Fostering affective involvement: The benefits of sharing emotions with people who are congenitally deafblind

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Outline workshop

1. What is affective involvement, why intervening on sharing emotions?

2. Intervention on fostering affective involvement: it’s theoretical background, intervention principles, and interventions’ results

3. Sharing practices and ideas for fostering and maintaining affective involvement
Defining affective Involvement

The recognition of positive and negative emotions and positively sharing the emotions perceivable for the person who is congenitally deafblind
Importance of affective involvement

- Social awareness, emotion regulation (Bowlby, 1969/1987)
- Interpersonal relationships, communication (Trevarthen & Aitken, 2001)
- Positive interactions foster cognitive, emotional, and social development (Sroufe, 1995)
- Ego resilience (Schore, 2001a)
People with congenital deafblindness at risk

Why focusing at affective involvement?

Communicative constraints cause

a vulnerability to negative emotions and tensions due to negative experiences

less opportunities for experiencing positive interactions and positive emotions

relax man
The intervention model for fostering affective involvement (IMAI)

Martens et al., 2014a, b, c, and accepted for publication
Educator-oriented intervention

Coaching communications partners in two phases:
- sharing emotions during interaction (10 weeks)
- sharing emotions during communication (10 weeks)

Tools for coaching:
- Video analysis and video feedback
  including information transfer and role playing

(See also: Van den Tillaart, 2001).
Fostering affective involvement

Challenges and dilemmas while sharing emotions tactiley

- Enhancing the quality of interaction
  - sharing attention
  - taking and affirming initiatives
  - regulating intensity of interaction

- Enhancing communication
  - sharing experiences
  - sharing meaning
Educator-oriented intervention

Team coaching:
reaching collective performance and attitudes

Individual coaching:
improving own behaviour
Theoretical background

Affect attunement (Stern, 1985)

Mechanism:
- partner detects feeling state from person’s overt behavior
- partner gives a response that corresponds with the person’s behavior in such a way that the person comprehends that the response is related to own original feeling experience
Strategies

Recasting affective behaviors (Stern, 2000)

- duration
- intensity
- rhythm

With persons who are congenitally deafblind: for example, mimicking arm movements by tapping the person’s leg in the same rhythm and by using similar rhythmical vocalizations
Intervention’s results

Increased affective involvement for 8 cases

In all 9 cases, increased positive emotions and reduced negative emotions in the person with congenital deafblindness

Communication partners judged both team coaching and individual coaching as highly effective

Follow-up shows that without being coached it is difficult to maintain affective involvement
Is affective involvement a topic of discussion in your organization?

Is affective involvement embedded in staff training programs?

What can be done to maintain affective involvement?
References


References


References

Publications Fostering Affective Involvement (IMAI)


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• Martens, M.A.W., Janssen, M.J., Ruijssenaars, A.J.J.M., Huisman, M., & Riksen-Walraven, J.M. Fostering affective involvement with people with congenital deafblindness and an intellectual disability. Accepted for publication.
Thank you for your attention

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