****Open Hands, Open Access Deaf-Blind Intervener Learning Modules

Module: Building Trusted Relationships

# Joy and Sharing Emotions Video Analysis

## Assignment: Learning Activity 3

**Name:**

**Date:**

The purpose of this assignment is to give you an opportunity to analyze interactions between students and adult partners in which they share joyful emotions. Similar to turn exchanges, sharing emotions is at least a 3-step process:

1. The student expresses his joy.
2. The intervener affirms what the student expressed.
3. The student responds back to the intervener.

You will do this analysis as you watch the slide presentation, “Joy and Sharing Emotions.” Part 1 gives you an example of how to do an analysis. Part 2 you do on your own.

## Part 1: Video 1 – Max and the Wipe

You may need to watch this video several times. The moments of connection between Max and his intervener happen quickly.

Direct video link to “[Max and the Wipe](https://youtu.be/fungDQe8C_Y)”

### Analyzing the Student’s Expression of Joy

This first group of questions helps us analyze Max’s initial expression of joy. He seems to enjoy playing. Describe how he expresses this enjoyment in the video.

1. What does he look at?

*He looks at the wipe and then at the intervener.*

1. What and how does he touch?

*He touches the wipe with his hands and his mouth.*

1. What movements does he make?

*He puts the wipe on his face.*

1. What might all of this (the way he is expressing himself) mean?

*He is enjoying the game. He may have even forgotten that he doesn’t like to wipe his face.*

### Analyzing the Intervener’s Affirmation of the Student

How did the intervener affirm Max? Describe how she let Max know that she had perceived his joy.

1. What does the intervener look at?

*She faces Max directly and is smiling.*

1. What and how does she touch?

*The intervener makes laughing movements with the wipe to mirror Max’s laughing.*

1. How does she move?

*She leans towards Max.*

1. What might this affirmation mean for Max?

*He appears to have felt “heard” by his intervener—that she had perceived that he was enjoying the wipe game.*

### Analyzing How the Student Responds Back to the Intervener

These questions help you consider Max’s response when the intervener affirmed him and shared his emotion.

1. What does he look at and what is the expression on his face?

*Max looks excited and smiles. He looks in the direction of the intervener.*

1. What and how does he touch?

*He brings the wipe to his face again.*

1. How does he move?

*His head is down but then he lifts it up, leans back, and laughs.*

1. What might this say about Max’s trust and self-image?

*It shows that he trusts his intervener. This helps him see himself as someone who has an impact on others.*

## Part 2: Video 2 – Chris and Ray

Now it is your turn. As you watch the video, fill out the questions below. Then turn in the page(s) below.

Direct video link to “[Chris and Ray](https://youtu.be/_JFJe2tPHjY)”

### Analyzing the Student’s Expression of Joy

Ray (the student) seemed to enjoy playing. Using the questions below, describe how he expressed himself when he had fun.

1. What does he look at?
2. What sounds does he make?
3. What and how does he touch?
4. What movements does he make?
5. What might the way he is expressing himself mean?

### Analyzing the Intervener’s Affirmation of the Student

How did Chris (Ray’s teacher) affirm Ray’s expression of fun? Use the following questions to describe how Chris let Ray know that he had perceived Ray’s enjoyment.

1. What does the adult (Chris) look at?
2. What sounds does he make?
3. What and how does he touch?
4. How does he move?
5. What might this affirmation mean for Ray?

### Analyzing How the Student Responds Back to the Intervener

These questions help you consider Ray’s response when Chris affirmed him and shared his emotion.

1. What does he look at and what is the expression on his face?
2. What sounds does he make?
3. What and how does he touch?
4. How does he move?
5. What might this say about Ray’s trust and self-image?