Part 7: DIR® Treatment

The Type of Affect to Support the Flow of Group Interactions

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SUPPORTING THE FLOW OF INTERACTIONS

- Observe
- Add a mirrored sensory layer (sound, gesture, breathing, visual attention, action)
- Add an sensory affective layer that says “I am with your and love what your are doing” (sound, gesture, breathing, visual attention, action)
- Feel the rhythm
- Add a sensory affective emotional layer that reflects the child’s experience – (Joy with a warm, a shrug if it is hard or frustrating)
- Feel the Back and forth Flow

THEN ADD THE LANGUAGE

Video 23: Supporting the Flow

Video 24: Supporting the Flow
Think about the Child You are supporting & their Developmental Levels...

Level 1
- Is he calm, organized and attentive? Is he taking in what is going on around him? Is the child regulated during interactions?

Level 2
- Is he able to engage with others and "woo" them to interact?
- Is he respond when other "woo" him?
- Comment on the child's back-and-forth engagement. What is his range of affect?
- Is he warm and related? Does he have that "gleam in the eye" as he references the other person?

Level 3
- Is the child able to show his ideas and intentions with actions, vocalizations and/or words? Does he respond to the other person's actions/questions/ideas?
- Is he purposeful and intentional (takes initiative) in his interactions and play?

Level 4
- Does the child engage in a number of purposeful, back and forth interactions in a row (circles of communication)?
- Who is doing the leading when problem solving or deciding what comes next?
- Is the child's sense of self evident, does he show pride in his accomplishments/sharing of ideas?

Type of Affect, Emotional & Cognitive that Supports the Child to Attain & Sustain Developmental Capacity......

- Visual
- Auditory
- Gesture – Body Movement; Facial Expression; & Gesture
- Sensorimotor – Physical Movement in the Interaction; Touch; Support Surface
- Pacing
- Language
- Emotional Tone
- Emotional Range

Just as no sensory System Functions alone
No Sensory support occurs alone
We are going to think about what is the support that leads the interactive orchestra, & how do we tailor other sensory support with the leader.

Video # 25:
Supporting the “D” with understanding the “I”

Affect, Emotional & Cognitive Support for the Child to Attain & Sustain Developmental Capacity

Type of Visual Affect/Emotion that supports the child is –

- Facial expression,
- Body action to observe,
- Position in child’s line of vision,
- Remain still so that you become a "visual anchor" for the child,
- Position yourself 4-6 feet from the child so that they can see your whole body,
- Move your toy with movement that increases the range of the child’s visual field and attention,
- Use body action to convey emotion,
- Simple drawing to convey actions or emotion
Affect, Emotional & Cognitive Support for the Child to Attain & Sustain Developmental Capacity

Type of **Auditory** Affect/Emotion that supports the child is –

- Low frequency,
- High frequency,
- Variable,
- Prosody (sounds &/or words do you emphasized),
- Rhythm.
- Auditory Figure Ground (where the sound is coming from)

Type of **Gesture** in the Affect/Emotion that supports the child is –

**Your Body Movement** – big movement, small movements, touch, point

**Sensory Support**

**Physical Movement in the Interaction** – big movement, small movement, fast, slow, linear planes, side to side, rotation;

**Touch** – firm touch, light touch, support the pelvis for stability and weight shift

**Support Surface** – firm, soft, variable

Type of **Pacing** of Affect/Emotion that supports the child is –

- Fast,
- Slow,
- Predictable
- Variable

Type of **Language** in Affect/Emotion that supports the child is –

- Simple words highlighting action;
- Tone expecting a response;
- Expressing your desires “I want”, “I love”, “I wonder”; 
- Clarification; language to clarify context;
- Language to support comprehension;
- Back and forth dialogue
Affect, Emotional & Cognitive Support for the Child to Attain & Sustain Developmental Capacity

**Type of Emotional Tone** in Affect/Emotion that supports the child is –

- Matched,
- Down regulating,
- Up regulating,
- Questioning
- Challenging
- Playful

**Type of Emotions** in Affect/Emotion that supports the child is –

- Excited,
- Confused,
- Fear,
- Sad,
- Anger,
- Jealousy,
- Anxious,
- Competition

**Characteristics of Sensation and Perception within the Process of Co-Regulation**

- Amount (a little – a lot)
- Intensity (weak – strong)
- Duration (how long)
- Frequency (how often)
- Speed (slow – fast)
- Rhythm (rhythmic – random)
- Symmetry (unilateral – bilateral)
- Location in Space (close – far)
- Focus (specific – diffuse)

**Type of Affect/Emotional/Cognitive Supports for the child:**

- Visual - facial expression, move your body so that you are below the child’s body (lie on the floor, sit so that you are in the child’s line of vision); remain still to create a visual anchor, position 4-6 feet from the child; use physical body actions for child to observe, use body actions that also convey emotional intent; simple drawings to convey sequence of events and/or emotion;
- Auditory - low frequency, high frequency, whisper, prosody and rhythm;
- Gesture - Body Movement – big movement, small movements, touch, point;
- Sensorimotor - Physical Movement in the Interaction – big movement, small movement, fast, slow, linear planes, side to side, rotation; Touch – firm touch, light touch; Support Surface – firm, soft, variable;
- Pacing - fast, slow, predictable or variable;
- Language – simple words highlighting action; tone expecting a response expressing your desire “I want”, “I love”, “I wonder”; clarification; language to clarify context; language to support comprehension; back and forth dialogue;
- Emotional Tone - matched, down regulating, up regulating, playful;
- Emotional Range - happy, excited, confused, fear, sad, anger, jealousy, anxious, competition;
Attention -> Anticipation
Arousal -> Alerting
Sensory Affective Inter-Action
Perception -> Action

Supporting a Long Continuous Flow....

Gluing the Group.....

Video # 26_ Supporting Conflict Resolution
Supporting Challenging Interactions..

- Let us think about what occurred...
- Your immediate reaction....
- What you thought of in your “child’s experience”..
- What you thought of in the other child’s experience”..
- What you thought of in the other players ‘experience”..

Now lets think about the entire moment in time...

Video # 27: Supporting Challenges ......

Support Visual Spatial Capacities in the Flow.....

Memories = Sensory fragments
Low Road sensory with emotional stimulus goes directly to the Limbic System & emotional response is to the single sensation.
High Road sensory with emotional passes through the sensory cortices & interconnectivity between the cortices supports a comprehensive perception

Joseph LeDoux, The Emotional Brain
Video #28: Supporting Challenges

THE FLOW

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