|  |
| --- |
| (insert Image for interaction here or could be learners photograph) |
| Spending time with |

**Using an interactive approach to social communication**

|  |
| --- |
| **Joining in a person’s world**  Finding out what is important to them  Being ‘in tune’ and responsive to the person you are with  **Using repetition**  **Turn taking**  **Building a simple exchange into a ‘flowing’ interaction**  **Sharing control of the interaction**  **Non directive, ‘task less’**  **The emphasis is on the interaction itself**  **Allowing pauses**  **Giving the person you are with time to take in what is happening and respond at their own pace**  **Reflection** –thinking about how the interaction went and if you could do anything differently next time.  **Keeping a record** of what worked/didn’t work  **Fun and Relaxed**  **Quality one to one time**  **The right pace and timing**  This may well be different to the pace that you find comfortable  **Can use closeness and touch**  Being observant  **Learning someone’s ‘language’**  –this might involve not using words or using words in a different way to the way you are used to  **Being available**  **Showing respect**  **Mirroring or reflecting** back a sound, movement or sensation that is meaningful to an individual**.**  If appropriate **comment** on what they are doing or looking at to show that you have noticed and are interested. |

Some Features of Interactive approaches to

communication

**Using an Interactive Approach with [NAME]** (what we have found out so far…)

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| --- |
| **Things to think about** |
| **How do you know that [NAME] is in the mood to have some social time?** |
| **How do you know when they are NOT?** |
| **Are there things you can do that might make it more likely that**  **[NAME] would engage with you?** |
| **How do you let [NAME] know you’re there for some social interaction [not to ask them to do something?]** |
| **How do you follow their lead?**  **How do you adjust your communication to make it meaningful?** |
| **How does [NAME] let you know that they have had enough**  **Or that they need a rest from the interaction?** |
| **If you have to end the interaction, how do you let [NAME] know that it is finished?** |
| **Ideas for interactive/sensory games**  **[Include interactions/routines that you have established together]** |
| **Ongoing notes and updates.**  **What works /what doesn’t work and your thoughts and reflections on what’s happening**  **Use this space to write down anything new that may happen** |

**Who to talk to?**

**The Speech and Language Therapy Team and Education Staff provided the information for this and would be happy to talk to you about how they spend social time with (name).**

If you want any more information on Intensive Interaction

Find out from other people who already know about or use the approach

* Look at the website: [www.intensiveinteraction.co.uk](http://www.intensiveinteraction.co.uk/)
* Read 'A guide to using Intensive Interaction in Nottingham' (available from the Speech and Language Therapy team).
* Look at the work of Phoebe Caldwell

**Some people from the Speech and Language Therapy team to talk to**

E-mail:

Phone:

Resource produced by:

Portland College Speech and Language Therapy Team and

Speech and Language Therapy Service for Adults with Learning Disabilities

Nottingham NHS Trust

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Nottingham NHS Trust