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

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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 the 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.

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 impact of culture on emotional recognition and expression are clearly supported by results of this review.

Citation
(Chronological order)
(MarXham & Wang (1999))
(Comras et al. (1998))
(Bide et al. (2002))
(Novin et al. (2002))
(Comras et al. (2007))
(Raval et al. (2010))

Cultures
(Australian vs Chinese)
(Chinese vs European)
(American vs Nepalese)
(Dutch vs South Korean)
(Chinese vs European American)
(Indian)

Emotion Recognition / Expression
More accurate emotion recognition from pictures
Less expressive
American: More problem-centered and action-oriented emotion expression
South Korean: Indirect verbal expression
Different components in facial expressions of emotion
Indirect verbal expression

TOPIC II: Representing Emotions through Visual-graphic Symbols

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

<table>
<thead>
<tr>
<th>Age</th>
<th>Citation</th>
<th>Emotion Symbols</th>
<th>Target Emotions</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>Huang et al. (2009)</td>
<td>Photos (AACR)</td>
<td>Happy, sad, angry, disgust, content</td>
<td>- Happiness: Rated as the strongest facial expression</td>
</tr>
<tr>
<td></td>
<td>Egger et al. (2011)</td>
<td>Photos (NINH-CNPS)</td>
<td>Happy, sad, fearful, angry, neutral</td>
<td>- Contempt: Rated as the weakest</td>
</tr>
<tr>
<td>Children</td>
<td>Viswanath et al. (2008)</td>
<td>PCS, PCS/AS, Mokshon</td>
<td>Happy, afraid, sad, angry</td>
<td>- Happiness: Rated as the clearest emotion symbol</td>
</tr>
<tr>
<td></td>
<td>Wilkinson &amp; Snell (2011)</td>
<td>Photos (FPS, stwlv), PCS (option)</td>
<td>Loving, happy, sad, angry, bored, surprised, silly</td>
<td>- Positive (loving/happy): Highest accuracy</td>
</tr>
</tbody>
</table>

2. Cultural Similarities and Differences in Perception of Emotion Symbols

<table>
<thead>
<tr>
<th>Cultures</th>
<th>Target emotions</th>
<th>Measurements</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>American, South Korean</td>
<td>Happy, sad, afraid, angry, surprised, disgust</td>
<td>Transparency</td>
<td>American &amp; Korean: Similar</td>
</tr>
</tbody>
</table>

Implications for Practices in AAC

- **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?”**
  - Feelings influenced by others’ actions.

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 (Comras 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).

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