

ENGAGING PARENTS IN THE THERAPEUTIC PROCESS

THE RELATIONSHIP BETWEEN PARENT AND CHILD IS THE PRIMARY FOCUS OF INTERVENTION

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THREE DYADS

- THERE ARE THREE RELATIONSHIPS TO CONSIDER
 - PARENT-CHILD
 - PARENT-THERAPIST
 - THERAPIST CHILD
- THE THERAPIST PARENT RELATIONSHIP WILL BE OUR PORT OF ENTRY FOR HELPING THE PARENT AND CHILD TOGETHER

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A DIR APPROACH

- DEVELOPMENTAL
-
- INDIVIDUAL DIFFERENCE
-
- RELATIONSHIP BASED

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DIR-CONTINUED

- The DIR model provides a framework for understanding the interrelationship between individual differences and caregiver/cultural patterns within a developmental context, the functional emotional developmental levels (FEDLs). Individual differences refer to biologically based capacities for auditory processing and language, visual-spatial processing, motor-planning and sequencing, sensory and affective regulation, and other processes. These are regarded in terms of strengths and challenges. Relationships, the pivotal force, optimize development.

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REGULATION AND SHARED ATTENTION

- The first FEDL, Regulation and Shared Attention, involves the capacity to organize a calm regulated state while remaining alert and attentive to multisensory affective experiences. This is achieved through co-regulation with a partner and enables a child to interact with and explore the world.

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MUTUAL ENGAGEMENT

- Mutual Engagement, the second FEDL, enables a child to warmly connect with others as he shares pleasurable affects. This ultimately leads to trust and intimacy. Over time, the quality of the engagement deepens and the range of emotions includes a fuller hierarchy.

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TWO-WAY PURPOSEFUL COMMUNICATION

- A child who has entered the third FEDL, Two-Way Purposeful Communication, can participate in "back and forth" two-way communication, using facial expressions, affect, and gestures. Initiation and intentional communication are the hallmarks of this level; the child learns that his intentional communication can affect others and make something happen. During the level of engagement the child and his partner share similar affects; during the level of intentionality they also share different ones.

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COMPLEX PROBLEM SOLVING

- The fourth FEDL is Complex Shared Problem-Solving and a Pre-Symbolic Sense of Self, where a child increasingly sustains robust back and forth reciprocal affective interaction. As a result, he becomes more flexible and able to solve problems that occur without shutting down or having meltdowns.

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REPRESENTATIONAL THINKING

- The fifth FEDL involves the beginning of symbolic thinking and language.

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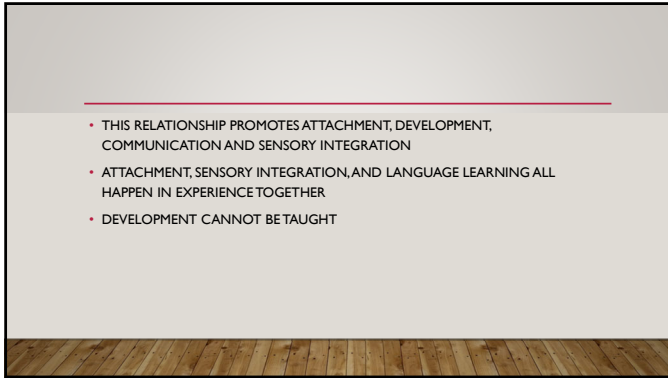
BUILDING BRIDGES AND ABSTRACT LOGICAL THINKING

- As the child begins to expand his symbolic thinking, he enters level six, Building Bridges and Abstract Logical Thinking. A child in this level develops narrative in play, connecting his own ideas, as well as his ideas with those of others, and provides reasons for his feelings, ultimately enabling him to discriminate between fantasy and reality.

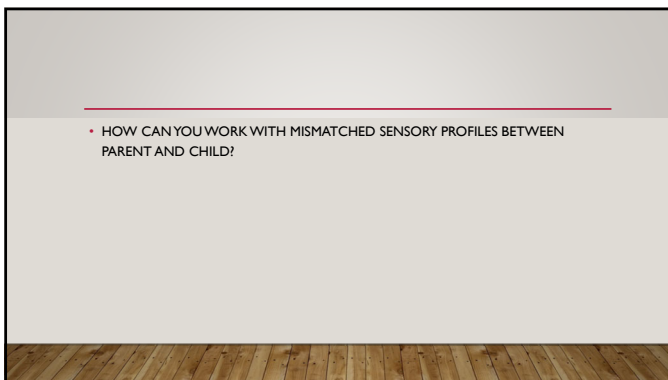
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- WHY IS IT NECESSARY TO FOCUS ON THE RELATIONSHIP BETWEEN PARENT AND CHILD?

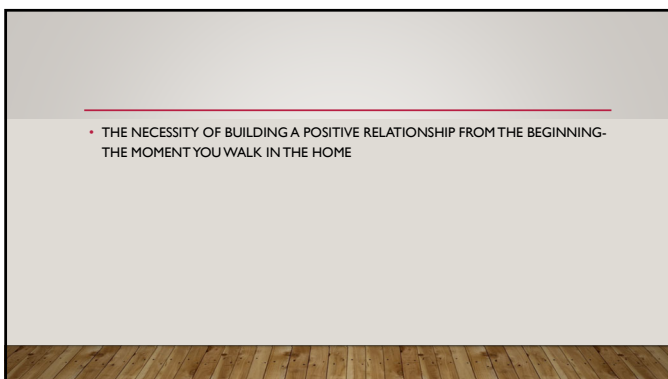
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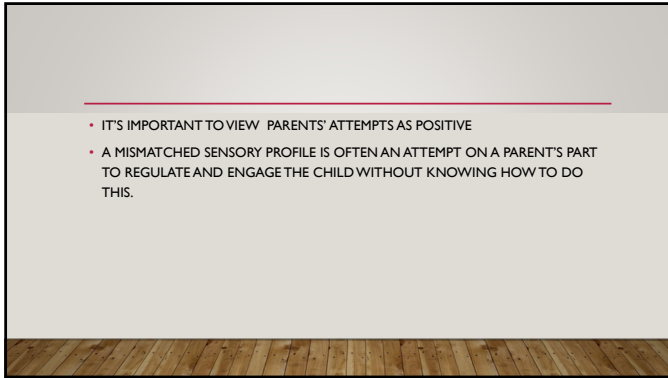
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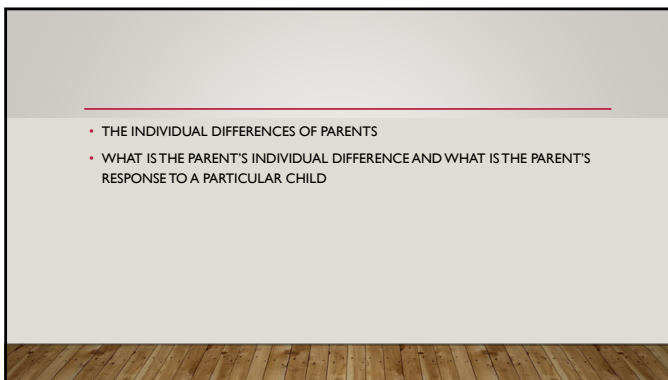


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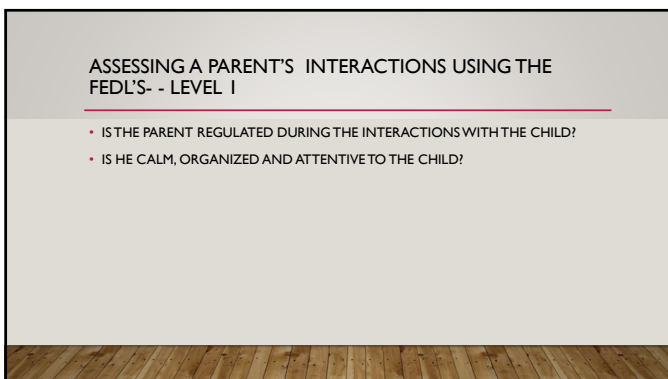
- IT'S IMPORTANT TO VIEW PARENTS' ATTEMPTS AS POSITIVE
- A MISMATCHED SENSORY PROFILE IS OFTEN AN ATTEMPT ON A PARENT'S PART TO REGULATE AND ENGAGE THE CHILD WITHOUT KNOWING HOW TO DO THIS.

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- THE INDIVIDUAL DIFFERENCES OF PARENTS
- WHAT IS THE PARENT'S INDIVIDUAL DIFFERENCE AND WHAT IS THE PARENT'S RESPONSE TO A PARTICULAR CHILD

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ASSESSING A PARENT'S INTERACTIONS USING THE FEDL'S- - LEVEL I

- IS THE PARENT REGULATED DURING THE INTERACTIONS WITH THE CHILD?
- IS HE CALM, ORGANIZED AND ATTENTIVE TO THE CHILD?

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REGULATION OF PARENTS AND SELF

- THE USE OF PARALLEL PROCESS
- REGULATING PARENTS IS HARD HARD TO DO
- THERAPISTS NEED TO BE AWARE OF THEIR OWN SENSATIONS, FEELINGS, AND ACTIONS

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ASSESSING A PARENT'S INTERACTIONS USING THE FEDL'S-LEVEL 2

- IS THE PARENT WARM AND RELATED TO THE CHILD DURING THEIR INTERACTIONS?
- NOTE THE PARENT'S BACK AND FORTH ENGAGEMENT. WHAT IS HIS RANGE OF AFFECT?

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ASSESSING A PARENT'S INTERACTIONS USING THE FEDL'S-LEVEL 3

- IS THE PARENT ABLE TO OPEN AND CLOSE CIRCLES OF COMMUNICATION? DOES HE RESPOND TO THE CHILD'S ACTIONS/QUESTIONS/IDEAS?
- IS THE PARENT PURPOSEFUL AND INTERACTIONAL (TAKES INITIATIVE) IN HIS INTERACTIONS AND PLAY WITH THE CHILD?

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