

What is it?

Intensive Interaction is an approach to developing communication and social skills. It focuses on:

- How to take part in interaction with another person
- How to enjoy other people and desire to be with them.
- How to learn and understand communication skills and routines.
- Taking turns.

Who is it for?

Intensive Interaction is particularly beneficial for people:

- at an early stage of development
- who have a more severe / complex learning disability
- who have hearing or vision problems
- Who find it difficult to communicate and spend time with others
- Who tend to reject interaction / may push others away
- Who seem very 'alone' and in their own world

It is beneficial for all pupils at our school.

Intensive Interaction:

- supports pupils at a pre-PECS level to develop intentional communication.
- complements other communication options e.g. PECS
- complements pupils who are verbal to enjoy interactions and develop their skills in the fundamentals of communication.

Why do it?

To help pupils:

- develop the fundamentals of communication – the building blocks to developing further communication.
- listening, looking and concentration skills.
- Realise that being with another person is fun and they are good to be with.

When and where to do it?

- While it can be done anytime and anywhere, we build-it into the curriculum for all, via the Soft Play sessions timetabled under physical development.

Who can do it?

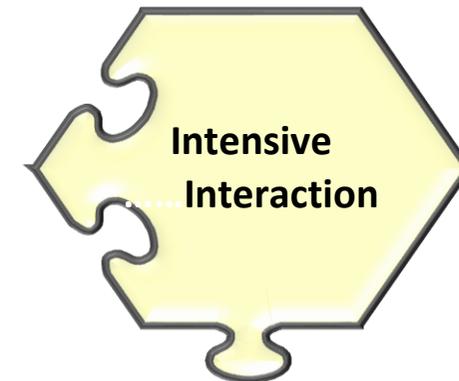
Anyone can do it!

How do I do it?

- Follow the child's lead – tune in.
- Get down to their level.
- Hold back, observe and wait.
- Respond in a variety of ways, including imitation and joining in with any actions, facial expressions or vocalisations they make.
- Be relaxed and unhurried.
- Mirror the child's speed and rhythm.
- Have fun!
- The only rule is that the interaction stops when the young person has had enough.

What are the Fundamentals of Communication?

- 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.
- Learning to regulate and control arousal levels.
- Using and understanding eye contacts.
- Using and understanding facial expressions.
- Using and understanding other non-verbal communications.
- Using and understanding physical contacts.
- Vocalising and using vocalisations meaningfully (including speech).



Further resources:

- Dave Hewett YouTube video: Autism and Intensive Interaction

- www.intensiveinteraction.co.uk

This site has more videos of intensive interaction in action.

- D of E video: Introducing Intensive Interaction to children with severe learning difficulties. <https://www.youtube.com/watch?v=7k-1FwTBtlc>



These are sensory approaches to developing communication and interaction.

Tacpac is an activity resource for helping people with sensory or neurological impairment, developmental delay, profound and multiple learning difficulties, tactile defensiveness, and limited or pre-verbal communication. It provides a structured, emotionally safe framework for the 'receiving partner'. To make contact with their own bodies, their environment and other people, and develop a relationship with these. The 'giving partner' ensures that each tactile experience is well organised and sensitively offered and adjusted to suit the receiving partner's responses. In short it is a blended solution experience of touch, sound, pattern and relationships.

- Awareness: At the most basic level, becoming aware of a stimulus (touch or sound).
- Variety: beginning to differentiate between types of touch or sound.
- Pattern: Repeated single sounds or sets of sounds (e.g. a tune) become patterns that, in time can be anticipated.
- Association: Stimuli can come to be associated with certain objects or emotions.

Through repetition, specific music and touch stimuli can also become associated with each other, the one triggering anticipation of the other.

The revolutionary Magic Carpet includes 500+ applications to meet the development needs of every student at The Bridge School. It is highly inclusive and activities can be accessed through gesture control, eye control, touch screen or mouse control. Combining moving pictures with sounds, pupils can explore different worlds and games together or individually and allows physically disadvantaged pupils to interact with those that are more able.

The intention is to help pupils develop deliberate responses to stimuli and demonstrate their wishes and opinions.



The phrase 'REBOUND THERAPY', when correctly applied, describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs. Thus, it is a great tool for developing several of the key skills we have selected for our Creative Curriculum. We have Nationally Accredited staff who deliver the sessions to all of our pupils. These are timetabled, weekly, for all.

STUDENTS' PROGRESS IS recorded using the Grades 1, 2 and 3 of this programme are based entirely on the original, accredited and approved 'Eddy Anderson model' training course as detailed on this website. When working with students with profound or complex needs, progress can be accurately measured and recorded using this in conjunction with the Winstrada development programme.

THE PHRASE 'REBOUND THERAPY' was coined by the founder, E.G. Anderson, in 1969 to describe the use of trampolines in providing therapeutic exercise and recreation for people with a wide range of special needs. Participants range from mild to severe physical disabilities and from mild to profound and multiple learning disabilities, including dual sensory impairment and autistic spectrum.

REBOUND THERAPY IS used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.

More information can be found here, along with studies that demonstrate the positive effects that can be achieved by participation in this programme:

<https://www.reboundtherapy.org/edu/>

Pupils who are able will also work towards graded certificates within the Winstrada Development programme.



The Forest Schools ethos looks to develop young children to be as independent as they possibly can and start to use reflection to problem solve.

Currently, we have Forest School activities in our Early Years. Here, pupils, under the guidance of our qualified practitioner, engage in a range of activities such as scavenger hunts, sensory walks and den building. Working with natural objects, in the outdoors, has proven to have a positive effect on pupils' wellbeing and thus we hope that this intervention will help students transition from Home life into Education in the most stress free manner possible, enabling them to engage with the wider opportunities offered.

Other Important Interaction Learning Programmes at The Bridge School

- **Aroma Therapy**
- **Dance Therapy**
- **Music Therapy**
- **Messy Play**
- **Soft Play**

In each of these, peripatetic specialists work with school staff to deliver small group sessions for pupils who would most benefit from the programme, sometimes because they have specific sensory needs and sometimes because they are experiencing moments of anxiety and lacking in confidence or as a result of relationship issues that need a helping hand.