

Functional-Emotional Assessment Scale

Шкала оценки функционально-эмоциональных
отношений.

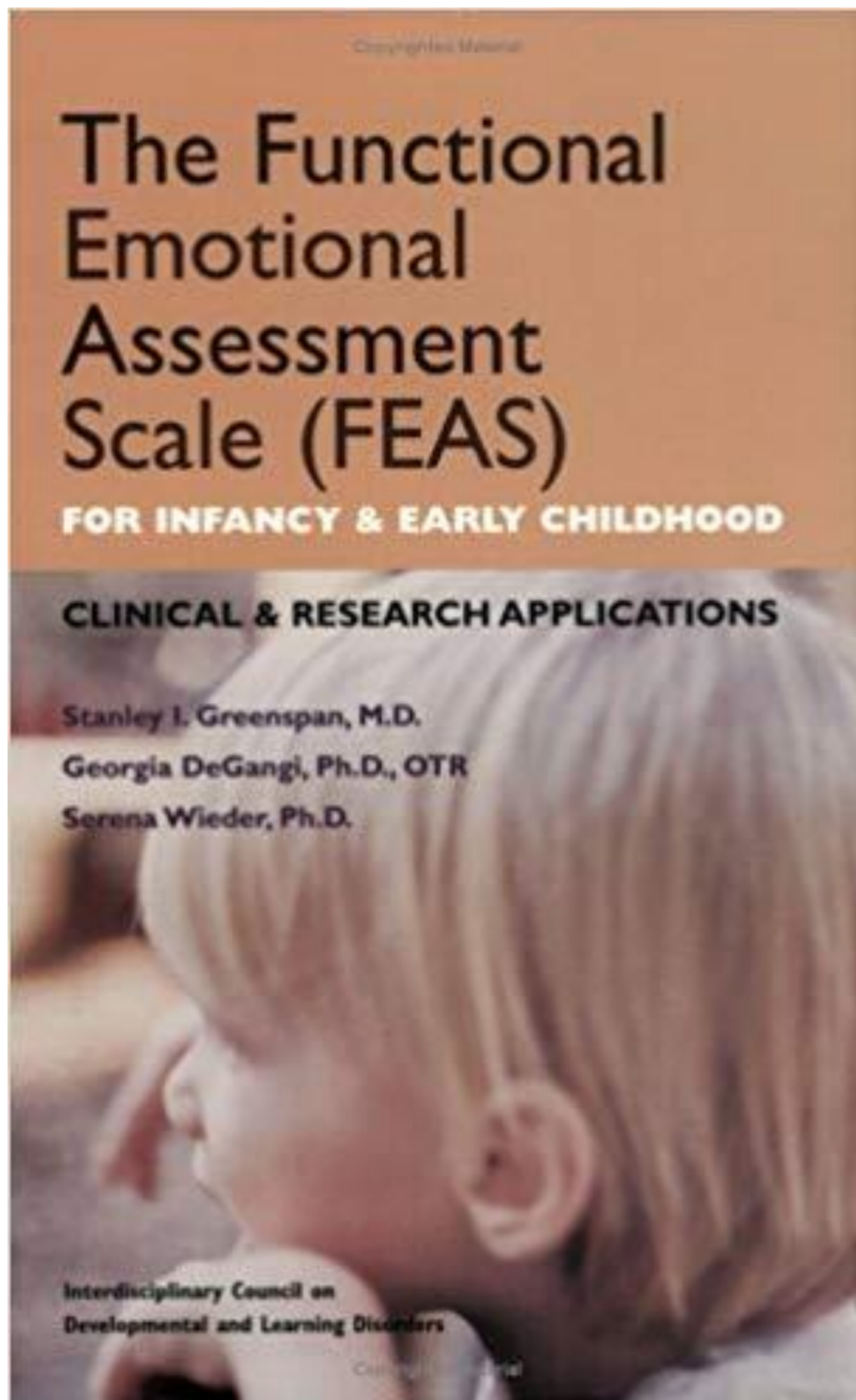
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в АНО “Наш Солнечный Мир”



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Экспертная методика оценки способностей к эмоциональному функционированию

У **ребёнка** оцениваются **основные** способности развития.

Воспитатель оценивается с точки зрения способности **поддерживать** ребёнка.



Основные способности функционально-эмоционального развития.

Способность **эмоционально, логически и абстрактно мыслить** во время игровых взаимодействий.

Способность **проявлять чувства и идеи**

Способность поддерживать **поток общения**, ставить и **решать задачи**, **социально регулировать** эмоции и поведение.

Способность вступать во **взаимное эмоциональное взаимодействие** и коммуникацию

Способность **формировать связь и привязанность** с воспитателем (Caregiver)

Способность организовывать игровые действия с объектами и людьми

Способность **саморегулировать** настроение и активность, организовывать внимание



FEAS ПОЗВОЛЯЕТ ВЫЯВИТЬ:

- Конституциональные особенности (саморегуляция, особенности сенсорики и особенности внимания)
- Специфику эмоционального функционирования в отношениях:
 - Формирование привязанности
 - Саморегуляция настроения, социальная регуляция эмоций и поведения.
 - Социальная коммуникация
 - Степень соответствия (Godness of Fit) воспитателя и ребёнка



Для **кого** подходит?

Дети

от **7 до 48 месяцев**

- Нормально развивающиеся дети
- Дети с проблемами в развитии (напр. Регуляторные проблемы)
- Дети с нарушениями взаимодействия, которые приводят к состояниям тревоги, импульсивности, депрессии.
- Дети с первазивными нарушениями развития.

Взрослые

- Нарушение детско-родительских взаимоотношений,
- Расстройства привязанности

Семьи со сложной жизненной ситуацией



ИТОГ

Результаты FEAS не позволяют вставить формальный диагноз, но в сочетании с другими диагностическими методиками позволяют выстроить более эффективно систему реабилитации.

- Показать **проблемные сферы** в отношениях между воспитателем и ребёнком,
- Показать **сильные стороны** участников отношений, на которых необходимо опираться.
- Показать сферы в которых ребёнку требуется **поддержка**





DIRFloortime®

Спасибо за внимание!

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Age: **7-9 Months**

Child's Name: _____

Behaviors: **Caregiver**

Key: SYM = Symbolic; SENS = Sensory; EXAM = Examiner

	SYM	SENS	EXAM
SELF-REGULATION AND INTEREST IN THE WORLD			
1. Shows interest in toys through facial or verbal expressions of interest or by handling and touching toys, but not so absorbed by toys that the caregiver plays with toys alone, ignoring the child.			
2. Shows sustained interest in child, focuses on child's signals (gestures, vocalizations), keeping child involved in play.			
3. Shows pleasant or animated, happy affect throughout play. <i>Scoring:</i> 0 = flat, somber, or depressed affect. 1 = content, but neutral. 2 = happy and animated with warm and engaging smiles.			
4. Is sensitive and responsive to child's need for touch by stroking or touching child in pleasurable ways and/or encourages child to explore textured toys.			
5. Provides pleasurable movement experiences to the child or encourages movement exploration.			
Total For Self-Regulation and Interest in the World			
FORMING RELATIONSHIPS, ATTACHMENT, AND ENGAGEMENT			
6. Is relaxed during interchange with child, not overly attentive to child's every action.			
7. Looks at child with affection, showing a warm connection.			
8. Enjoys being with and playing with the child through smiles or a joyful look and emits a sense of warmth by providing inviting gestures. Keep in mind cultural differences in how this may be expressed.			
Total for Forming Relationships, Attachment, and Engagement			
TWO-WAY, PURPOSEFUL COMMUNICATION			
9. Opening circle of communication: Initiates interactions with child through vocalizations or gestures, creating interactive opportunities with child.			



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Age: **7-9 Months**

Child's Name: _____

Behaviors: **Child**

Key: SYM = Symbolic; SENS = Sensory; EXAM = Examiner

	SYM	SENS	EXAM
SELF-REGULATION AND INTEREST IN THE WORLD			
1. Is interested and attentive to play with toys.			
2. Explores objects freely without caution.			
3. Remains calm for play period with no signs of distress (crying or whining), showing appropriate frustration.			
4. Is comfortable touching textured toys and in being touched by caregiver.			
5. Enjoys moving on equipment or engaging in roughhouse play.			
6. Is overly visual, looking at toys rather than playing with them. <i>Converted Score* Score of 0 converts to 2</i>			
7. Shows happy, content affect. <i>Scoring:</i> 0 = flat, somber, or depressed affect. 1 = content but neutral. 2 = happy and content, robust smiles, warm and engaging affect.			
NOTE: SCORE ONLY ITEM 8 OR 9, WHICHEVER APPLIES.			
8. Underreactivity: Appears sluggish or withdrawn. <i>Scoring:</i> 0 = withdrawn, difficult to engage. 1 = sluggish or slow-paced in actions but can eventually be aroused or engaged. 2 = shows a bright, alert state with focused play throughout.			
9. Overreactivity: Appears overaroused by toys and environment. <i>Scoring:</i> 0 = very active, moves quickly from one toy to the next or wanders away from caregiver and toys constantly. 1 = moderately active, occasional bursts of changing activity quickly or wandering away, then settles into play with one toy for short period. 2 = well-modulated in pace and activity level, focusing on a toy or caregiver for long periods before changing activity.			
Total For Self-Regulation and Interest in the World			



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**Table 1-1.
Developmental-Structural Delineation of Stage-Specific Capacities²**

Stage	Illustrative Adaptive Capacities	Illustrative Maladaptive (Pathologic) Capacities	Adaptive Caregiver	Maladaptive Caregiver
Self-regulation and interest in the world (homeostasis): 0–3 months	Internal regulation (harmony) and balanced interest in the world	Unregulated (e.g., hyperexcitable) or withdrawn (apathetic) behavior	Invested, dedicated, protective, comforting, predictable, engaging, and interesting	Unavailable, chaotic, dangerous, abusive; hypo- or hyperstimulating; dull
Forming relationships, attachment, and engagement: 2–7 months	Rich, deep, multisensory emotional investment in animate world (especially with primary caregivers)	Total lack of or nonaffective, shallow, impersonal involvement (e.g., autistic patterns) in animate world	In love and woos infant to “fall in love”; effective, multimodality, pleasurable involvement	Emotionally distant, aloof, and/or impersonal (highly ambivalent)
Two-way purposeful communication (Somatopsychological differentiation): 3–10 months	Flexible, wide-ranging, affective, multisystem contingent (reciprocal) interactions (especially with primary caregivers)	Behavior and affects random and/or chaotic or narrow, rigid, and stereotyped	Reads and responds contingently to infant’s communications with a range of senses and affects	Ignores or misreads (e.g., projects) infant’s communications (e.g., is overly intrusive, preoccupied, or depressed)
Behavioral organization, problem-solving, and internalization (a complex sense of self): 9–18 months	Complex, organized, assertive, innovative, integrated behavioral and emotional patterns	Fragmented, stereotyped, and polarized behavior and emotions (e.g., withdrawn, compliant, hyperaggressive, or disorganized behavior)	Admiring of toddler’s initiative and autonomy, yet available, tolerant, and firm; follows toddler’s lead and helps him organize diverse behavioral and affective elements	Overly intrusive, controlling; fragmented, fearful (especially of toddler’s autonomy); abruptly and prematurely “separates”
Representational elaboration and differentiation: 18–48 months	Formation and elaboration of internal representations (imagery); organization and differentiation of imagery pertaining to self and nonself, emergence of cognitive insight; stabilization of mood and gradual emergence of basic personality functions	No representational (symbolic) elaboration; behavior and affect concrete, shallow, and polarized; sense of self and “other” fragmented, undifferentiated, or narrow and rigid; reality testing, impulse regulation, mood stabilization compromised or vulnerable (e.g., borderline psychotic and severe character problems).	Emotionally available to phase-appropriate regressions and dependency needs; reads, responds to, and encourages symbolic elaboration across emotional and behavioral domains (e.g., love, pleasure, assertion) while fostering gradual reality orientation and internalization of limits.	Fears or denies phase-appropriate needs; engages child only in concrete (nonsymbolic) modes generally or in certain realms (e.g., around pleasure) and/or misreads or responds uncontinuously or unrealistically to emerging communications (i.e., undermines reality orientation) overly permissive or punitive

Source: Greenspan (1981), *Psychopathology and Adaptation in Infancy and Early Childhood: Principles of Clinical Diagnosis and Preventive Intervention*. *Clinical Infant Reports*, No. 1. New York: International Universities Press

²This chart is an illustrative summary and should not imply a level of precision or finality to this conceptualization beyond a relative approximation of important events in early development



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**Table 1-2.
Overview of Functional Emotional Developmental Levels
with Descriptions of Different Degrees of Maladaptive
and Adaptive Patterns**

**Self-Regulation and Interest in the World (Homeostasis)
0–3 Months**

Maladaptive

Adaptive

Attention is fleeting (a few seconds here or there) and/or very active or agitated or mostly self-absorbed and/or lethargic or passive

When very interested or motivated or captivated can attend and be calm for short periods (e.g., 30 to 60 seconds).

Focused, organized, and calm except when overstimulated or understimulated (e.g., noisy, active, or very dull setting); challenged to use a vulnerable skill (e.g., a child with weak fine motor skills asked to write rapidly), or ill, anxious, or under stress.

Focused, organized, and calm most of the time, even under stress.

**Forming Relationships, Attachment, and Engagement
2–7 Months**

Maladaptive

Adaptive

Aloof, withdrawn, and/or indifferent to others

Superficial and need-oriented, lacking intimacy.

Intimacy and caring is present but disrupted by strong emotions, like anger or separation (e.g., person withdraws or acts out).

Deep, emotionally rich capacity for intimacy, caring, and empathy, even when feelings are strong or under stress.



**Two-Way Purposeful Communication (Somatopsychological Differentiation)
3–10 Months**

Maladaptive

Adaptive

Mostly aimless, fragmented, unpurposeful behavior and emotional expressions (e.g., no purposeful grins or smiles or reaching out with body posture for warmth or closeness).

Some need-oriented, purposeful islands of behavior and emotional expressions. No cohesive larger social goals.

Often purposeful and organized, but not with a full range of emotional expressions (e.g., seeks out others for closeness and warmth with appropriate flirtatious glances, body posture, and the like, but becomes chaotic, fragmented or aimless when very angry).

Most of the time purposeful and organized behavior and a wide range of subtle emotions, even when there are strong feelings and stress.

**Behavioral Organization, Problem-Solving, and Internalization (Complex Sense of Self)
9–18 Months**

Maladaptive

Adaptive

Distorts the intents of others (e.g., misreads cues and, therefore, feels suspicious, mistreated, unloved, angry, etc.)

In selected relationships can read basic intentions of others (such as acceptance or rejection) but unable to read subtle cues (like respect or pride or partial anger).

Often accurately reads and responds to a range of emotional signals, except in certain circumstances involving selected emotions, very strong emotions, or stress or due to a difficulty with processing sensations, such as sights or sounds, e.g., certain signals are confusing.

Reads and responds to most emotional signals flexibly and accurately even when under stress (e.g., comprehends safety vs. danger, approval vs. disapproval, acceptance vs. rejection, respect vs. humiliation, partial anger, etc.).



Table 1-2. Continued

**Representational Elaboration and Differentiation
18–48 Months**

Maladaptive

Adaptive

Puts wishes and feelings into action or into somatic states (“My tummy hurts”). Unable to use ideas to elaborate wishes and feelings (e.g., hits when mad, hugs or demands physical intimacy when needy, rather than experiencing idea of anger or expressing wish for closeness).

Ideas are experienced in a piecemeal or fragmented manner (e.g., one phrase is followed by another with no logical bridges).

Uses ideas in a concrete way to convey desire for action or to get basic needs met. Does not elaborate idea of feeling in its own right (e.g., “I want to hit but can’t because someone is watching” rather than “I feel mad”).

Thinking is polarized, ideas are used in an all-or-nothing manner (e.g., things are all good or all bad. There are no shades of gray).

Often uses ideas to be imaginative and creative and express range of emotions, except when experiencing selected conflicted or difficult emotions or when under stress (e.g., cannot put anger into words or pretend).

Thinking is constricted (i.e., tends to focus mostly on certain themes like anger and competition). Often thinking is logical, but strong emotions, selected emotions, or stress can lead to polarized or fragmented thinking.

Uses ideas to express full range of emotions. Is imaginative and creative most of the time, even under stress.

Thinking is logical, abstract, and flexible across the full range of age-expected emotions and interactions. Thinking is also relatively reflective at age-expected levels and in relationship to age-expected endeavors (e.g., peer, spouse, or family relationship). Thinking supports movement into the next stages in the course of life.



Additional Functional Developmental Stages

Throughout the life cycle, these stages build on emotional thinking

- **Triangular Thinking**—Triadic interactions among feeling states (“I feel left out when Susie likes Janet better than me”).
- **Relativistic Thinking (Playground Politics)**—Shades and gradations among differentiated feeling states (ability to describe degrees of feelings around anger, love, excitement, love, disappointment—“I feel a little annoyed.”)
- **Internalized sense of self (the world inside me)**—Reflecting on feelings in relationship to an internalized sense of self. (“It’s not like me to feel so angry.” Or “I shouldn’t feel this jealous.”)
- **Extending representational capacity to new realms of biological, psychological, and social experience**—Expanding reflective feeling descriptors into new realms, including sexuality, romance, closer and more intimate peer relationships, school, community, and culture, and emerging sense of identity (“I have such an intense crush on that new boy that I know it’s silly; I don’t even know him.”).
- **Extending representational capacities in time and space**—Using feelings to anticipate and judge future possibilities in light of current and past experience (“I don’t think I would be able to really fall in love with him because he likes to flirt with everyone and that has always made me feel neglected and sad.”) Broadening reflective capacities to include the larger community and culture.
- **Extending representational capacities into the stages of adulthood, middle age, and the aging process**—Expanding feeling states to include reflections and anticipatory judgment with regard to new levels and types of feelings associated with the stages of adulthood, including
 - ability to function independently from, and yet remain close to, and internalize many of the capacities initially provided by one’s nuclear family
 - inner sense of security
 - judgment and self-monitoring of behavior and impulses
 - regulation of mood
 - reality-based, organized thinking;
 - intimacy (serious long-term relationships);
 - the ability to nurture and empathize with one’s children without over-identifying with them;
 - the ability to broaden one’s nurturing and empathetic capacities beyond one’s family and into the larger community;
 - the ability to experience and reflect on the new feelings of intimacy, mastery, pride, competition, disappointment, and loss associated with the family, career, and intra-personal changes of mid-life and the aging process.

