

Poster

Title: Water Motion as a platform for Intensive Interaction

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Main focus: Both research and practice/Congenital deafblindness

Abstract: Following the child's interests and creating motivating settings are one of the main principals of Intensive Interaction. Our aim is to define influence of a therapeutic approach such as Water Motion on development of pre-intentional and intentional communication in students that are highly motivated to be in water. To our knowledge Water Motion, a practice that uses elements of WaterDance which is a dynamic movement therapy above and below water, hasn't been used with students with deafblindness.

In this research, we introduce the use of Water Motion as a frame and responsiveness in interaction with students in warm water pools. In our case, Water Motion is an interaction of teacher and a student. It is an activity that provides the opportunity for developing a trusting relationship through touch and closeness resulting from skin on skin contact.

We describe two case studies with young adults with congenital deafblindness, and show the differences between baseline and final measurements in several key aspects of Intensive Interaction. Observed aspects are frequency of eye contact, physical contact and non-verbal communication for the first student, and shared attention, prolongation of directed attention and turn taking for the second student.

In this project 10 individual sessions will take place, each lasting 45 minutes, on a weekly basis. Teacher uses elements of Water Motion to provide pleasant experiences as a response to students' behavior respecting principals of Intensive Interactions.

Measurements will be conducted by two blinded assessors from video analysis. We expect this project to show possible appliances of Water Motion as a novel therapy within an activity based curriculum.