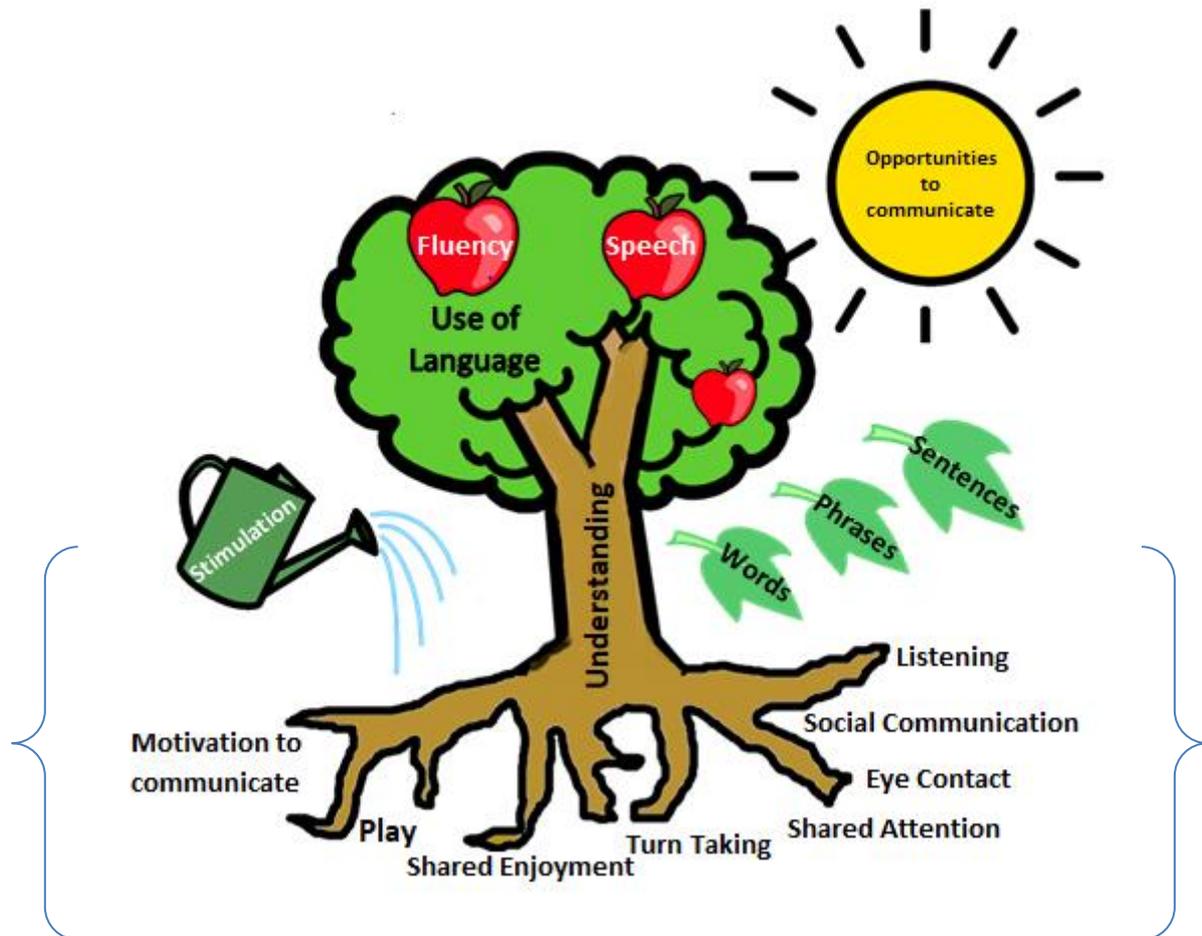


## What is Intensive Interaction?

Intensive Interaction is an intervention that aims to build a child's fundamental communication skills (e.g. eye contact, shared enjoyment and turn taking) to support the development of positive relationships and increase a child's attention.



*Intensive Interaction aims to support development of the 'roots' of language development which includes: attention, play, shared enjoyment and eye contact.*

## Who is Intensive Interaction for?

Intensive Interaction is beneficial for all children, your Speech and Language Therapist might recommend it if:

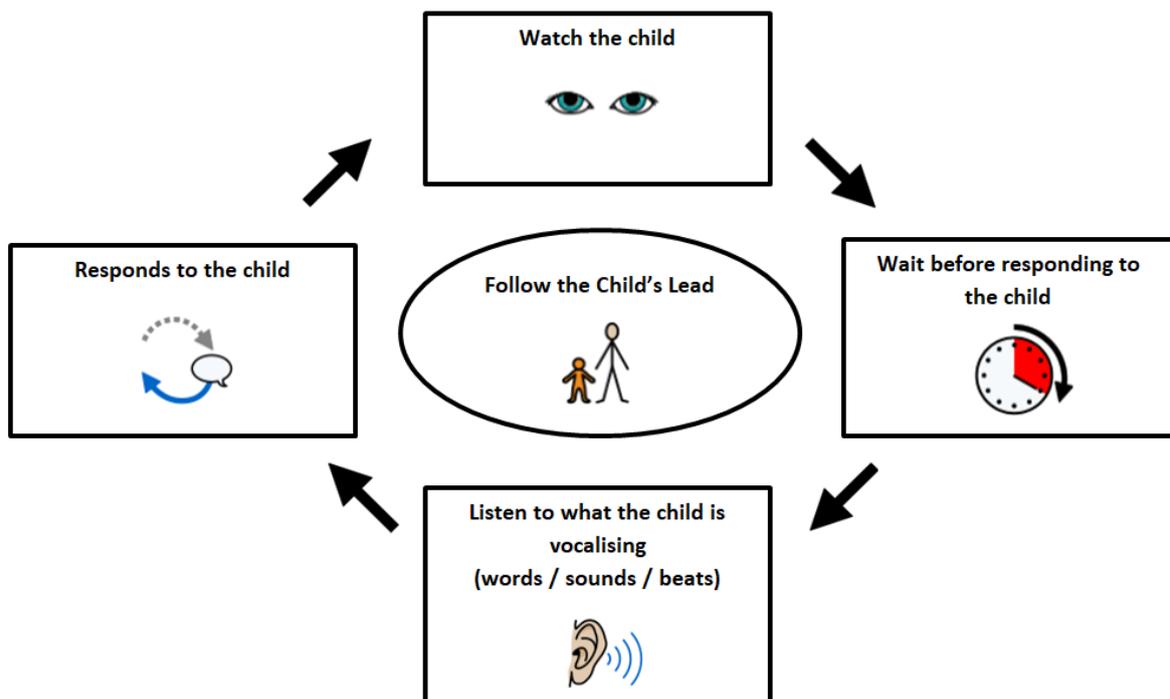
- Your child is not yet showing awareness of others around them
- Your child is not yet responding to interaction with others
- Your child is not yet engaging in a range of play experiences (their play may currently be repetitive)
- Your child is not yet initiating interaction

## The 7 stages of Intensive Interaction\*

- Stage 1 **Encounter**: The child will **allow adults to be near** them in their personal space.
- Stage 2 **Awareness**: The child will **show some awareness of adults being near them** and give fleeting glances.
- Stage 3 **Attend and Respond**: The child will **look at the adult for 1-3 seconds** during their play.
- Stage 4 **Engagement**: The child will **look at the adult for 3 or more seconds**.
- Stage 5: **Participation**: The child will **allow the adult to take at least 4 turns** in your play together.
- Stage 6 **Involvement**: The child will **prompt the adult to restart the interaction** when the adult pauses.
- Stage 7 **Initiation**: The child will **independently initiate an interaction or play** with the adult.

\*Your Speech and Language Therapist will tell you what stage the child you are supporting is at.

## How to implement Intensive Interaction cycle:



## **7 Top Tips for Implementing Intensive Interaction**

1. You don't have to be AN EXPERT you just have to follow the child's lead and embrace the silliness!
2. There is no one right way to do intensive interaction, you just have to be responsive to the child
3. Give the child time to respond, patience is key!
4. You don't need specific toys or activities, you just need to be present and in the moment.
5. Spread your moments of intensive interaction across the day but also incorporate within your daily activities (e.g. at bath time).
6. Stop if the child becomes distressed or moves away during the interaction. Adults can try again after 5-10 minutes.
7. Have Fun!!!! 😊 😊 😊

### **More information:**

[www.intensiveinteraction.co.uk](http://www.intensiveinteraction.co.uk)

<https://davehewett.com/about-intensive-interaction/>

<https://www.phoebecaldwell.co.uk/work.asp>

<http://www.phoebecaldwell.co.uk/speak.pdf>

Stage 1 **Encounter**: The child will **allow adults to be near** them in their personal space.

What does Stage 1 look like?	How to support a child at this level:
<ul style="list-style-type: none"> <li>The child does not respond to an adult.</li> <li>The child continues to engage in their activity, even when an adult approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Adults are playing at the child's eye-level.</li> <li>Adults should not take the child's toys away but engage in the activity of the child's choosing – using the same or similar toys.</li> <li>For children not playing with toys, adults should mirror sounds/actions/breathing patterns etc.</li> </ul>

Stage 2 **Awareness**: The child will **show some awareness of adults being near them** and give fleeting glances.

What does Stage 2 look like?	How to support a child at this level:
<ul style="list-style-type: none"> <li>The child shows fleeting awareness of what is happening around them.</li> <li>Other body movements may also show that they are aware (e.g. turning towards or away from the adult).</li> </ul>	<ul style="list-style-type: none"> <li>Adults to take note of what the child paid attention to.</li> <li>Adults to mirror the child's action again or use similar toys that provide this response (e.g. light up toys).</li> <li>Adults to continue to mirror the child's sounds/actions/breathing patterns etc.</li> </ul>

Stage 3 **Attend and Respond**: The child will **look at the adult for 1-3 seconds** during their play.

What does Stage 3 look like?	How to support at this level:
<ul style="list-style-type: none"> <li>The child shows 1-3 seconds of attention (e.g. eye contact, a smile, reaching out, making a sound, pushing away).</li> <li>The child's mood might also change (positively or negatively) or they might make a request for object or sensory experience.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to take note of what the child paid attention to.</li> <li>Adults to mirror the child's action again or use similar toys that provide this response (e.g. light up toys).</li> <li>Adults to be responsive to how the child makes a request so they can respond to this promptly.</li> </ul>

Stage 4 **Engagement**: The child will **look at the adult for 3 or more seconds**.

What does Stage 4 look like?	How to support at this level:
<ul style="list-style-type: none"> <li>The child shows 3+ seconds of attention (e.g. sustained eye contact).</li> <li>The child gives a sequence of responses (e.g. repeated sounds or person gives objects to adult, hand leading, or holding hands).</li> </ul>	<ul style="list-style-type: none"> <li>The adults should provide the child an opportunity to create their sequence of responses using the 'watch, wait, listen' strategy.</li> <li>Adults should ensure they are playing at the child's eye-level and close enough to observe their responses.</li> </ul>

Stage 5: **Participation**: The child will **allow the adult to take at least 4 turns** in your play together.

What does Stage 5 look like?	How to support at this level:
<ul style="list-style-type: none"> <li>The child engages in turn taking with the adult (e.g. sound making, tapping, body movements).</li> <li>The interaction can be changed slightly by both the child and the adult (e.g. a different sound) and still continue.</li> <li>The child's response is influenced by what the adult does and vice-versa.</li> </ul>	<ul style="list-style-type: none"> <li>Adults should start to pause for 1-3 seconds during interactions to provide opportunities for the child to take turns.</li> <li>Adults to implement the 'watch, wait, listen' strategy to identify one part of the child's response that can be changed (e.g. a sound or tapping something different).</li> </ul>

Stage 6 **Involvement**: The child will **prompt the adult to restart the interaction** when the adult pauses.

What does Stage 6 look like?	How to support at this level:
<ul style="list-style-type: none"> <li>The child will re-start interaction if the adult pauses, which shows that the child wants the interaction to continue with the adult (e.g. repeats a sound).</li> </ul>	<ul style="list-style-type: none"> <li>Adults should pause for 3+ seconds during interactions to provide opportunities for the child to re-start the interaction.</li> <li>Adults to be responsive to a child's communicative attempt to re-start the interaction (e.g. eye gazing, gesture, vocalisation, touch)</li> </ul>

Stage 7 **Initiation**: The child will **independently initiate an interaction or play** with the adult.

What does Stage 7 look like?	How to support at this level:
<ul style="list-style-type: none"><li data-bbox="240 344 735 416">• The child initiates and starts an interaction independently.</li><li data-bbox="240 456 711 566">• The adult does not need to approach the child – the child approaches the adult!</li></ul>	<ul style="list-style-type: none"><li data-bbox="826 344 1402 490">• Adults should pause for 10+ seconds during interactions to provide opportunities for the child to initiate any type of interaction.</li><li data-bbox="826 530 1394 674">• Adults to be responsive to a child’s communicative attempt to initiate an interaction (e.g. eye gazing, gesture, vocalisation, touch) at any time.</li></ul>