# A Framework for Recognising Attainment in Intensive Interaction*

| Name: | Term: |
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| **Encounter:** The student or client is present during an interactive episode without any obvious awareness of its progression. *e.g. a willingness to tolerate a shared social atmosphere or environment is sufficient* | Date + staff initials: |
| **Awareness:** The student or client appears to notice, or fleetingly focus on an event or person involved in the interactive episode. *e.g. by briefly interrupting a pattern of self-absorbed movement or vocalisation* | Date + staff initials: |
| **Attention and Response:** The student or client begins to respond (although not consistently) to what is happening in an interactive episode. *e.g. by showing signs of surprise, enjoyment, frustration or dissatisfaction* | Date + staff initials: |
| **Engagement:** The student or client shows consistent attention to the interactive episode presented to them. *e.g. by sustained looking or listening, or repeatedly following events with movements of their eyes, head or other body parts* | Date + staff initials: |
| **Participation:** The student or client shows anticipation of, and engages in, taking turns in a sequence of events during an interactive episode. *e.g. by intentionally sequencing their actions with another person or by intentionally passing signals repeatedly back and forth* | Date + staff initials: |
| **Involvement:** The student or client makes active efforts to reach out, consistently join in, or even comment in some way on the interaction. *e.g. by sequencing their actions **and** speaking, signing, vocalising or gesturing in some consistent and meaningful way* | Date + staff initials: |

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| **Student Initiated Interaction:** The student or client independently starts an interaction (that cannot be described as repetitive or self-absorbed behaviour) and engages another person in the activity with social intent. | Date + staff initials: |

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| **Room managers observations/General comments:** |