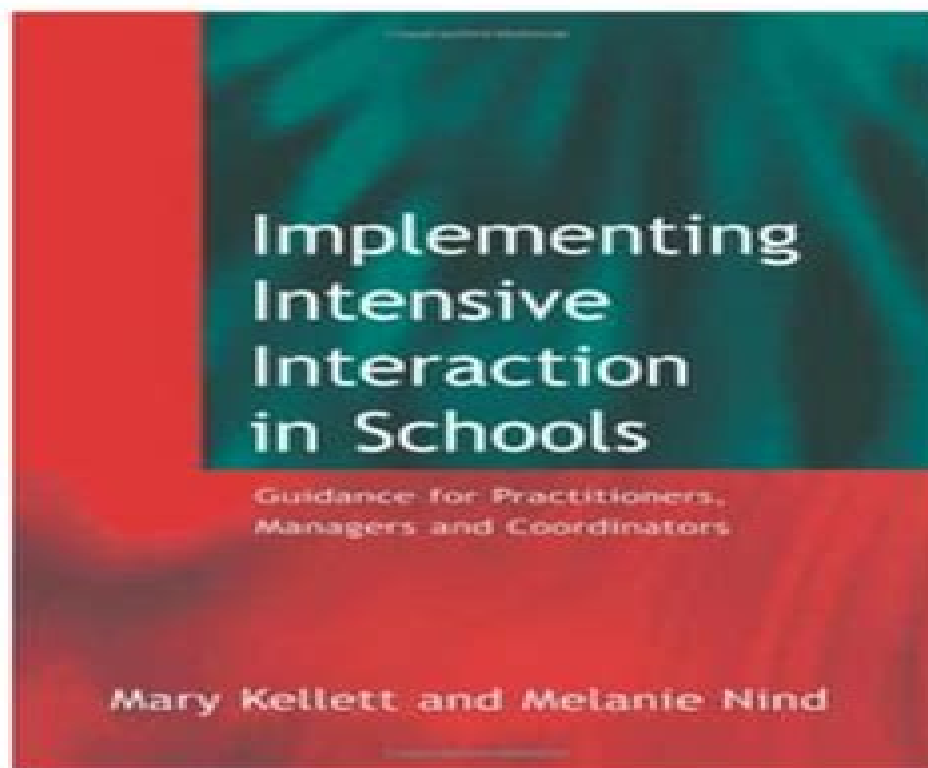


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Implementing Intensive Interaction In Schools Guidance For Practitioners Managers And Co Ordinators

**Dave Hewett, Mark Barber, Graham
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Implementing Intensive Interaction In Schools Guidance For Practitioners Managers And Co Ordinators:

Implementing Intensive Interaction in Schools Mary Kellett, Melanie Nind, 2013-01-11 First Published in 2003 By taking a detailed look at the implementation and management of Intensive Interaction the authors of this book offer practical guidance on how to get the most from the approach in the school context This book includes guidance on managing priorities training issues power dynamics and coping with Ofsted advice on setting up and running evaluation projects clear links to the National Curriculum for SEN case studies from special and mainstream school and a glossary of terms This book is for practitioners coordinators and managers in schools using Intensive Interaction with pupils who have severe and complex learning difficulties

The Intensive Interaction Classroom Guide Amandine Mourière, Pam Smith, 2021-09-20 This book is a practical guide to implementing the Intensive Interaction Approach in a school setting and provides essential technical support to teachers and practitioners from nursery to Post 16 who want to embed it into their classroom practice Geared mainly towards supporting children with communication and social communication difficulties arising from autism or learning difficulties the principles apply equally to students of all levels of cognitive ability who struggle with social situations and emotional or sensory regulation The Intensive Interaction Classroom Guide brings together contributions from experienced teachers teaching assistants and headteachers who reflect on their practice and share practical tips to facilitate social communication development within a nurturing classroom environment Offering practical advice on curriculum and pedagogy and drawing on case studies authors address key themes on a practical level while grounding their discussions theoretically and methodologically Filled with practical advice and techniques this book will be essential to anyone working in classroom settings with students who experience social communication difficulties or need a nurturing approach to emotional well being

Integrating Intensive Interaction Principles into Psychological Practice Sophie Doswell, Maggie Ellis, 2025-10-21 This book details how to use Intensive Interaction as a psychologically informed practice when working with seldom heard clients Although Intensive Interaction was originally developed for children with severe and profound learning disability its use has expanded across age ranges and conditions and is now utilised with children and adults including autistic individuals and people with dementia Exploring the context in which Intensive Interaction has and can be used specifically as a psychological approach this edited volume covers therapeutic intervention on a one to one basis as well as an intervention within other frameworks such as Trauma Informed Care and Positive Behaviour Support Case examples are utilised throughout alongside psychological theory to demonstrate use in practice Consideration is also paid to service contexts and how psychologists can introduce this approach in their local areas The first book on Intensive Interaction written by psychologists for psychological practitioners this book will appeal to trainee and qualified clinical and counselling psychologists and psychological practitioners including creative therapists and counsellors

Intensive Interaction Dave Hewett, 2011-12-01 Intensive Interaction is an approach to teaching the fundamentals of communication to children and

adults who have severe learning difficulties or autism and who are still at an early stage of communication development Its simplicity and effectiveness has been one of the major themes in the widespread practitioner dissemination that has taken place during the last twenty years Despite the human simplicity of the approach intensive interaction relates to or is influenced in practice by a wide range of interconnecting theories and academic standpoints With contributions from leading authorities Dave Hewett provides a comprehensive and detailed description of the theoretical landscape of a now established methodology The most prominent related theories and issues are reviewed with Intensive Interaction set within their contexts Issues covered include the approach within education and the curriculum intensive interaction within adult services effects on organisational change and development neurology and learning outcomes intensive Interaction and the Central Triad of autism emotional learning and development outcomes adoption of Intensive Interaction Providing a timely theoretical and academic overview to Intensive Interaction practice this book marks a substantial theoretical waypoint to future development of interactive approaches generally It is a vital resource of in depth knowledge for anyone studying Special Educational Needs and Education Dave Hewett is an independent educational consultant and has published widely on Intensive Interaction since his role in its development *Integrating Intensive Interaction* Amandine Mourière, Jules McKim, 2017-09-22 This unique book features a collection of lively stories on the integration of Intensive Interaction practice into schools and adult service settings It addresses communication development both from a micro and macro level across a variety of service settings with each chapter written by a different practitioner These personal accounts cover individual practice and reflection with a single case study person as well as influencing organisational change The authors assert that within adult services and educational settings Intensive Interaction can be used as a way to develop communication and confidence and to work with the principles of inclusion and person centred acceptance and support The book develops an understanding of issues that can be addressed within training and mentoring other staff and uses case studies throughout as a powerful training tool Filled with practical advice and techniques to develop communication with people who find it hard to communicate as well as guidance on ensuring the sustainable extension of the use of Intensive Interaction by embedding the approach within organisational ways of working this book will be of value to anyone working within children and adult services for people with communication impairments **Using Intensive Interaction with a Person with a Social or Communicative Impairment** Graham Firth, Mark Barber, 2011-04-15 The authors explain clearly how to prepare for carry out and reflect on the use of Intensive Interaction with a client or family member A multitude of key questions are addressed In the final section they consider some of the wider implications of the approach **Implementing Intensive Interaction in Schools** Mary Kellett, Melanie Nind, 2003 This book is for practitioners coordinators and managers in schools using Intensive Interaction with pupils who have severe and complex learning difficulties It addresses a range of challenges across special inclusive and ever changing contexts It will also be of interest to those wanting to do further research and evaluation

of Intensive Interaction and to teacher educators Understanding Controversial Therapies for Children with Autism, Attention Deficit Disorder, and Other Learning Disabilities Lisa A. Kurtz, 2008 Offering a balanced overview of complementary and alternative therapies this book will be useful for parents of children with autism ADD or other learning disabilities The book covers a wide variety of mind body interventions and manipulative techniques as well as energy therapies biologically based methods and alternative medical systems For each approach the author provides a detailed description of what the treatment involves which professionals will be working with the child and an explanation of the rationale behind the therapy She also offers advice on who to approach for treatment and includes a list of recommended resources and useful contacts for further information This book will be a valuable source of information for parents and professionals working with children who have disabilities that impact their learning or behavior **The Intensive Interaction Handbook** Dave Hewett, Mark Barber, Graham Firth, Tandy Harrison, 2011-10-17 Intensive interaction is an approach to teaching the pre speech fundamentals of communication to children and adults who have severe learning difficulties or autism and who are still at an early stage of communication development This book is a practical guide to help those wishing to implement intensive interaction in their setting and it provides detailed advice and step by step guidance as well as a consideration of all the issues associated with carrying out this approach It considers preparing for intensive interaction observing intensive interaction in progress doing intensive interaction at home and at work teamwork wellbeing record keeping This book is a straightforward guide for anyone wanting to use intensive interaction with people with severe and complex learning difficulties people who have very severe learning difficulties profound and multiple learning difficulties multi sensory impairments and people who have a diagnosis of autism **Using Playful Practice to Communicate with Special Children** Margaret Corke, 2011-11-17 Playfulness is important it creates an alternative space where emotional cognitive and social dimensions can be explored and tested This highly practical book explores the endless possibilities of using playful creative and interactive activities to meaningfully engage with children with multiple learning difficulties or autistic spectrum disorders The author presents playfulness as an experimental frame of mind and encourages practitioners to play with roles ideas words concepts and objects in order to enhance relationships and interventions By providing accessible steps to playfulness this text explores some of the contemporary issues surrounding the education of children with severe learning needs in particular the use of intensive interaction This text considers different areas of creative interactive work for practitioners to draw inspiration from including Music Interactive Musical Movement Finger Dance Story and Drama Artwork Reflective Circle The varied array of tried and tested original activities have been devised to encourage the development of social interaction cognition play experimentation and creativity in particular but not exclusively for children whose learning needs are more complex The author also invites teachers working in mainstream particularly early years and primary education to investigate the creative possibilities inherent in playfulness and to use the activities in this book to

enhance the learning environment This text offers an abundance of advice practical strategies and tips for teachers working in special and mainstream early years and primary education Practitioners such as therapists care workers community musicians and creative arts specialists will also find this book useful

Communicate with Me Martin Goodwin,Jennie Miller,Catherine Edwards,2017-07-05 How can I communicate even more effectively with people who have learning disabilities Communicate with Me is an invaluable toolkit for carers professionals schools and services striving to improve the quality of their communication with those they support Key features include a comprehensive range of techniques and guidance for carers and professionals around how to communicate with and involve children and adults with learning disabilities a wealth of practical examples and case studies to illustrate and contextualise the suggested approaches a detailed quality assurance framework to help schools and services develop CPD establish excellence across their organisations in the way that they communicate with people with learning difficulties and improve outcomes for those they support Communicate with Me is a resource for anyone involved in supporting children or adults with a learning disability including residential or community support workers play workers advocates and teachers who work directly with people as well as line managers and service managers who can facilitate change within service structures and promote good practice in their teams Martin Goodwin is an experienced practitioner who has more than 18 years experience in working with children and young people in a range of capacities including management and direct delivery Martin is a qualified teacher trainer in post compulsory education and children s rights advocate with a BA Hons in Professional Studies Learning Difficulties PG Cert in Social Studies and MA in Youth and Community studies Jennie Miller specialises in working with adults with a learning disability in the residential setting where she has over ten years experience holding a management role since 2004 Jennie has a BA hons in Professional Studies Learning Difficulties Cath Edwards has over thirty years experience of working with children and young people with learning disabilities including autism and severe and profound multiple learning disability Cath has a BEd in education a degree level qualification in special educational needs and is a Master Practitioner of Neuro Linguistic Programming Cath is also a qualified yoga teacher and a professional storyteller Review The publication of this resource is timely Services are shrinking and specialist support is contracting People with learning disabilities need informed committed and skillful partners in their struggle to take their rightful place in society and this accessible interactive and comprehensive guide will prove an invaluable support to everyone who has the privilege and the challenge of sharing their lives and work with people who have difficulties in communication Dr Nicola Grove Consultant in Communication and Narrative Honorary Senior Lecturer Tizard Centre Founder Openstorytellers

Access to Communication Melanie Nind,Dave Hewett,2012-07-26 The award winning creators of Intensive Interaction bring this groundbreaking book up to date with new material covering inclusion and emotional literacy The book also includes a brand new section looking at the program s implementation in preschool settings the particular benefits of Intensive Interaction for children who have Autistic

Spectrum Disorders a how to do it chapter including ideas for assessment case studies to help practitioners get to grips with the realities of using Intensive Interaction This book has been updated to include the new SEN Disability Act SENDA and developments in new technology *Assessment in Counselling and Guidance* Mr. Rohit Manglik,2024-03-11 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels *Disability Classification in Education* Lani Florian,Margaret J. McLaughlin,2008-04-03 Makes a strong contribution to the field illuminating many issues and significant concerns Mary Carlson Special Education TeacherPark Hill K 8 School Denver CO A unique timeless collection that raises interesting questions about disability classification internationally Wendy Dallman Special Education TeacherNew London High School WI Promote equal educational opportunity through improved classification practices The identification of children for special educational services has long been a topic of debate Are students classified accurately Do current classification systems produce adequate education services Have systems designed to ensure equity instead resulted in discrimination Disability Classification in Education offers a comprehensive analysis of current classification systems and categorical labels in the United States the United Kingdom and other countries Covering specific national policies from historical sociological and legal perspectives this collection of articles from a group of esteemed educational researchers identifies the disparities between different classification systems and suggests changes based on recent requirements challenges and trends Aligned with NCLB and the reauthorization of IDEA 2004 this edited volume examines The evolution of special education classification policies The relevance of existing disability classification systems Dilemmas educators face in using current classification procedures Alternatives for serving learners with special needs Approaches to developing a standardized or universal classification policy Intended to stimulate discussion and spark change this guide helps school or district administrators and university faculty improve the professional practice of those entrusted with the development and well being of children with disabilities **The Routledge Companion to Severe, Profound and Multiple Learning Difficulties** Penny Lacey,Rob Ashdown,Phyllis Jones,Hazel Lawson,Michele Pipe,2015-04-10 The Routledge Companion to Severe Profound and Multiple Learning Difficulties is a timely and rich resource with contributions from writing teams of acknowledged experts providing a balance of both academic and practitioner perspectives The book covers a myriad of topics and themes and has the core purpose of informing and supporting everyone who is interested in improving the quality of education and support for children and young adults with severe profound and multiple learning difficulties and their families Each chapter contains careful presentations and analyses of the findings from influential research and its practical applications and the book is a treasure chest of experiences suggestions and ideas from practitioners that will be invaluable for many years to come The chapters include many vignettes gathered from practitioners

in the field and are written specifically to be rigorous yet accessible The contributors cover topics related to the rights and needs of children and young adults from 0 25 years crucial features of high quality education characteristics of integrated provision and effective and sensitive working with families to ensure the best possible outcomes for their children Crucially the voice of the learners themselves shines through Historical provision that has had an impact on developing services and modern legislation aimed at improving provision and services are also discussed The contributed chapters are organised into six themed parts Provision for learners with SLD PMLD Involving stakeholders Priorities for meeting the personal and social needs of learners Developing the curriculum Strategies for supporting teaching and learning Towards a new understanding of education for learners with SLD PMLD This text is an essential read for students on courses and staff working in and with the whole range of educational settings catering for children and young adults with severe profound and multiple learning difficulties not just for teachers but also for support staff speech and language therapists physiotherapists psychologists nurses social workers and other specialists

Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties Peter Imray,Viv Hinchcliffe,2013-10-30 Curricula for Teaching Children and Young People with Severe or Profound and Multiple Learning Difficulties offers a range of compelling arguments for a distinct and separate pedagogical approach to the learning needs of the most educationally challenging pupils This book written in accessible common sense and non academic language provides an easy to follow alternative curriculum specifically designed to enhance and enrich the learning of children with profound and multiple learning difficulties Chapter by chapter guidelines and support are offered in key curriculum areas some of which include Cognition Language Literacy and Communication Mathematical Physical Sensory Creative Care Play Problem solving This highly practical resource is essential reading for any educational professional parents school governors teachers teaching assistants therapists and indeed anyone involved with maximising the educational opportunities of those with profound learning difficulties

Research Methods for Pedagogy Melanie Nind,Alicia Curtin,Kathy Hall,2016-10-06 Aspects of pedagogy are frequently researched but the concept itself is poorly understood More than just teaching and learning pedagogy is about values identities relationships and interactions bounded by context As such researchers of pedagogy face the challenge of working out what constitutes pedagogical texts data or evidence and how these can be generated and understood Research Methods for Pedagogy begins by exploring the different conceptualisations of pedagogy and their implications for how it is researched The authors reflect on how their sociocultural stance on pedagogy influences the methods they choose to focus on in the book Moving beyond just schools and formal pedagogies into informal and everyday pedagogies the authors use a range of case studies across educational sectors and cultures to discuss methods for researching pedagogy Common approaches such as ethnography and action research are included alongside some quantitative and quasi experimental methods and often less familiar participatory multimodal and reflective methods The authors demonstrate the relationships between theoretical stance

pedagogical context and research approach Finally the book addresses the complexity of pedagogy research through discussion of particular ethical and relational aspects as it highlights innovations and developments in research methods for pedagogy Boxed case studies reflections on real research projects a glossary of key terms and an annotated list of further reading all help to guide students and scholars through their research design and choice of methods in this area

Commonsense Methods for Children with Special Educational Needs Peter Westwood, 2007-03-06 Provides practical strategies for meeting children's special needs in regular classrooms including expanded chapters on learning difficulties behavior management and the teaching of literacy and numeracy skills

Disabled Students in Education: Technology, Transition, and Inclusivity Moore, David, 2011-10-31 There can be little doubt that the rapid technological developments that have characterized the decades since the middle of the 19th century have given great scope for improving the quality of life of disabled people *Disabled Students in Education Technology Transition and Inclusivity* reports on 15 research projects aimed at improving the educational prospects of disabled people Through its discussion of three main themes technology transition and inclusivity this book aims to be of interest to disabled students their parents and teachers and the people who run and set policies for their educational providers

Handbook of Conversation Design for Instructional Applications Luppigini, Rocci, 2008-01-31 Given the rapid growth of computer mediated communication there is an ever broadening range of social interactions With conversation as the bedrock on which social interactions are built there is growing recognition of the important role conversation has in instruction particularly in the design and development of technologically advanced educational environments The *Handbook of Conversation Design for Instructional Applications* presents key perspectives on the evolving area of conversation design bringing together a multidisciplinary body of work focused on the study of conversation and conversation design practices to inform instructional applications Offering multimodal instructional designers and developers authoritative content on the cutting edge issues and challenges in conversation design this book is a must have for reference library collections worldwide

Implementing Intensive Interaction In Schools Guidance For Practitioners Managers And Co Ordinators Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Implementing Intensive Interaction In Schools Guidance For Practitioners Managers And Co Ordinators**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Introduction

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