



D Part of the Model

“Functional Emotional Developmental Capacities”

Core capacities that integrate all areas of functioning into one milestone



Functional Emotional Developmental Milestones

- Central role of affect and emotion that works as a “team leader”
- Orchestrates the entire mental team
- Covers overall development of a child



Stage 1

Regulation and Interest in the World

- Self-regulation, shared attention
- Purposeful movements
 - Moving head toward voices and people
 - Rhythmic movements of the baby with caregivers voices
 - Needs the element of affect to take a purposeful interest in the world
 - **Sensory Affect Motor Pattern (SAM)**
 - **Affect** links sensation coming in with the coordinated motor pattern



Setting the stage for further development

Stage 1 main points:

- Without pleasurable affect, there is no purposeful looking/listening nor rhythmic movements
- SAM is critical at the first stage
- The basic capacities are experience based. without the experience, the brain does not develop optimal levels of cognitive, language, social or emotional skills
- Early experiences are critical for most of the brain development
- Early affect connection is important for the first stage and for setting the agenda for further mental and brain development



Stage 2

Engagement or Falling in love

- 2-4 months of age
- Special interest in the human world
- Warm smiles and interaction with the caregivers
- Synchronous vocalizations and arm movements
- Broadening of emotional range (protest, curiosity, as well as pleasure and delight)
- Emerging attachment and relationships
- Further cognitive, social and emotional development



Stage 3

Two-way Purposeful Communication

- 3-9 months of age
- Beyond engaging with the caregiver but communicates with the caregiver
- Learns cause and effect (baby's smile leads to a smile)
- Learns social reciprocity
- Learns to respond and comprehend others' emotional signals
- Differentiate between their own emotions and sounds (different feelings get different reactions from caregivers)
- Cannot teach social skills in a social settings with memorized rules
 - Need to learn the social signals and how to read and respond to them instead of memorizing rules
 - Even at older ages, with experience, social signals can be learned



Outcomes of Two-way Purposeful Communication

- Stage 3 introduces many cognitive, language, motor, and sensory processes
- As the baby learns two-way purposeful communication, she is learning self-regulation
- Emotional signaling is used for negotiating what the baby needs
- Self-regulation is the product of two-way affective signaling
- From experience (particularly in this stage), self-regulation occurs through growth and adulthood



Stage 4

Shared Social Problem Solving

- 9-18 months
- Toddler is learning a continuous flow of back and forth communication – **circles of communication**
 - The key to look for is if the child is closing the circle of communication
 - Usually weaknesses in this continuous flow are seen among children who get diagnosed with ASD's/children with special needs
 - Should be seeing 50 plus circles of communication in a row



Stage 4

Shared Social Problem Solving

- Vulnerability within this stage
 - Added stressors (illness, toxic chemical) can increase the likelihood of a regression
 - If you strengthen this stage, it may decrease the likelihood of a regression



Stage 4

Shared Social Problem Solving

- ***Sense of self*** is forming because the child is now interacting and getting feedback from the environment
 - Learning what love, anger, discipline, etc. is about
 - Learning to operate in terms of patterns not just isolated behaviors
 - Patterns having to do with love, curiosity, discipline, etc. define the child and their expectations of others
 - The child is learning the concepts that will define the language that they are yet to learn in terms of words and symbols.
 - Words will be short hand labels of what the child already knows



Stage 4

Shared Social Problem Solving

- If this stage is not occurring, the words that they learn will be scripted (for example love = when I give mom a kiss)
- The child is learning to be a better self-regulator - emotional interactions help internalize their limits, be attentive and focused
- The child forms the ability to have a symbolic world (more than just language and words) - They have multi-sensory images of sight, sounds, smells, relationships that are “symbols” used to think and acquire meaning
 - Fixed perceptions and actions are separated and replaced by problem solving
 - When you separate the perception from action, the child has a free standing perception



Stage 4

Shared Social Problem Solving

- The more the child can master functional emotional learning, the more the child can develop symbols and have meaningful language, not just scripted language
 - Key to the intervention approach
- Experienced based- child interacts with the environment; separate perceptions from actions; form free standing images; invest those images with emotional meanings; and creates meaningful symbols
 - With genetic impediments, there are other pathways to take to get to these outcomes



Stage 5

Creation of Ideas

- Use symbols in pretend play
- Meaningful use of language instead of repetitive phrases
- Learns new words in a problem solving manner
- Full engagement, back and forth communication, emotional investment



Stage 6

Creation of Logical Bridges between Emotions and Ideas

- Combining emotionally meaningful ideas together
- Thinking at the symbolic level
- Reasoning why they feel the way they do, connect feelings together
- Connect ideas of the immediate past, present, and future together



Stages 7-9

- The first 6 stages build the foundation for more advanced stages
- Stage 7 - Multi-causal Thinking
- Stage 8 - Comparative Thinking (not just why, but how much)
- Stage 9 - Internal Sense of Self
 - Reflect on their feeling, comparing how you feel vs. how you should feel; requires a sense of self (around ages 10-13 and builds)
 - Forms judgment and negotiates the tasks of adolescence and adulthood – high levels of creative and reflective thinking
- All progress is meaningful through the stages, even if it doesn't reach all the intended stages