

Multicultural and Multilingual Perspectives on Assessing Early Development of Emotional Competencies in Children with CCN

Ji Young Na, M.A. and Krista M. Wilkinson, Ph.D.

Department of Communication Sciences and Disorders, The Pennsylvania State University

Special thanks to Sarah Blackstone, Ph.D., Augmentative Communication Inc.

Background

TOPIC I: The Impact of Culture on Emotion Recognition and Expression

We need to know how emotion recognition and expression processes would be influenced by typically developing (TD) children's cultural backgrounds in order to have a better understanding of use of emotion language by children with both TD and CCN.

TOPIC II: Representing Emotions through Visual-graphic Symbols

We need to ensure that the AAC is designed to provide the same access to emotion recognition/expression for children with CCN as speech does for children with TD. However, these systems frequently have very little representation of emotions, and the existing representations are often only labels (Blackstone & Wilkins, 2009). It is, therefore, critical to examine closely how AAC systems support development of emotional competencies, and, if need be, change those to better promote those skills.

Conceptual Model

What are the contributing factors ?

- Language development (AAC)
- Cultural background
- Other factors (e.g., temperament, parent input etc.)

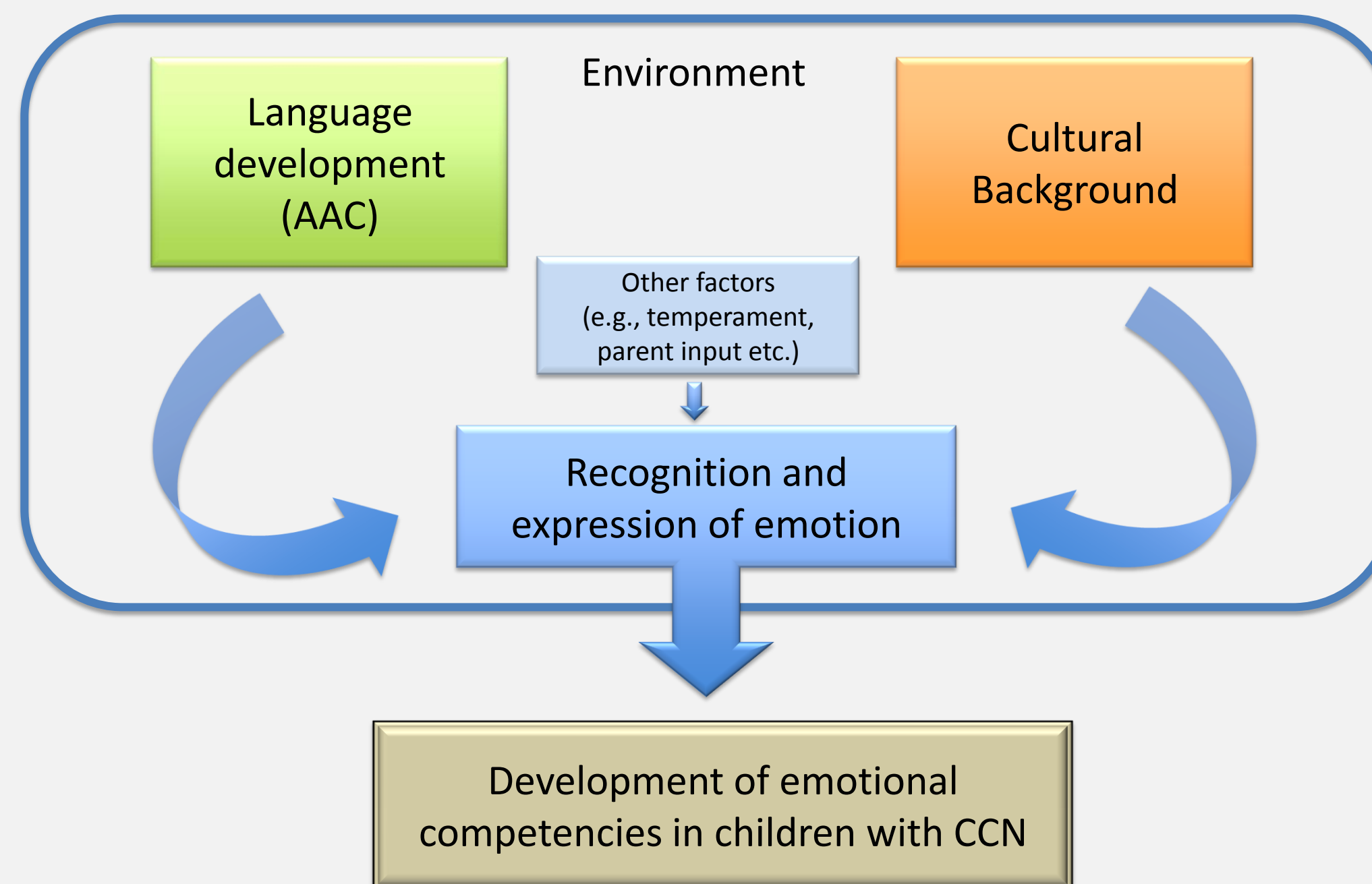


Figure 1. Conceptual Model of Emotional Development in Children with CCN.

Literature Review

Date

Date of publication between 1985 to present

Language

Studies published in English language only

Publication

Studies published in peer-reviewed journals
* One doctoral dissertation paper was reviewed for TOPIC II because that was the only study on the topic.

Age

All age groups
* Although this review is designed to study children with CCN, the age range was not restricted to young children because there was not sufficient number of publications with targeted age range (0-10 yrs).

TOPIC I: The Impact of Culture on Emotion Recognition and Expression

- There are some universal characteristics in terms of emotion recognition and expression across cultures.
- However, the impacts of culture on emotional recognition and expression are clearly supported by results of this review.

Citation (Chronological order)	Cultures (Alphabetical order)	Emotion Recognition / Expression
Markham & Wang (1996)	Australian vs Chinese	Chinese: More accurate emotion recognition from pictures
Camras et al. (1998)	Chinese vs European American vs Japanese	Chinese: Less expressive
Cole et al. (2002)	American vs Nepalese	American: More problem-centered and action-oriented emotion expression
Novin et al. (2002)	Dutch vs South Korean	South Korean: Indirect verbal expression
Camras et al. (2007)	Chinese vs European American	Different components in facial expressions of emotion
Raval et al. (2010)	Indian	Indirect verbal expression

TOPIC II: Representing Emotions through Visual-graphic Symbols

1. Perception of Visual-graphic Symbols as Representations of Emotion

Age	Citation	Emotion Symbols	Target Emotions	Findings
Adults	Huang et al. (2009)	Photos (JACFEE)	Happy, sad, angry, disgust, contempt	- Happiness: Rated as the strongest facial expression - Contempt: Rated as the weakest
	Egger et al. (2011)	Photos (NIMH-ChEFS)	Happy, sad, fearful, angry, neutral	- Happy: Higher intensity score - Sad: Lower intensity score
Children	Visser et al. (2008)	PCS, PICSYMS, Makaton	Happy, afraid, sad, angry	- Happy: Rated as the clearest emotion symbol - Sad: Least clear
	Wilkinson & Snell (2011)	Photos (IAPS; stimuli), PCS (option)	Loving, happy, sad, angry, bored, surprised, silly	- Positive (loving/happy): Highest accuracy - Negative (sad/angry): Lower accuracy - Intermediate (bored/surprised /silly): Lowest accuracy

2. Cultural Similarities and Differences in Perception of Emotion Symbols

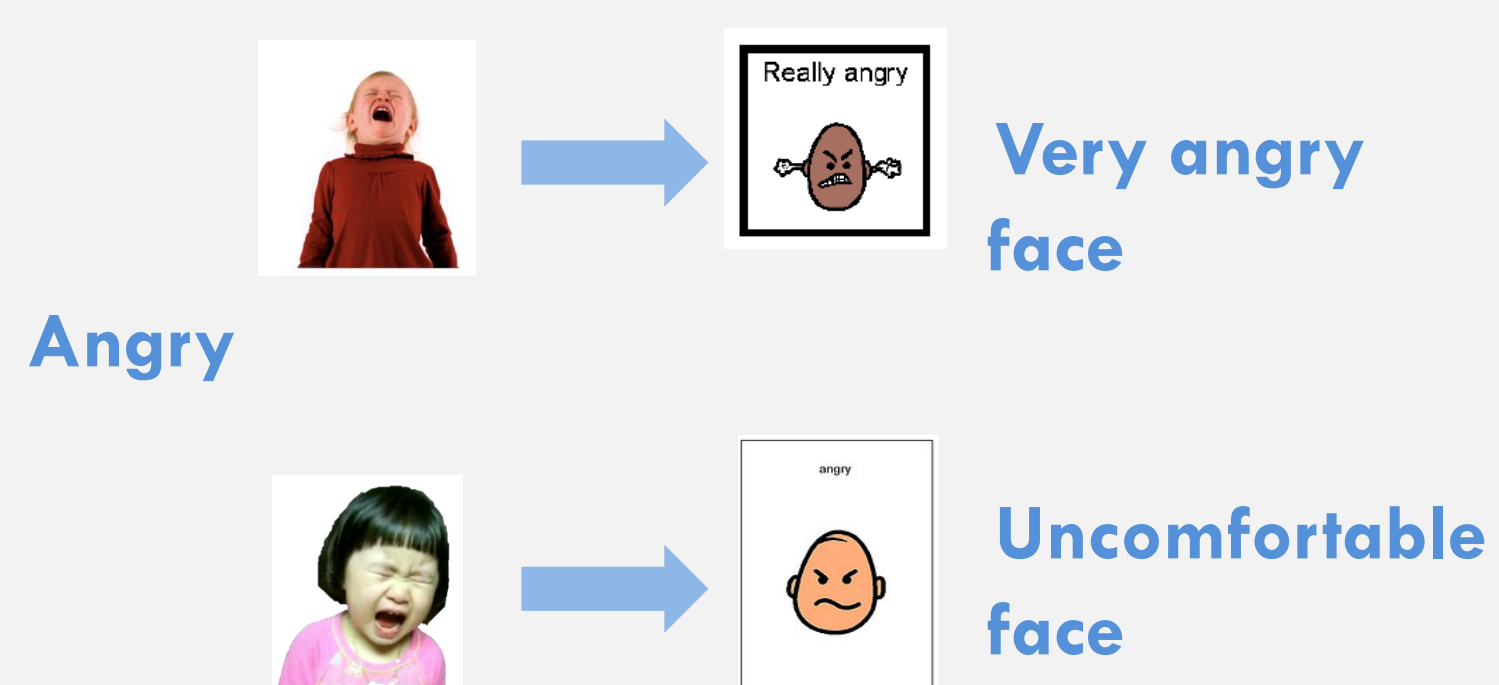
Cultures	Target emotions	Measurements	Results
American, South Korean	Happy, sad, afraid, angry, surprise, disgust	Translucency	American & Korean: Similar
		Transparency	American: More accurate than South Korean

Implications for Practices in AAC

1. Between Cultures

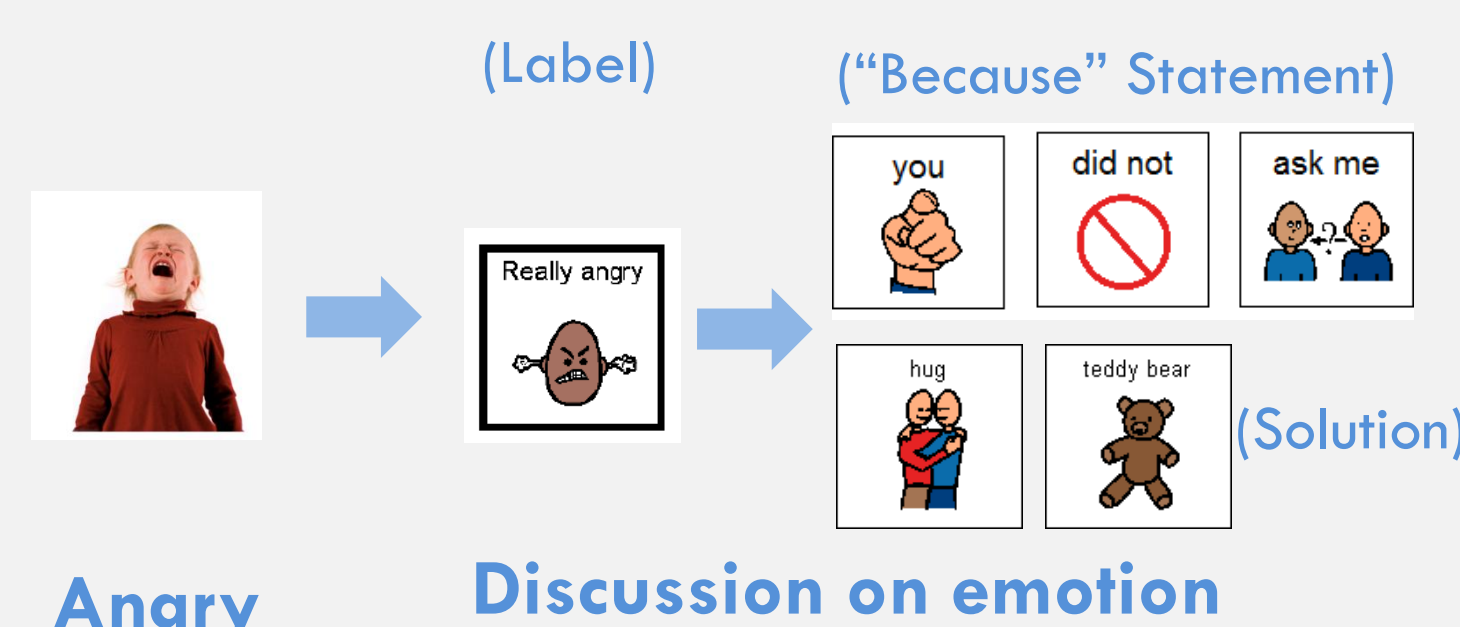
• Emotion Vocabulary

- Emotion vocabulary and phrases in AAC should be selected and programmed carefully based on the child's cultural background.



• Preference of Emotion to Discuss about

- Children with CCN from diverse cultures might have different preference of emotion to discuss about.
- Children from one culture might prefer to communicate their negative emotion, whereas ones from another culture might prefer not to communicate it.



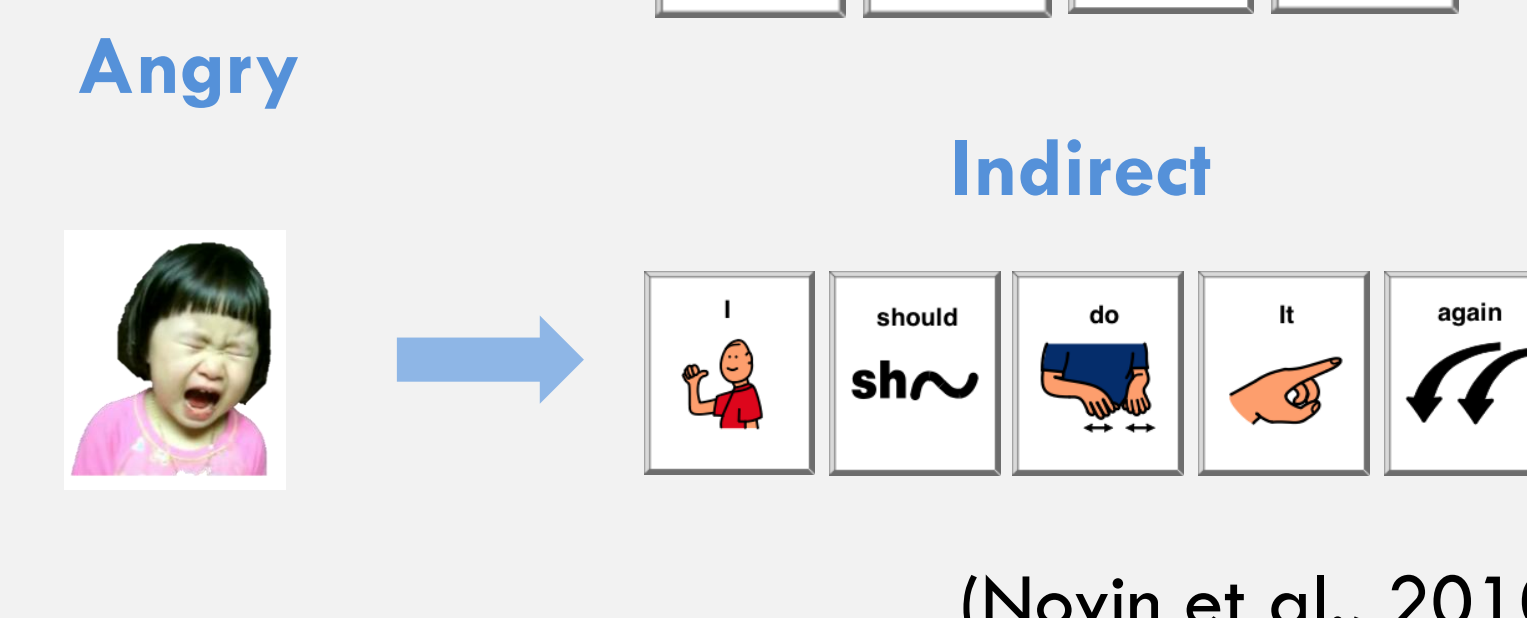
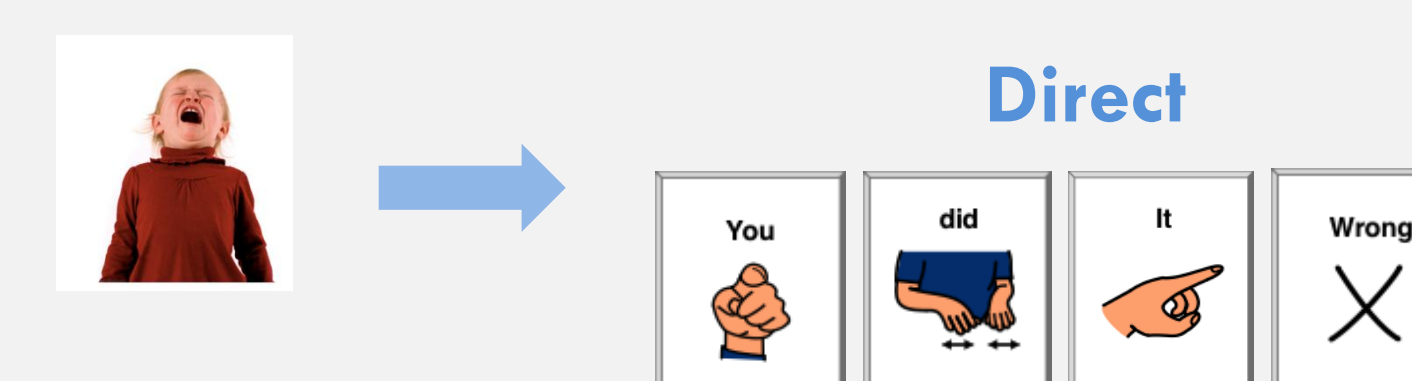
• "Because" Statement

- Culturally sensitive expectations concerning the reasons why certain emotions and behaviors might occur as well as vocabulary selection.

"How would you feel?"

"Why would you say that?"

Feelings influenced by others' actions



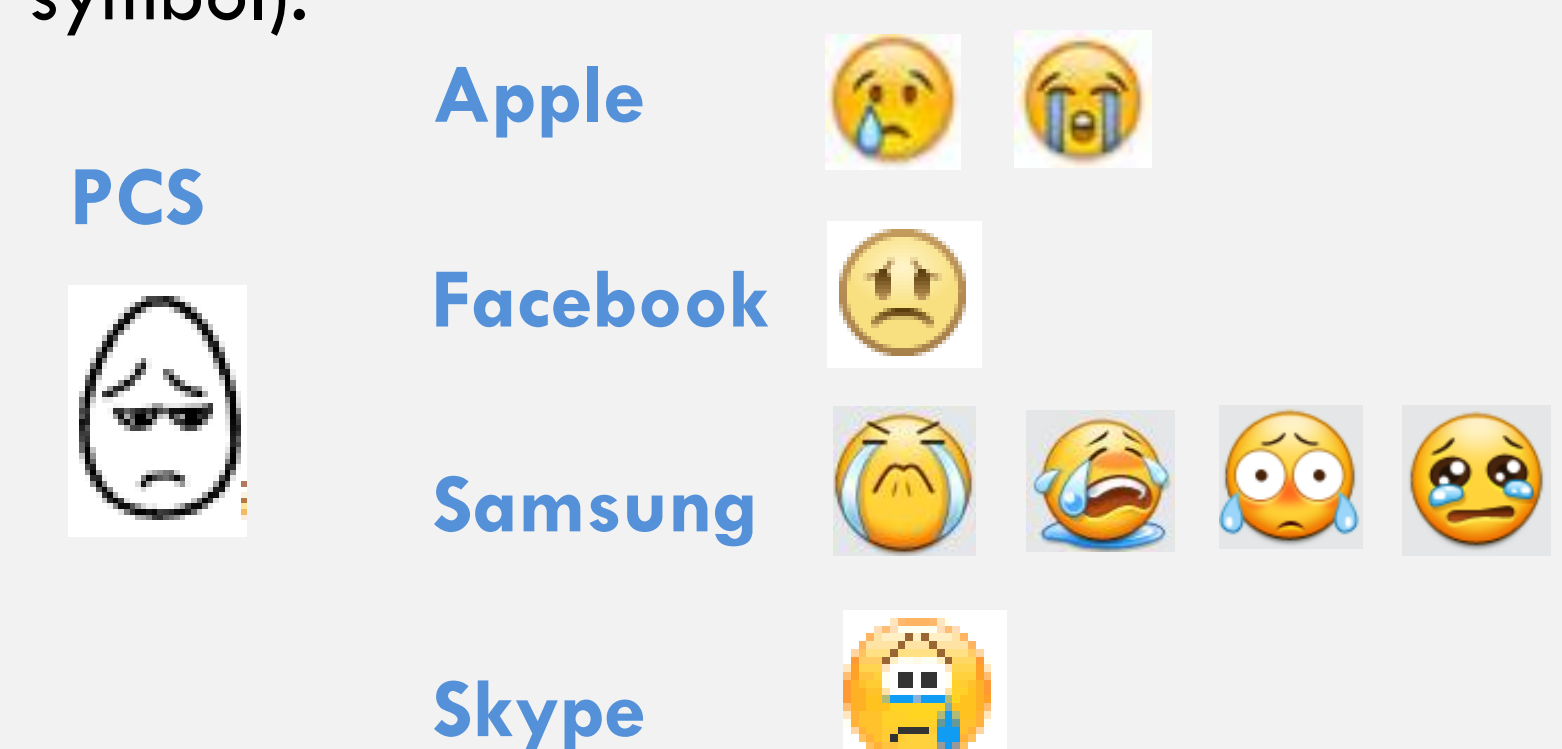
(Novin et al., 2010)

2. Within Cultures

- One country can have diverse cultural groups and one cultural group can have diverse individuals.
- **Example:** Japanese infants used more midface expressions of emotion (e.g., nasolabial furrow) than Chinese infants (Camras et al., 1998, 2007).

3. Emotion Symbols

- Individuals are likely to perceive symbols for a certain emotion more accurately than others (e.g., sad as a less clear emotion symbol).



Acknowledgement/ Contact Information

Acknowledgements

Support: H325D110008 (U.S. Department of Education)
Early Development of Emotional Competence (EDEC) Team

- Sarah Blackstone, Ph.D., CCC-SLP, President of ACI
- Krista M. Wilkinson, Ph.D., Professor
- Dale Epstein, Ph.D., Investigator

Contact information

Ji Young Na, M.A. CF-SLP

The Laboratory for the Study of Visual Supports in Communication and Education
Communication Sciences and Disorders
email: jzn129@psu.edu

- Gabiela Rangel, M.A., Psychologist
- Jennifer J. Thistle, M.S., CCC-SLP, Doctoral Candidate
- Jacob Feldman, Honors Student