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 simultaneous coordinating the flow of interactions and focusing on meanings and intentions and tactilly 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**
- Diagnostic Intervention Model for harmonious interactions

**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:

1. Recognizing individual affective behaviors
2. Attuning to interactive behaviors
3. Sharing meaning
4. Sharing emotions during interaction and communication
5. 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)
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

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?
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)

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
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

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)
Explanation shared experiences

Affective involvement during communication

Video illustration
Discussion

Do you have questions?

With thanks to
References


