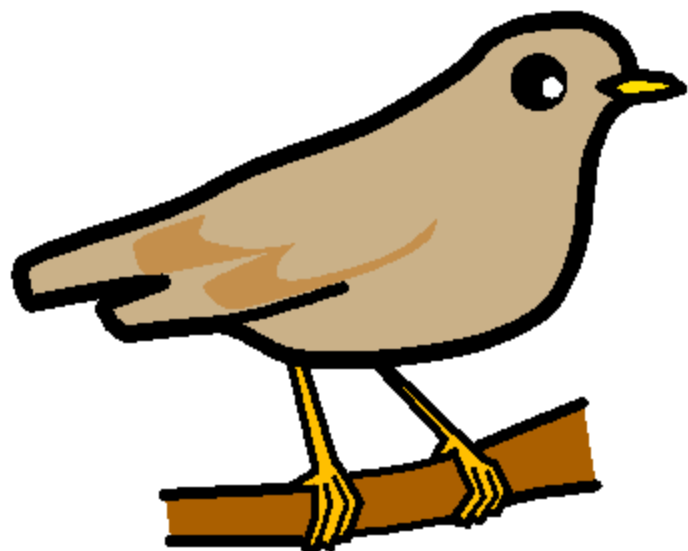
Tree



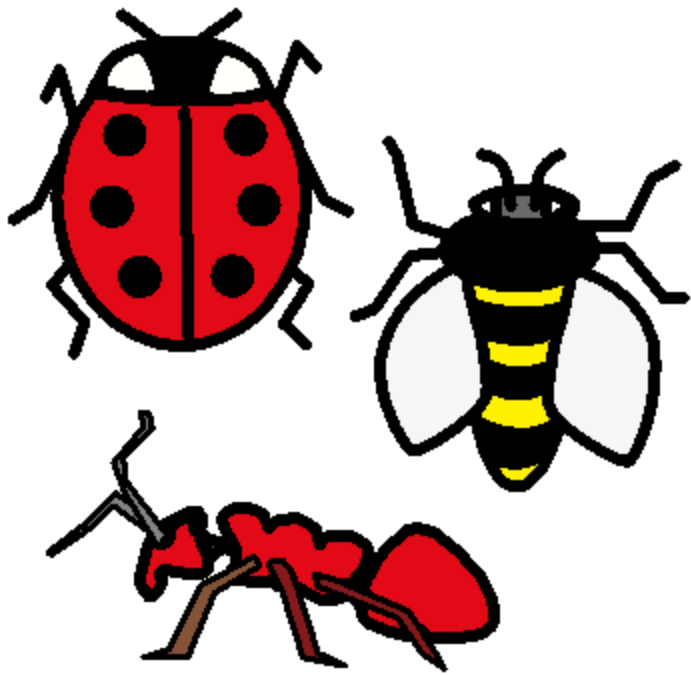
Clouds



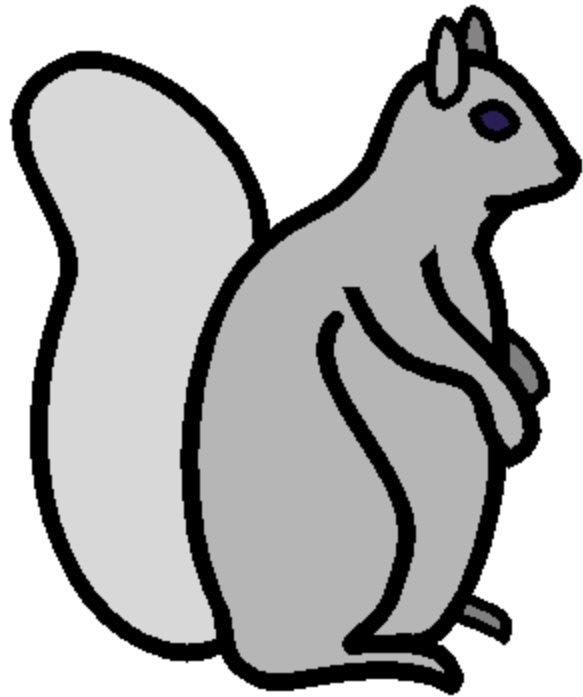
Stick



Bird



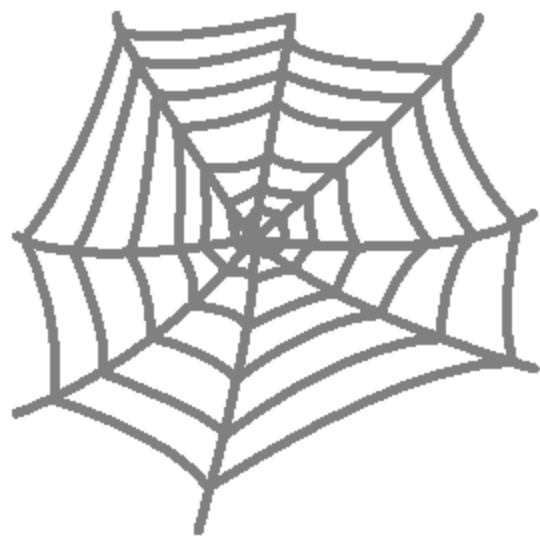
Insect



Squirrel



Flower



Spider's web

Treasure Hunt – Letters of the alphabet



See if you and your child can find different objects around or outside the house that begin with different letters of the alphabet.

ABC

Write or draw your answers in the boxes provided.





Find something beginning with...

A



B



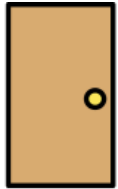
C





Find something beginning with...

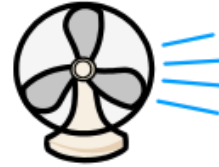
D



E



F



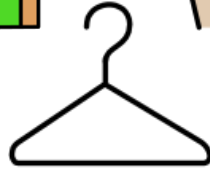


Find something beginning with...

G



H


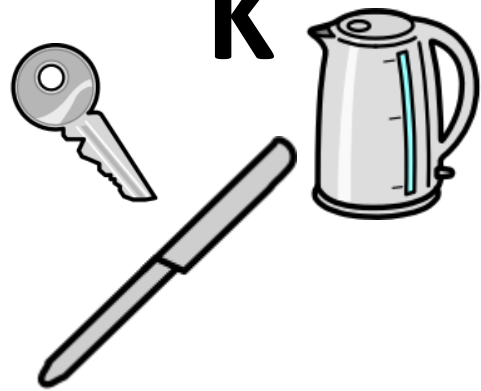
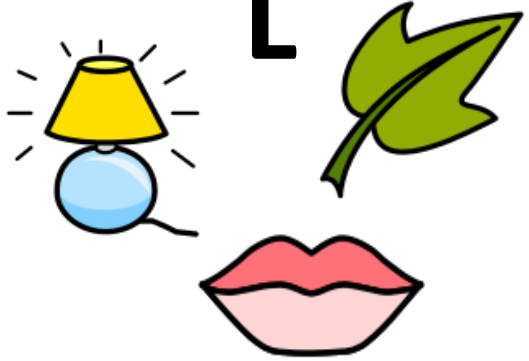


I



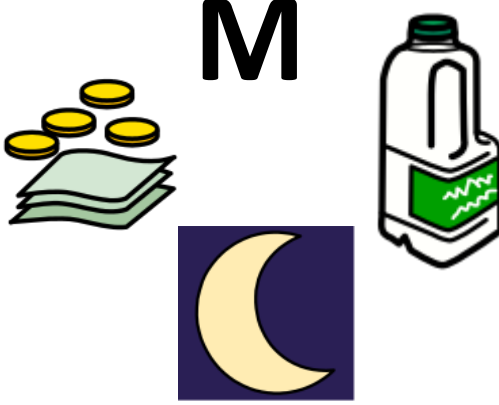
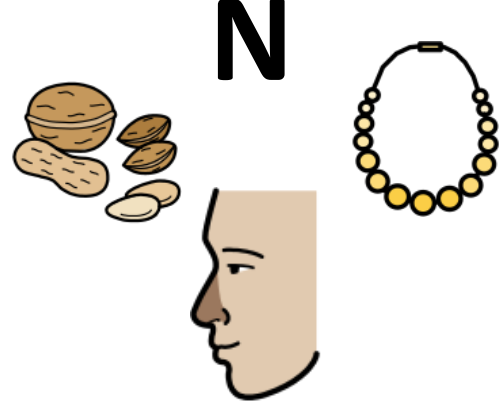
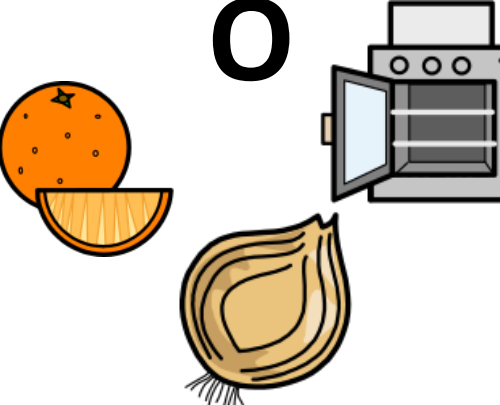


Find something beginning with...

<p>J</p> 	<p>K</p> 	<p>L</p> 

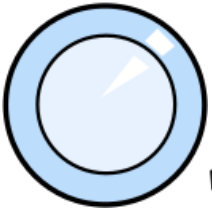


Find something beginning with...

<p>M</p>  <p>Illustrations for the letter M: a stack of green banknotes with gold coins on top, a yellow crescent moon on a dark blue square, and a white milk carton with a green label.</p>	<p>N</p>  <p>Illustrations for the letter N: a walnut, almonds, and cashews, a profile of a human nose, and a necklace of yellow beads.</p>	<p>O</p>  <p>Illustrations for the letter O: a whole orange and a slice, a whole onion, and a grey oven with its door open.</p>



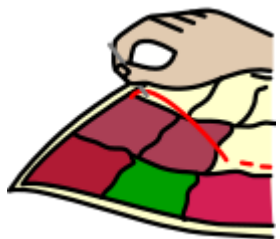
Find something beginning with...



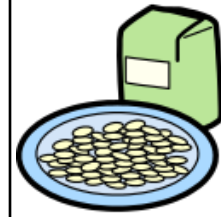
P



Q

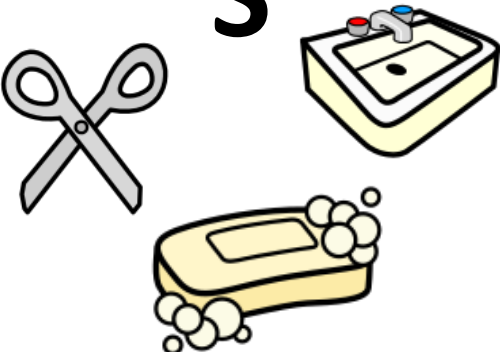
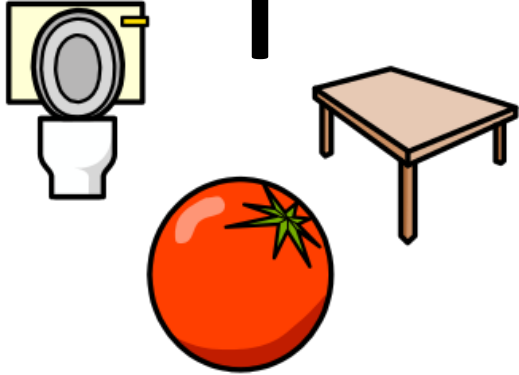



R



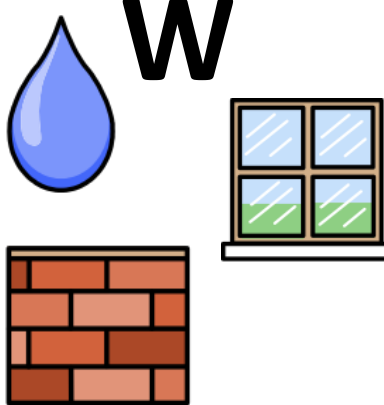
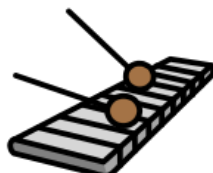

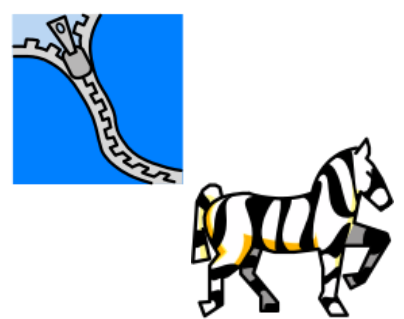


Find something beginning with...

<p>S</p>  A pair of silver scissors, a white sink with a faucet, and a bar of yellow soap with white bubbles.	<p>T</p>  A white toilet, a brown wooden table, and a red tomato with a green stem.	<p>U</p>  A blue umbrella, a light blue shirt, and blue pants. <p>uniform</p>



Find something beginning with...

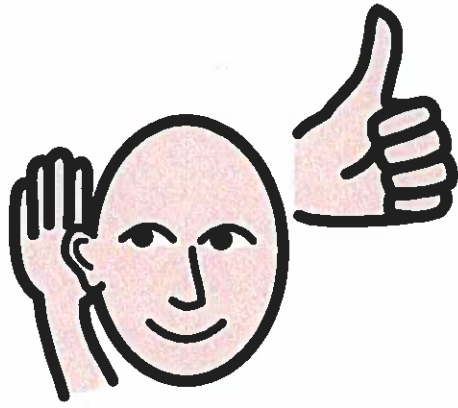
<p>W</p>  A blue water drop, a window with four panes, and a brick wall.	<p>X</p>  A xylophone with two mallets and two brown balls on the keys.	<p>Y</p>  An orange yo-yo with motion lines, a ball of brown yarn, a pink yogurt cup, and a spoon.	<p>Z</p>  A zipper on a blue background and a zebra.

Visuals for Home

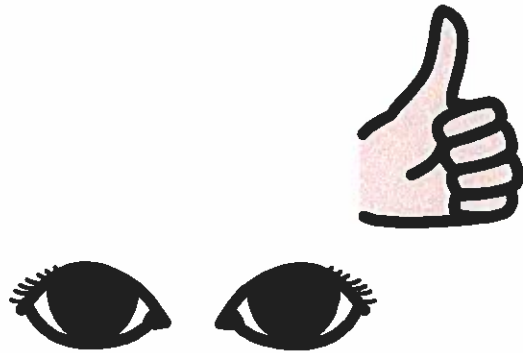
These visuals can be used at home to support your child's understanding as well as positive behaviour.

Show your child the visuals at the beginning of the session and refer to the visuals throughout the session as necessary.

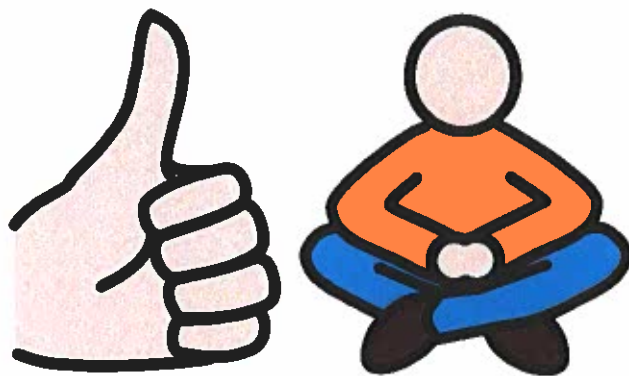
For easy access, print out these visuals and put it on your child's workstations or on the wall, so you and your child can refer to them easily.



Good listening



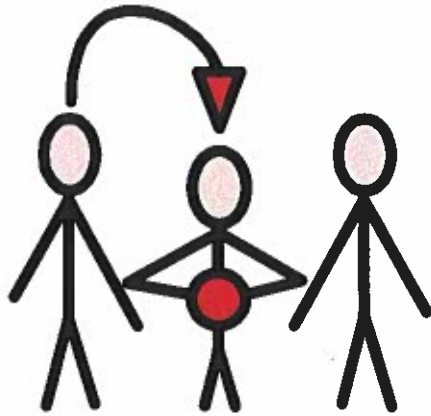
Good looking



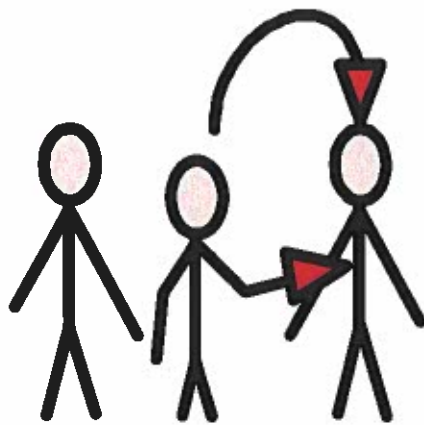
Good sitting



Time out



My turn



Your turn



Kind



hands



Good



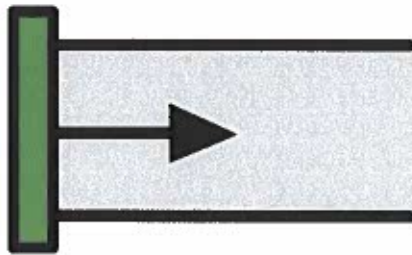
sharing



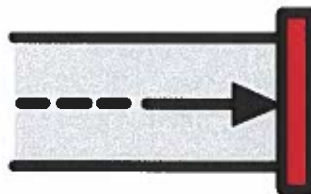
Stop



Wait



Start



Finished



Water in sink



Soap into water



Soap on sponge



Cleaning dishes



Wash with water



Water in watering can



Water the flowers