Intensive Interaction & Challenging Behaviour

Dr. Dave Hewett

+44 (0)1920 468621
daveinteract@hotmail.com
sarahinteract@hotmail.com
(Sarah Forde, PA)

www.davehewett.com
www.intensiveinteraction.co.uk
### Personal Factors

**Constitutional or Physiological e.g.**
- diagnosed conditions which can make life difficult, e.g. autism, ADHD.
- genetic conditions which are thought to influence behaviour directly
- hormonal state
- hunger - (Maslow level 1 needs)
- allergies
- brain damage
- drug regimes
- illness
- epilepsy
- psychoses

**Personality & Character e.g.**
- extremes of extroversion or introversion
- emotional state
- relationship 'script'
- sense of humour
- changeable moods
- arousal pattern
- coping styles (ability to cope with own emotions)
- prejudices

**Sense of Self e.g.**
- self-esteem - unable to see self as valuable - as 'good to be with'
- self-view e.g. "this is how I am" - seeing self as a difficult or violent person
- degree of self-knowledge

**Difficulty with Communication e.g.**
- not able to use or understand language
- difficulty with verbal expression
- difficulty with understanding others, e.g. deafness

**Still at an Early Developmental Stage e.g.**
- still has early equipped body
- still needs early developmental experiences, but does not receive them
- sexual needs beyond understanding
- still has basic security and social needs (Maslow levels 2 & 3)
- etc.

### Environmental Factors

**Quality of Physical Environment e.g.**
- lighting
- acoustics
- noise levels
- space available
- humidity
- heating
- colours

**Quality of the Social Environment e.g.**
- genral social complexity
- environment not complex enough - unstimulating

**Constant Sensation of Powerlessness e.g.**
- being goal-blocked
- expected to take part in activities beyond endurance and ability
- lack of access to decision making
- lack of access to choice over own actions
- staff stress on compliance and conformity
- staff reliance on confrontation and win/lose scenarios
- behaviour constantly scrutinised with frequent interventions from staff

**Unpredictable Occurrences e.g.**
- being startled/cornered
- lack of understanding about what is happening in the environment
- other people's outbursts

**Other People's High Expectations e.g.**
- 'good' behaviour always
- behave your chronological age always
- staff set unachievable objectives

**All Communication Difficulties e.g.**
- lack of access to communications at own level of ability
- lack of access to communications with staff
- all communication difficulties between staff
- etc.

### Potential Factors in the Production of Challenging Behaviours
**The Fundamentals of Communication**

- enjoying being with another person/ sharing personal space
- developing the ability to attend to that person
- concentration and attention span
- learning to do sequences of activity with a person
- taking turns in exchanges of behaviour
- using and understanding eye contacts
- using and understanding facial expressions
- using and understanding physical contacts
- using and understanding other non-verbal communications
- vocalising and using vocalisations meaningfully (including speech)
- learning to regulate and control arousal levels
- neural links and development of ‘brain hardware’
- emotional learning

The Fundamentals of Communication 2.

Emotional learning:
• Knowing that others care, learning to care
• Enjoying being with another person – connecting, bonding etc
• Attachment, attunement
• Self-security, to feel safe, secure, calm
• Self-esteem, sense of self
• To identify own feelings & see same in others
• Gradually to understand feelings
• Trust stuff etc.
• Empathy, knowing/caring about how somebody else feels
• Right-hemisphere brain development (early emotional learning prepares areas of the brain for later, higher functions)

Thoughts?

If a person has not learnt or experienced those things that are on the previous two slides,

Yet has grown up to teenage and adulthood,

How will that person will be as a person?
• Unhappy?
• Distressed?
• Alone?
• Remote?
• Desperate?
• Depressed?
• Angry?
• self-absorbed?
• Untrustingly?
• Rejecting?
• Demanding?
• Obsessive?
• Insensitive?
• Fiddly, funny behaviour?
• Not knowing much?
• Routinely violent?
• Angry and violent?
• Repetitive?
• Aloof?
• Uncaring and destructive?
• Unfeeling or over-feeling?
• Too much behaviour?
• Baby-type emotions/adult body?
• Delusions - not enough contact with reality?
Learning the FOCs is absolutely crucial because:

• It is the first learning in usual development

• It is foundational and underpinning to all other learning

• If you don’t learn the FOCS, it is difficult to learn anything else

• If you haven’t completed learning the FOCs, you are a person with learning difficulties
Learning the FOCs is absolutely crucial because:

• If you don’t learn the FOCs, the mental health implications are huge.....
And... Other general, profound issues about human communication

Think about all of your communications or mostly probably, conversations with everyone all day everyday.

How many of your conversations have some sort of product, a concrete goal or outcome?

About 35%

The rest of your conversations are the sort of ‘hot air’ of human companionship

“Brightened up again hasn’t it?”
Dunbar (1998):

‘I suggest, then that the principal function of language was (and still is) to enable the exchange of social information (gossip) in order to facilitate the bonding in larger, more dispersed social groups.’
Phatic Communion
Bronislaw Malinowski (1923)

Phatic communications are ‘utterances that are said to have exclusively social, bonding functions like establishing and maintaining a friendly and harmonious atmosphere in interpersonal relations, especially during the opening and closing stages of social-verbal-encounters.’ Senft (2009)
Adler & Rodman (2006) list four functions of human communication. It fulfils:

**Physical needs**

‘Communication is so important that it is necessary for physical health. In fact, evidence suggests that an absence of satisfying communications can even jeopardize life itself……personal communication is essential for our well-being.’

**Identity needs**

‘Communication does more than enable us to survive. It is the way, indeed the *only* way – we learn who we are….our sense of identity comes from the way we interact with other people.’

**Social needs**

These include ‘pleasure’, ‘affection’, ‘inclusion’, ‘escape’, ‘relaxation’ and ‘control’. Furthermore, ‘imagine how empty your life would be if these needs weren’t satisfied.’

**Practical needs**

‘everyday important functions……the tool that lets us tell the hair stylist to take just a little off the sides, direct the doctor to where it hurts…’ etc.’
Try to imagine what your life would be like

If your communications or conversations were restricted to ones with a concrete product or outcome.

If apart from those contacts, you had little interaction with other people?

Or if nearly every time a person came to you to communicate, their purpose was that they had something they wanted you to do or achieve.
References


Books


Articles & Chapters


Ph.D Theses


