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Fostering Affective Involvement An intervention model for staff training

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Themes

- Theory
- Intervention Model for Affective Involvement
- Application of IMAI in case study
- Video illustration
- Discussion





Affective involvement

Affective involvement: mutual sharing of emotions

(Janssen et al. 2003; Martens et al., 2014)

is a characteristic of well attuned social interactions
 (Stern, 1985; Trevarthen, 1993)



Affective involvement and emotion regulation

Affect attunement:

- The parent's ability to "read" the infant's feeling-state from its overt behavior
- The parent provides a response that corresponds with the child's behavior in such a way that the child feels understood

(Stern, 1985; attachment theory)

Emotion regulation:

- Affective involvement increases positive affect and reduces negative emotions
 (Diamond & Aspinwall, 2003; Trevarthen, 1993)
- **Positive emotions** foster cognitive, emotional and social development
 (Schore, 2001)
- Positive emotions promote communicative development
 (Trevarthen & Aitken, 2001; intersubjectivity theory)



Affective involvement and emotion regulation

The positive effects on emotion regulation of affective involvement in well-attuned social interactions are very important for persons with congenital deafblindness (cdb)

- They are vulnerable to experience **negative emotions** and tensions
- Daily stressful frustrations lead to prolonged states of negative tensions and recurrent negative outbursts
- Impede social functioning, empathy, explorations and cognitive functioning (Bradly, 2000; Diamond & Aspinwall, 2003)
- By **experiencing affective involvement** they feel not only understood but also they feel supported in reduction of stressful experiences and in coping with stressors

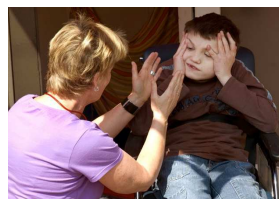


Affective involvement during interaction

Interaction: the process of mutually influencing each other's behaviour (Janssen, et al. 2003)

Affective involvement in interaction: emotions are shared in the mutual behavioural exchanges

3 categories: attention
 initiatives
 intensity





Affective involvement during communication

Communication: a form of interaction in which meaning is transmitted by the use of utterances that are perceived and interpreted by the partner (Janssen, et al., 2003)

Affective involvement in communication: emotions are shared while simultaneously coordinating the flow of interactions and focusing on meanings and intentions and tactily sharing of emotions (This is more difficult than during interaction; Martens, et al. 2014)

2 categories: sharing experiences
 sharing meaning



Affective involvement and Evidence Base

Persons with congenital deafblindness

Janssen: Intervention program CONTACT (2003 -2018)
 Diagnostic Intervention Model for harmonious interactions
 Martens: Intervention for Affective Involvement (2014-2017)
 Damen: Intervention High Quality in Communication (2015 -2018)
 Boers: Dynamic Assessment Procedure for interaction and communication (2013, 2015)

Persons with deafblindness and intellectual disabilities

Bloeming: Project Change (2015 -2018)
 Martens: Intervention for Affective involvement (2017)

Persons with visual and intellectual disabilities

Damen: Intervention program CONTACT (2011)



Intervention Model for Affective Involvement

Aim

To foster affective involvement during interaction and communication between persons with cdb and their communication partners

Intervention principles

To improve the communication partner's competence in:

- a) Recognizing individual affective behaviors
- b) Attuning to interactive behaviors
- c) Sharing meaning
- d) Sharing emotions during interaction and communication
- e) Adapting the context

(Martens, et al., 2014)




Intervention Model for Affective Involvement

Intervention protocol

1. Determining the question
2. Clarifying the question
3. Interaction analysis (attention, initiatives, regulation of intensity, and affective involvement)
4. Implementing intervention focusing on interaction
5. Communication analysis (shared experiences, shared meaning and affective involvement)
6. Implementing intervention focusing on communication
7. Evaluation

(Martens, et al., 2014)



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Application IMAI (Martens, et al., 2014)

Participants and settings

Leon: characteristics
 Selection criteria: dual sensory loss from birth; difficult emotional behaviors, request for coaching by the caregivers

Caregivers: 12 female caregivers **group home; 5** female caregivers **daytime activity centre**
 Selection criteria: working frequently with Leon; having difficulties with sharing emotions



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Application IMAI

Intervention

Determining the question
 Caregivers requested coaching because they felt unsure about how to maintain contact, regulate negative emotions, and evoke joyful moments

Clarifying the question
 The coach discussed the request with the caregivers and formulate definitive questions: a) How can we recognize and interpret emotions? b) how can we reduce negative emotions and evoke positive emotions? c) how can we share emotions?

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Application IMAI

Intervention

Interaction analysis

Coach analysed recent **video recordings** to formulate aims for intervention based on the categories: attention, initiatives, intensity and affective involvement

Examples (Martens, 2014, p. 15)

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Application IMAI




Intervention

Implementing intervention interaction

Coach used **team coaching and individual coaching**, based on *video analysis* and *video feedback*; *information transfer*, *role-playing*

5 caregivers were selected for individual coaching




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Application IMAI




Intervention

Communication analysis

Coach analysed recent **video recordings** to formulate aims for intervention based on the categories: **shared experiences, shared meaning, and affective involvement**
(Examples Martens, 2014, p. 15)

Implementing intervention communication

Coach used **team coaching and individual coaching**, based on *video analysis and video feedback; information transfer, role-playing with new aims and learning points*


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Application IMAI

Intervention

Evaluation

Coach evaluated the intervention in a separate team session

Caregivers indicated that they **had learned** to

- foster affective involvement
- promote mutuality
- feel more confident in interaction
- better understand the cause of negative emotions and to regulate these better by lowering tempo and by exaggerating expressions

Caregivers indicated that:

Leon was more motivated to share intentions and **became more joyful** than before the intervention



Results case study

- An **increase in affective involvement and very positive emotions** in both settings
- A **decrease in negative emotions** in day time activities center (in the group home no negative emotions were measured before and after intervention)
- Affective involvement was **more difficult** to foster **during communication** than during interaction in the **group home**
- In the **day activities center** affective involvement increased during **interaction and during communication**

(Martens, et al., 2014)



Results: Persons with cdb and intellectual disabilities

- Despite differences in historical contexts and expertise among **four organisations** IMAI interventions were successful implemented for each client
- It is a **useful method for training staff systematically** and effectively in various contexts
- It contribute to **prevent challenging behaviour** in clients
- **Follow-up** measurements showed a **decrease** in affective involvement, which could implicate that staff need **coaching on a more permanent basis** to foster affective involvement on the long term

(Martens, et al., 2017)



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Explanation shared experiences



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Affective involvement during communication

Video illustration



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Discussion

Do you have questions?

With thanks to



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Thank you for your attention





References

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