

Multicultural and Multilingual Perspectives on

Assessing Early Development of Emotion in Children with Communication Disabilities

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Why study emotion development?

Often children with communication disabilities are supported by visual aids (e.g., photos, symbols, etc.) to communicate with others. These visual aids frequently have very little representation of emotions. As a result, children with communication disabilities have restricted conventional communication channels to express their emotions. To make matters worse, informal observation would suggest that the primary communication partners of children with communication disabilities (e.g., parents, teachers, etc.) rarely have a conversation about their own emotions and those children's emotions with them. Consequently, lack of opportunities to develop the ability to recognize and express emotions hinder basic readiness for learning, development of social relationships, acquisition of skills needed for self-regulation, and/or self-determination and self-advocacy.

Inclusion of multicultural/multilingual perspectives

The tool is intended to be used across different languages (currently targeted for English, Spanish, French, German, Korean, Danish, and Dutch) because it is important to assess early development of emotion in children with communication disabilities in culturally and linguistically diverse population. This poster presents a tool that examines emotional development, but with a specific sensitivity to multicultural/multilingual perspectives.

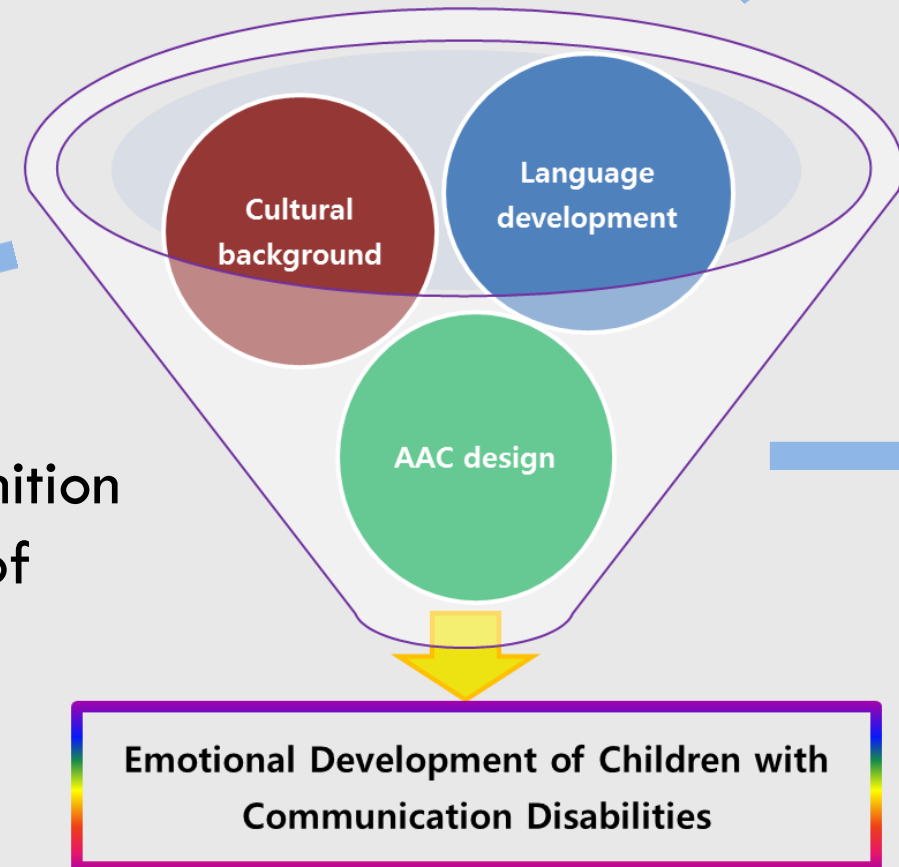
Early Development of Emotion

What are the contributing factors ?

- Language development
- AAC design
- Cultural background

- Emotion vocabulary
- Receptive language
- Expressive language
- Private speech

- Variety of emotions
- Navigation function
- "Because" statement
- Strategies for responding



- Diverse cultural customs in recognition and expression of emotions

Previous Research

There has been limited research done on the development of emotional competence and related factors of children with communication disabilities (Blackstone & Wilkins, 2009)

Early Development of Emotional Competence (EDEC) Tool

Purpose

- Raise awareness of the importance of emotional development of children with communication disabilities (age ranged 0-10 y.o.)
- Encourage interventions that support emotional development of children with communication disabilities

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Field Test of EDEC Tool

Structure

- SECTION I : 11 questions about child's emotion
- SECTION II : 10 questions about caregiver's responses
- SECTION III : 9 questions about child's temperament

Translation

Translation into different languages (e.g., Korean, Danish, Spanish) was done by a native speaker of each language who is a professional in the field (e.g., communication sciences & disorders, special education, psychology) and reviewed by other native speakers in the same/similar professional field

Examples

- Paper EDEC form

- Online EDEC form

- Feedback form

The online forms were designed by the investigators using Qualtrics, an online survey software, being supported by the Pennsylvania State University

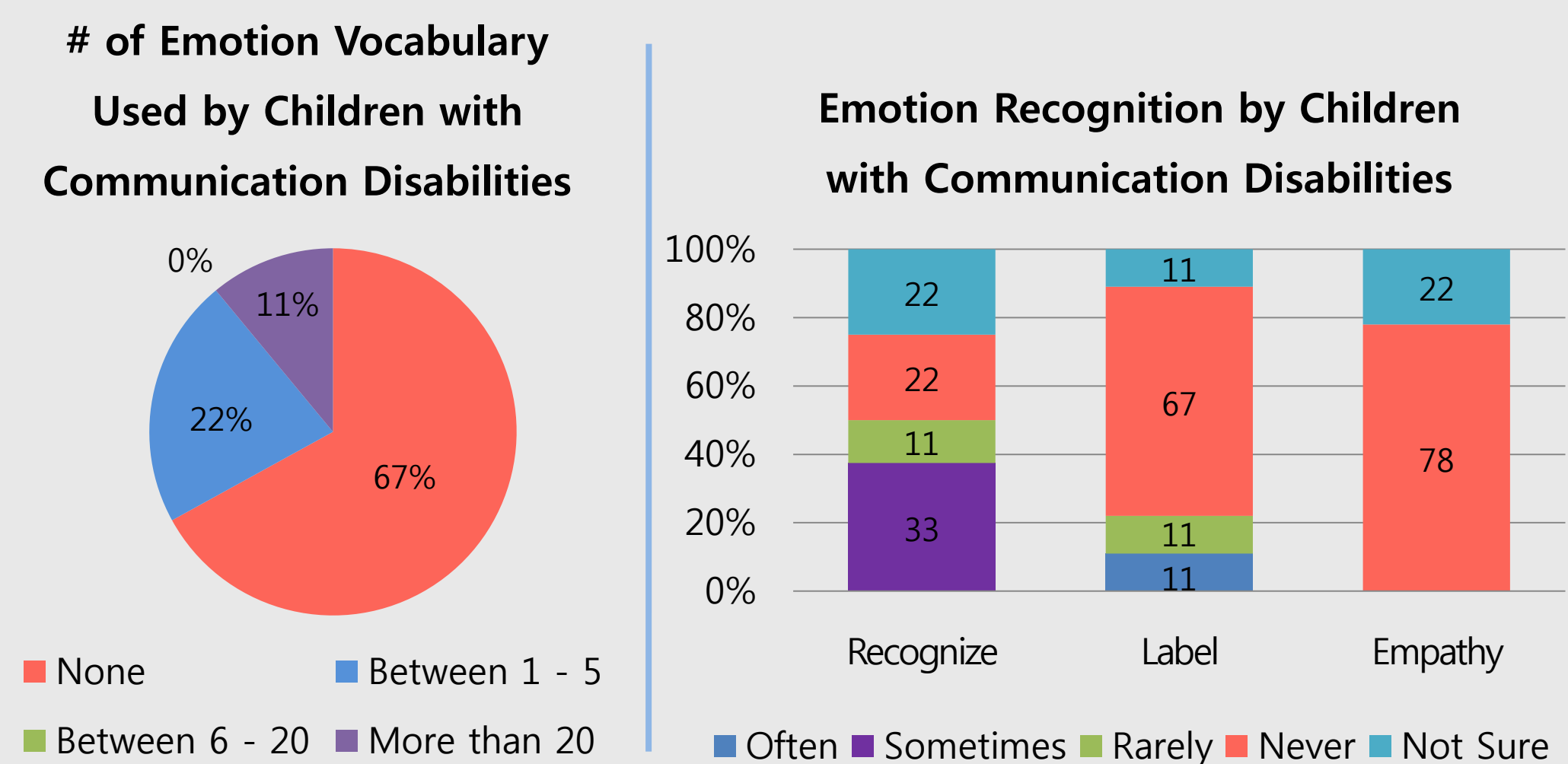
Process of Field Testing

- The field test version of EDEC tool was distributed to clinicians who work with children with communication disabilities. The clinicians used the tool to evaluate the ways in which emotional development is currently being supported in children they serve. Clinicians also provided feedback about which elements of the EDEC tool were useful and which they could change.
 - Paper form: The form was sent to the clinicians by e-mail. Completed forms were submitted by mail.
 - Online form: The survey link was sent to the clinicians by e-mail. Completed forms were submitted through the online survey software.

Findings

- Feedback about the tool was obtained from a clinician who has used the tool with of 5 children with a variety of disabilities, including Cerebral Palsy, Williams Syndrome, Frontonasal Dysplasi, etc.

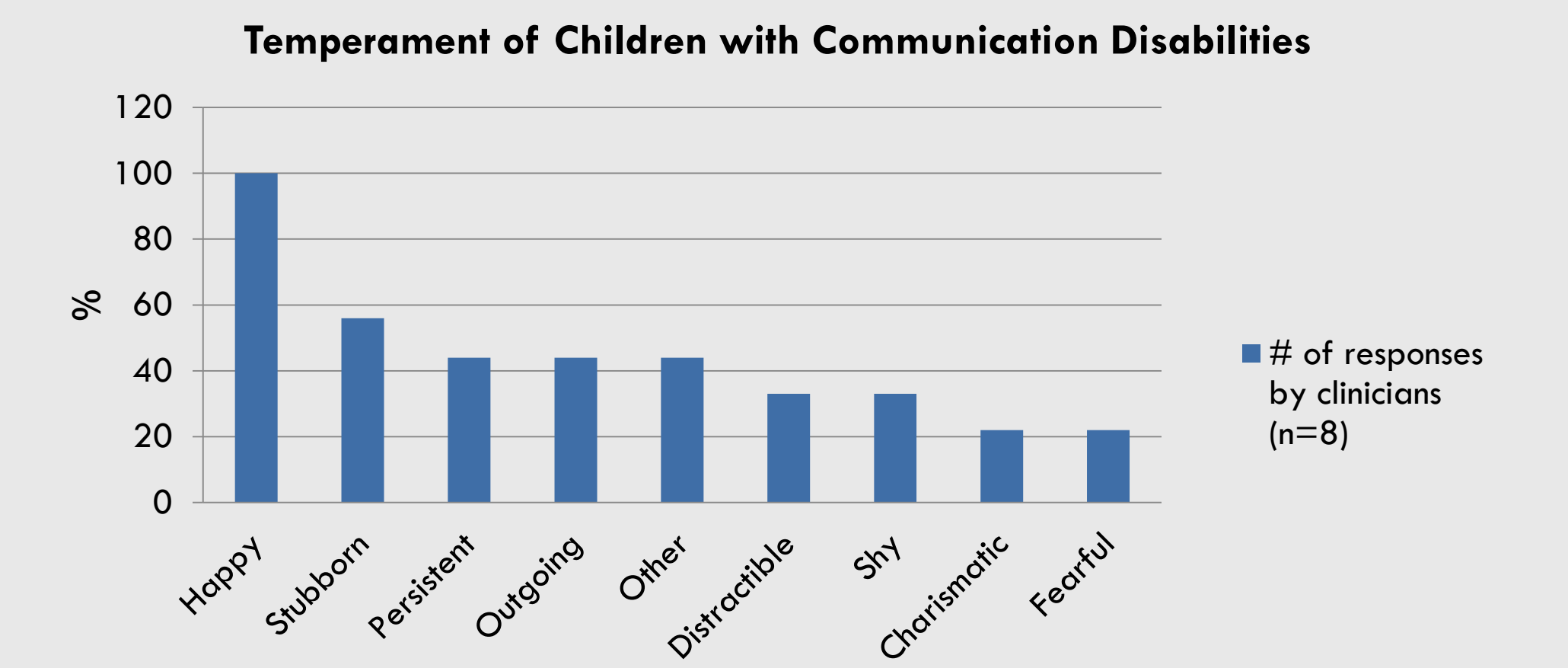
- SECTION I – Child's emotion



- SECTION II – Caregiver's responses

Rank	Adults are NOT doing...	%
1	Have clear expectations about how children should express their emotions	89%
2	Encourage the child to express emotion/feelings using language (speech, signs, symbols)	78%
3	Express negative emotions	67%
4	Provide access to vocabulary so the child can express emotion	56%
5	Talk about their own feelings/emotions	44%

- SECTION III – Child's temperament



No clinicians answered that their children have the following temperaments (aggressive, angry, reserved, considerate, irritable, optimistic, pessimistic, and sad).

Discussion

- Early emotional development in children with communication disabilities
 - Limited use of emotion language by children with communication disabilities
 - Limited modeling and encouragement of emotional language use by caregivers
- Multicultural/multilingual perspectives
 - Caregivers and teachers in particular cultures might feel uncomfortable when they were asked about their child's disability and their family interaction
 - Examples used in the tool should be culturally appropriate
 - Difficulty of translation due to no/multiple corresponding word(s) of emotion vocabulary in different languages
 - Lack of related knowledge in clinicians

Limitations / Future Direction

- Limitations
 - Limited number of children (n=8)
 - Limited number of languages (n=1; Danish)
 - Data collection can be restricted by use of an interpreter (Lopez, 1999)
- Future Direction
 - Multiple languages & children
 - Cross-cultural/cross-lingual analysis

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