

Record Sheet for Intensive Interaction, Rapport-Based Communication and Rapport-Based Music

PERSON	KEY STAFF							AREA / CLASS			DATE / PERIOD		RECORD SHEET NO.					
DATE OF INTERACTION	QCA ENGAGEMENT PROFILE*							RAPPORT **			Duration	Staff Initial	Share something that went well/location/new development/new learning					
	Enc	Aw	A+r	Eng	Par	Inv	Init	W	I	S								
BEST MOMENT >																		
AVERAGE >																		
AVERAGES >																		

< USE THE AVERAGES TO TAKE BASELINES AND UNDERSTAND OVERALL SESSION IMPACT

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

RAPPORT (LEUVAN SCALE) **	Wellbeing	Involvement	Social Attention
1	Extremely low	Little or no activity	Self-absorbed, little or no social attention
2	Low	Some involvement easily distracted, little focus	Some social attention easily distracted, little focus
3	Moderate	Mainly involved in one activity, more focus, at a routine level	Mainly attending to one person, more focus, at a routine level
4	High	Near continuous involvement, one activity, moments of intensity	Near continuous attention, moments of intensity
5	Extremely High	Continuous activity, focussed, sustained intensity	Continuous social attention, focussed, sustained intensity

* QCA INTERACTION LEVELS – Record two interaction levels. 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, Bultjens (1992), Brown (1996) & McInness, Treffy (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 and evaluation method designed by Matthew Laurie ©2023