



## USING THE INTERACTION RECORD

The wall chart allows for the recording of an 'average level of interaction' and a 'best moment'. These are self explanatory... the average level is the level that the child seemed to be at for most of the time while the best moment is the highest level episode of interaction that happened. I felt that the distinction was necessary because when I began exploring the engagement profile many years ago I found it difficult to assign one level to an interaction - a child may have spent 5 minutes showing no social awareness and then suddenly shown consistent attention to the social encounter for 30 seconds. In this example, giving a single level of Engagement would not seem the most accurate way to represent what had happened so I found that, with an average level and best moment, we could say that such a child would be at the average level of encounter with a best moment of engagement. This to me seems a more accurate reflection.

The most accurate way to record an interaction is to film it. Watch the film and use the engagement profile questions to ascertain the level and best moment. Then enter the date on the Interaction record and use the top row (more coloured) to mark the best moment and the lower row (faded) to mark the average level. If you have not filmed the interaction then you need to make an educated guess as to the levels. Add your initials in the space provided and then use the last space to note anything that worked well or didn't work so well.

Recording Intensive Interaction in this way has a number of benefits:

- The method is very quick and leads to insightful reflection.
- All members of the staff team can keep up to date on break throughs or things that are working or not working.
- The record can be used to support video footage to compare with the baseline and discuss how effective the approach is.
- As the staff team engage with the method they will share a more accurate understanding of the engagement profile, supporting the development of a community of practice.
- The method will help the staff team will share an understanding of what level a child is at and how the team can work together to support the child's communication development.

All of the above things are very important but perhaps even more crucial to me is that this it works and is being used successfully in each classroom.

## LEVEL 1 - ENCOUNTER

I use this level to describe an interaction when the supported person shows no recognition of the social opportunity offered by the practitioner. There is an absence of responses to the social gestures made by the practitioner and the person may continue with the interest or behaviour they were engaged in before the practitioner approached. If the person's behaviour changes then it is not possible to see any correlation between the presence and behaviour of the practitioner and the person's new actions.

**Key Indicators:** An absence of any response to the practitioners approach or social gestures.

## LEVEL 2 - AWARENESS

I use this level to describe an interaction when the supported person shows an awareness of the practitioner and the social opportunity on offer. This awareness is most typically characterised by a fleeting look or sideways glance. While it is easiest to spot the use of sight, other senses can be involved too, particularly when working with visually impaired people. Body language cues that indicate awareness can include a turn or cock of the head, reaching out, leaning forward or other actions that indicate a fleeting yet intentional movement toward the practitioner.

**Key indicators:** A fleeting look toward the practitioner (or other brief body language cue indicating sensory awareness).

## LEVEL 3 - ATTENTION & RESPONSE

I use this level to describe an interaction when the supported person shows clear but brief interest in the social opportunity offered by the practitioner and a brief response to what is happening socially. Warm eye contact is a good indicator accompanied by responses such as a smile, reaching out, holding hands, offering something, signing a demand for something or moving into the practitioners personal space. The crucial factor in ascertaining this level is that the response is to what is happening socially. How long is a brief interaction? If the interaction involves a single response and lasts less than three seconds I mark it as brief. If the attention is held for over three seconds I record the interaction using the next level.

**Key Indicators:** 1-3 seconds attention and a single physical/emotional response to what is happening socially.

## LEVEL 4 - ENGAGEMENT

I use this level to describe an interaction when the supported person sustains attention to what is happening socially for over 3 seconds. An interaction of this nature will also often involve a sequence of responses, in contrast to the previous level which described a single physical/emotional response to what is happening socially. As for the previous level, example responses are eye contact, smiling, reaching out, holding hands, offering something, signing a demand for something or moving into the practitioners personal space. While there may be a sequence of responses (and the person and practitioner may even alternate their behaviour), the content of the interaction is directed by the person rather than being co-created by the person and the practitioner.

**Key indicators:** 3+ seconds attention; a sequence of physical/emotional responses; one-way-ness.

## LEVEL 5 - PARTICIPATION

I use this level to describe an interaction that involves genuine turn-taking; a co-created two-way dialogue between the practitioner and the supported person. The key indicators of meaningful turn taking are that the person is yielding to the practitioner; waiting for the practitioner to take their turn and anticipating their actions. I describe turn-taking as a dialogue because the flow of the interaction is like that of questions and answers in a verbal conversation, each person is listening to the others questions/offers and is letting their answers and responses be influenced by what the other person is doing. There is a tangible sense of flow to PARTICIPATION. This sense of flow is the same sense that you have when you have had a great conversation with a friend and you look at your watch and wonder where the time has gone. It is this flow of dialogue that, for me, characterises PARTICIPATION. For me, the presence of flow is as tangible as any of the indicators from the previous levels. The concept is more subtle however and I find that more work is usually required to help practitioners understand what flow is and how a two way interaction with flow differs from an interaction during which the partners simply alternate their behaviour.

To help understand this flow I use an example with two people playing with some beanbags. ENGAGEMENT can be thought of as one person carefully throwing one beanbag after another to their partner in contrast to PARTICIPATION which can be thought of as a pair of people playing throw and catch, each taking turns to throw a single bean bag to the other then waiting for the other to catch the beanbag and throw it back. Some practitioners can find the idea of flow a little abstract so, to make it more concrete, I find that the presence of flow is consistently felt by practitioners as a sense of “two-way-ness”. This contrasts with the sort of interaction in which a person approaches the practitioner and makes demands of the practitioner or requests stimulation of some sort. An interaction of the latter sort has a tangible sense of “one-way-ness” and would therefore be described as ENGAGEMENT.

**Key indicators:** Turn-taking; two-way interaction; flow of co-created dialogue; two-way-ness.

## LEVEL 6 - INVOLVEMENT

I use this level to describe an interaction when the person restarts the flow of a two-way co-created dialogue after a pause. An example would be that two people are playing throw and catch and the person drops the ball, is briefly distracted by something else then remembers and restarts the game by finding the ball and offering it to their partner. This level shows that the person is looking for two-way-ness and has the ability to reach out for and restart the flow but only in the context of a pre-existing social interaction that began because the practitioner made themselves available for interaction.

**Key indicators:** Restarting the flow of the co-created dialogue.

## LEVEL 7 - INITIATING INTERACTIONS

I use this level to describe an interaction that involves the person independently starting the flow of a co-created dialogue with the practitioner or other person. Particular to this level is the fact that the practitioner no longer needs to approach the person and make themselves available using their intensive interaction skills, the person now has the ability to approach and initiate an interaction themselves.

**Key indicators:** Independently starting the flow of dialogue; Practitioner does not need to approach.

A common mistake is to attribute this level to an interaction when a person independently approaches a person to make a demand for an object or food. I would not describe such an interaction as INITIATING INTERACTIONS because of the lack of two-way flow and emotional content. This type of interaction is a one-way functional demand and as such I would describe it as ATTENTION and RESPONSE or ENGAGEMENT. To re-cap, the last three levels all relate to the flow of co-created two way dialogue. PARTICIPATION (Level 5) describes the presence of the flow of co-created dialogue, INVOLVEMENT (Level 6) describes the person restarting this flow while INITIATING INTERACTIONS describes the person independently starting a co-created dialogue without the practitioner having to make the first approach.

## INTENSIVE INTERACTION RECORDING - KEY INDICATORS

LEVEL NAME	ENCOUNTER	AWARENESS	ATTENTION AND RESPONSE	ENGAGEMENT	PARTICIPATION	INVOLVEMENT	INITIATING INTERACTIONS
Key Indicator	<p>Absence of responses</p> <p><i>to what is happening socially</i></p>	<p>Fleeting sensory awareness</p> <p><i>of what is happening socially</i></p>	<p>1-3 seconds attention <i>and</i></p> <p>Emotional response <i>or</i></p> <p>Physical response</p> <p><i>to what is happening socially</i></p>	<p>3+ seconds attention <i>and</i></p> <p>Sequence of responses</p> <p>One-way-ness</p> <p><i>to what is happening socially</i></p>	<p>Turn-taking</p> <p>Two-way-ness</p> <p>Flow</p>	<p>Restarting the flow of 'two-way-ness' after a pause</p>	<p>Starting the flow of 'two-way-ness' independently</p> <p>Practitioner does not have to approach</p>
Example interactions	<p>Person continues with what they were doing before the practitioner approached</p> <p>No evidence that the practitioner's approach has influenced the person in any way</p>	<p>Fleeting eye contact</p> <p>Other body language cues indicating awareness through hearing/ touch/smell/taste</p>	<p>Eye contact (or other sensory attention)</p> <p>A smile</p> <p>Reaching out</p> <p>Making a sound</p> <p>A movement</p> <p>Pushing away</p> <p>Brief sign of positive/negative mood</p> <p>Making a demand for an object or sensory experience</p>	<p>Sustained eye contact (or other sensory attention)</p> <p>Repeated sounds</p> <p>Holding hands</p> <p>Leading the practitioner somewhere</p> <p>Person gives objects to the practitioner</p> <p>Person demands objects or sensory experiences in a 'one-way' interaction</p>	<p>The person's response is influenced by what the practitioner does and vice versa</p> <p>The content of the interaction is co-created and involves something new</p> <p>Taking turns making vocal sounds</p> <p>Taking turns tapping</p>	<p>After a short pause, the person returns to the practitioner and attempts to restart the two-way-ness</p> <p>The key is that the person is asking for an interaction that is co-created in contrast to simply demanding an object or sensory experience.</p>	<p>This level describes an interaction when the person is eager for the co-created dialogue and tries to get it going irrespective of whether the practitioner approached or is working to be available for interaction</p>

# Intensive Interaction Essentials

# Baseline Assessment for.....

Assessment Period .....to.....

Staff Initials .....

Average Level .....

Most Interactive Episode .....

	Key indicators	Use a tick or tally to mark the highest interaction level you are certain about				Total
<b>ENCOUNTER</b>	Absence of responses to what is happening socially					
<b>AWARENESS</b>	A fleeting look toward the practitioner (or other body language cue indicating awareness)					
<b>ATTENTION &amp; RESPONSE</b>	1-3 seconds attention and a single emotional/physical response to what is happening socially					
<b>ENGAGEMENT</b>	3+ seconds attention; a sequence of physical/emotional responses; one-way-ness.					
<b>PARTICIPATION</b>	Turn-taking; two-way interaction; flow of co-created dialogue; two-way-ness					
<b>INVOLVEMENT</b>	Restarting the flow of the co-created dialogue.					
<b>INITIATING INTERACTIONS</b>	Independently starting the flow of dialogue; Practitioner does not need to approach.					

## ASCERTAINING A BASELINE

In order for a recording system to have integrity progress must be compared to a baseline level. We can use the seven levels of engagement introduced in the last post to assess our partner's baseline level of communication ability and then use this to ascertain any future progress.

My requirements for a baseline system were as follows:

- Involves enough data so as to avoid inaccuracies
- Practical enough for classroom use i.e. not too staff intensive
- Simple to learn
- Accurate

After a few months of experimentation we eventually settled on the following method at Woolley Wood using this form:

### Baseline Method

- 1 Find another member of staff (or family member) to film the interactions.
- 2 Film an interaction.
- 3 Find a time to watch the video together with the person who did the filming.
- 4 Begin watching the video and after 30 seconds stop the video and use the engagement profile to assess the level of the interaction.
- 5 Record this level using a tally mark on the Baseline Form.
- 6 Continue watching the video stopping every 30 seconds to make an assessment and mark the form.
- 7 Over a period of 7-14 days film some more interactions and repeat steps 1-6.

Having completed the above steps you can ascertain the overall baseline level. Count the tallies in each box to find:

- a) The level that was recorded the most times (AVERAGE)
- b) The highest level recorded on the sheet (MOST INTERACTIVE EPISODE)

Write down the levels in the appropriate areas in the top right hand area of the form and the Baseline assessment is complete.

### Things to consider

- In the school we use iPads to film the interaction because it we can watch the video straight away on the iPad screen rather than having to download the film onto a computer.
- At the school we do five 3 minute videos over a period of 7-14 days. The purpose of this is so that we have record the interactions when the child is in different moods, on different days and different times and the baseline will therefore be more accurate.
- Working on a baseline is a good way to familiarise yourself with the levels.

**I have also detailed this method in a YouTube video.**

<https://www.youtube.com/watch?v=ayAFdpSUiLM>

## **The Leuven Well-being and Involvement Scales**

The tool focuses on two central indicators of quality early years provision: children's 'well being' and 'involvement'. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good 'mental health'. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

## **Using the Assessment of Well-being and Involvement Scales**

Leuven's has created a 5-point scale to measure both well-being and involvement. If there is consistent low level of well-being and/or involvement, it is likely a child's development will be threatened. The higher the levels of well-being and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of well-being and involvement, we know that deep level learning is taking place.

The evaluation starts with assessing the levels of well-being and involvement using the tables. The procedure is simple and can be compared to 'scanning'. Observe the children individually or as a group for about 2 minutes then give a score for well-being and/or involvement using the 5 point scale. Unless children are operating at 4 or 5, learning will be limited. It is unrealistic to suggest that children will be operating at levels 4 or 5 all of the time as levels will fluctuate throughout the day. However, it is useful to observe how well practitioners tune in to the children's levels of well-being and involvement and respond to low levels sensitively. Even a low level of well-being or involvement can become a learning opportunity, which can result in higher levels.



### THE LEUVEN SCALE FOR WELL-BEING

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum or sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

### THE LEUVEN SCALE FOR INVOLVEMENT

Level	Involvement	Signals
1	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around them.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

## Adapted Leuvan Scales for Measuring Rapport and Social Learning Potential

*Method: Observe person for 2 minutes then score using the three scales for Wellbeing, Involvement and Social Attention. Add the 3 scores together and input result into 'Total Rapport' row (score out of 15)*

Class	Date:	Key Staff:	Activity (if assessing a group session):
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Child Name:		Wellbeing	1	2	3	4	5
Date / Time:	/ /   :	Involvement	1	2	3	4	5
Staff / Activity:		Social Attention	1	2	3	4	5
II Priority:	(3-8) High Low (13-15)	Total Rapport					

Child Name:		Wellbeing	1	2	3	4	5
Date / Time:	/ /   :	Involvement	1	2	3	4	5
Staff / Activity:		Social Attention	1	2	3	4	5
II Priority:	(3-8) High Low (13-15)	Total Rapport					

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Adapted Leuvan Scale* to measure rapport	1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
<b>Wellbeing</b>	Clear discomfort. May appear sad, dejected, afraid, angry	Not at ease. Discomfort not as intense or frequent as level 1	Neutral posture and facial expression	Some signs of satisfaction, positive energy and happiness	Confident, assured, happy No signs of stress/tension
<b>Involvement</b>	No activity. Absent, no energy	Frequently interrupted activity.	Mainly continuous activity, easily distracted	Near continuous activity, some flow. Not easily distracted	Continuous activity with continuous flow
<b>Social Attention</b>	No social attention	Frequently interrupted social attention	Mainly social attention, easily distracted	Near continuous attention, some empathy and two-wayness	Continuous attention, empathy and two-wayness

\*Leuvan Scale from Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, F.Laevens (2005). Use of Leuvan scale for rapport by M Laurie (2018) based on Tickle-Degnen, Rosenthal. "The Nature of Rapport and Its Nonverbal Correlates (1990) and Goleman, "Social Intelligence" (2006).

# Rapport-based Communication Record

<b>Person Name:</b>	<b>Class/Area:</b>	<b>Key Staff:</b>
<b>Date:</b>	<b>Location:</b>	
<b>What happened?</b>		
Session ended by: _____ Reason: _____		
<b>What were the highlights? What did you learn?</b>		

## Rapport (Adapted Leuvan Scale)

	Extremely Low	Low	Moderate	High	Extremely High
Wellbeing	1	2	3	4	5
Involvement	1	2	3	4	5
Social Attention	1	2	3	4	5

Measures the three ingredients of rapport that are central to Rapport-based Communication. Observe the person for at least two minutes and score using the scales. You can use half values to make a 10 point scale (1, 1.5, 2, 2.5 etc). \*

## Familiarity

	Not familiar ----- Very familiar
Student / Practitioner	
Student / Environment	
Practitioner / Environment	

Indicates how familiar the student, practitioner and environment are with each other. Low levels could lead to anxiety and hinder rapport. High levels of familiarity could facilitate rapport.

## Engagement (QCA Scale)

	Enc	Awa	A+R	Eng	Par	Inv	Init
Best moment							
Average level							

Measures progress from socially unaware (**Enc**ounter) to socially able (**Init**iating Interactions). Mark the best moment of interaction and also mark a level for the average ie. What was happening most of the time. \*\*

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### REFERENCE

Adapted Leuvan Scale	1 - Extremely Low	2 - Low	3 - Neutral	4 - High	5 - Extremely High
Wellbeing	Very upset/ distressed	Not at ease	Neutral face/body language/posture	satisfied/happy at ease/positive energy	Delighted/joyful confident/assured
Involvement	No activity/ absent	Frequently changes focus	Mainly continuous - easily distracted	Near continuous - not easily distracted	Completely absorbed
Social Attention	No activity/ absent	Frequently changes focus	Mainly continuous - easily distracted	Near continuous - not easily distracted	Completely absorbed

Encounter	Absence of social response
Awareness	Fleeting sensory awareness
Attention and Response	Brief social attention (< 3 seconds) & single response
Engagement	Sustained social attention (> 3 seconds), sequence of responses
Participation	Two-wayness, turn-taking/yielding, sense of 'conversation' & flow
Involvement	Restarting the two-wayness, 'conversation' and flow
Initiating Interaction	Starting two-way 'conversation' out of the blue

\*Adapted from F.Laevens (2005). Use of Leuvan scale for rapport by M Laurie (2018) based on Tickle-Degen, Rosenthal. "The Nature of Rapport and Its Nonverbal Correlates (1990) and Goleman, "Social Intelligence" (2006).

\*\* QCA Scale from Firth, Barber (2004) 'A framework for recognising attainment in Intensive Interaction' & 'Planning, teaching & assessing the curriculum for pupils with learning difficulties' based work of Aitken, Buultjens (1992), Brown (1996) & McInnes, Treffry (1982).

# Rapport-based Communication Record

<b>Person Name:</b>	<b>Class/Area:</b>	<b>Key Staff:</b>
<b>Date:</b>	<b>Location:</b>	
<b>What happened?</b>		
Session ended by: <b>Matt</b> Reason: <b>Out of time</b>		
<b>What did you learn?</b>		

## Rapport (Adapted Leuvan Scale)

	Extremely Low	Low	Moderate	High	Extremely High
Wellbeing	1	2	3	4	5
Involvement	1	2	3	4	5
Social Attention	1	2	3	4	5

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<b>Encounter</b>	Absence of social response
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<b>Attention and Response</b>	Brief social attention (< 3 seconds) & single response
<b>Engagement</b>	Sustained social attention (> 3 seconds), sequence of responses
<b>Participation</b>	Two-wayness, turn-taking/yielding, sense of 'conversation' & flow
<b>Involvement</b>	Restarting the two-wayness, 'conversation' and flow
<b>Initiating Interaction</b>	Starting two-way 'conversation' out of the blue

## Session Observation and Targets

Record what happened in the session and evidence learning and development by using the table to first record **developments** then the **session highlights**.

Use the yellow column to set targets and objectives for the interactions and use the checkbox to note whether the target has been met. Choose targets that relate to overall EHCP or IEP for the person.

	Target	New developments	Session highlights
<b>Movement</b> Body language gesture around room	Target Met [ ]		
<b>Attention</b> Self-absorption social attention shared attention	Target Met [ ]		
<b>Sharing Space</b> Personal space Give/receive touch	Target Met [ ]		
<b>Sounds</b> vocalisations verbalisations external/music	Target Met [ ]		
<b>Interactions</b> People/objects Self	Target Met [ ]		
<b>Emotions / Feelings</b> Positive/negative stimulus/cause	Target Met [ ]		

\*Adapted from F. Laevers (2005). Use of Leuvan scale for rapport by M Laurie (2018) based on Tickle-Degen, Rosenthal. "The Nature of Rapport and Its Nonverbal Correlates" (1990) and Goleman, "Social Intelligence" (2006).

\*\* QCA Scale from Firth, Barber (2004) 'A framework for recognising attainment in Intensive Interaction' & 'Planning, teaching & assessing the curriculum for pupils with learning difficulties' based work of Aitken, Buultjens (1992), Brown (1996) & McInness, Treffry (1982).

# Intensive Interaction / Musical Interaction – Individual / Group / Baseline Record

Person/ Session		Service/ Area/Class		Date <small>(baseline/group session only)</small>		Key staff													
DATE / NAME / TIME	QCA ENGAGEMENT PROFILE*							RAPPORT **				Location	Duration	Practitioner Initials	What went well / didn't go well / notes /new developments & learning				
	E	Aw	A+R	En	Par	Inv	Init	W	I	S	Total								
<b>BASELINE</b>																			
<b>OBSERVED</b>																			
<b>TOTALS / AVERAGES</b>																<i>&lt; Use the totals/averages to take baselines or understand overall session impact on interaction level &amp; rapport</i>			

QCA ENGAGEMENT PROFILE *	Encounter	Absence of social response	RAPPORT (LEUVAN SCALE)**	Wellbeing	Involvement	Social Attention	
	Awareness	Fleeting sensory awareness		1	Extremely low	Little or no activity	Self-absorbed, little or no social attention
	Attention and Response	Brief social attention (< 3 seconds) & single response		2	Low	Frequently interrupted activity	Frequently interrupted social attention
	Engagement	Sustained social attention (>3 seconds), sequence of responses		3	Moderate	Mainly continuous activity at routine level	Mainly social attention at routine level
	Participation	Two-wayness, turn-taking/yielding, sense of 'conversation' & flow		4	High	Near continuous activity, moments of flow	Near continuous attention, tuned in
	Involvement	Restarting the two-wayness, 'conversation' and flow		5	Extremely High	Continuous activity with sustained flow	Continuous social attention and empathy
Initiating Interaction	Starting two-way 'conversation' out of the blue						

FOR INDIVIDUAL RECORD use one row per interaction; record date in left-hand column. FOR GROUP RECORD use one row per participant; record names in left-hand column. FOR BASELINE use one row for every 2 minutes; record time in left hand column.

\* METHOD – QCA INTERACTION LEVELS – Record two interaction levels for each completed row. Mark one level as the highest observed level (the best moment); mark one level as the average (what was happening most of the time).

\*\* METHOD – RAPPORT – Record levels using 5-point scales for Wellbeing (W), Involvement (I) & Social Attention (S). (Social Attention scale added to standard Leuvan scales).

\* QCA Scale from Firth, Barber (2004) 'A framework for recognising attainment in Intensive Interaction' & 'Planning, teaching & assessing the curriculum for pupils with learning difficulties' based work of Aitken, Buultjens (1992), Brown (1996) & McInness, Treffry (1982).

\*\* Leuvan Scale from Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, F.Laevens (2005). Use of Leuvan scale for rapport by M Laurie (2018) based on Tickle-Degnen, Rosenthal. "The Nature of Rapport and Its Nonverbal Correlates (1990) and Goleman, "Social Intelligence" (2006). Form design, recording system, social attention scale and "best/average" evaluation method designed by Matthew Laurie ©2018