

Cross-cultural Study on Assessing Communication about Emotions in American and Korean Children: Using a Structured Parent Interview Tool

Ji Young Na, M.A., CF-SLP and Krista M. Wilkinson, Ph.D.
Department of Communication Sciences and Disorders, The Pennsylvania State University

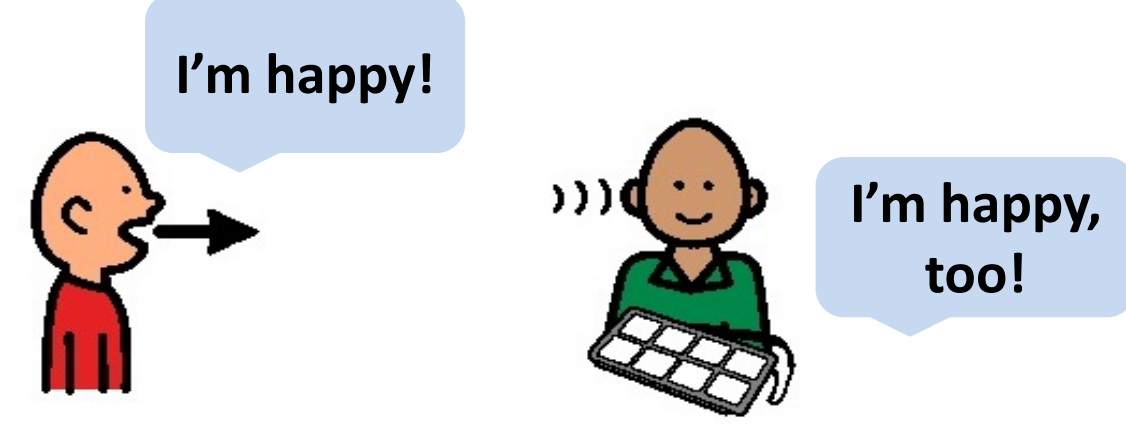
BACKGROUND

Early Development of Communication about Emotions

- Communicating emotions by identifying and responding to the person's own or others' emotions is critical in one's life (Saarni, 1999).
- Opportunities to develop the ability to recognize and express emotions in early childhood support basic readiness for learning, development of social relationships, acquisition of skills needed for self-regulation, and/or self-determination and self-advocacy.

Children with Communication Disabilities

- They have very limited speech and language skills due to various etiologies (e.g., cerebral palsy, down syndrome, etc.).
- As a result, often they are supported by visual aids (e.g., photos, symbols, etc.) to communicate with others.



Communication about Emotions in these Children

- Intrinsic Challenge**
 - Difficulty communicating using language
 - Difficulty expressing emotions due to physical/motor/cognitive challenges
 - Difficulty interacting...with people and the environment
- Extrinsic challenges**
 - Partners misinterpret gestures, facial expression
 - Partners ignore or overlook expressions of emotion
 - Partners not aware of the need to address emotional development
 - Focus is on physical care, equipment issues, social roles
 - Myths about visual aids and users of visual aids
 - Technology limitations (how does one "shout"?)
- For these reasons, children with communication disabilities may not have access to the range or depth of vocabulary for talking about emotions, which may, in turn, negatively influence their development of competencies in this and other areas and ultimately impact their quality of life (Blackstone & Wilkins, 2009).

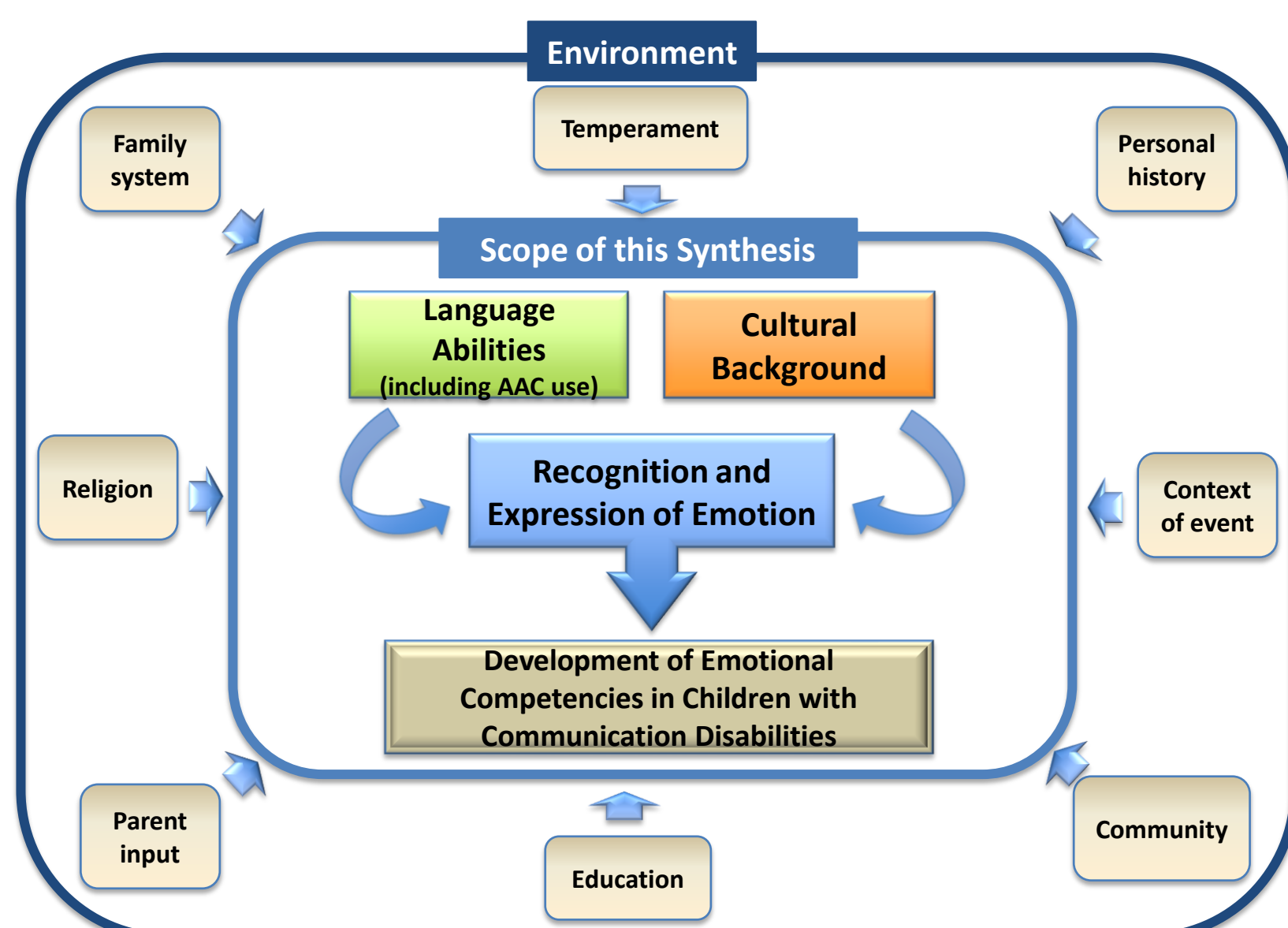
Rationale for Cross-cultural Study

- It is important to see this problem from multicultural perspective because emotion is culturally grounded for each individual (Ekman et al., 1987).
- Therefore, criteria, which are framed with cultural sensitivity, should be applied when we assess communication about emotions in children with communication disabilities (Na & Wilkinson, 2013).

CONCEPTUAL MODEL

Conceptual Model of Development of Emotional Competencies in Children with Communication Disabilities

(Based on Buckley et al., 2003; Campos et al., 1998; Saarni, 1999; Saarni et al., 1998)



STUDY OBJECTIEVS

Validity Test of the Early Development of Emotional Competence (EDEC) Tool

- Variability of Responses: A range of answers, that provide useful information
 - Systematicity of Responses: Systematic and expected variability across different cultural communities (cross-cultural differences)
- This research project is NOT intended to be prescriptive.

METHODS

Research Design

A mix of quantitative and qualitative experimental design

Participants

American (n=10) and Korean (n=10) parents with typically developing young children (birth-10 years) who live in the United States

		American (n=10)	Korean (n=10)
AGE (months; years)	Range	0;7 – 7;3	0;4 – 8;11
	Mean	4;3	5;5
	Median	4;9	7;4
GENDER	Boy : Girl	4:6	4:6

Materials

EDEC Tool

- Purpose: A means to allow the families/clinicians to have greater awareness about ensuring that there is language for the child to engage in culturally-appropriate conversations about emotions and emotional situations (Na & Wilkinson, 2013)
- Structure: SECTION I (10 questions about child's temperament & SECTION II (14 questions about child's and caregiver's talk with the child about emotion/feelings)
- Translation: Followed the five steps of translation from Kang et al. (2010)
- Examples:

Qualtrics

The online survey software, was used for data collection and analysis

Procedures

- Data collection: An intern speech-language pathologist interviewed the participants individually for 30-60 minutes in each parent's native language using the EDEC tool.
- Data Analysis: Three native English speakers and three native Korean speakers analyzed the participants' interview responses.

Acknowledgement

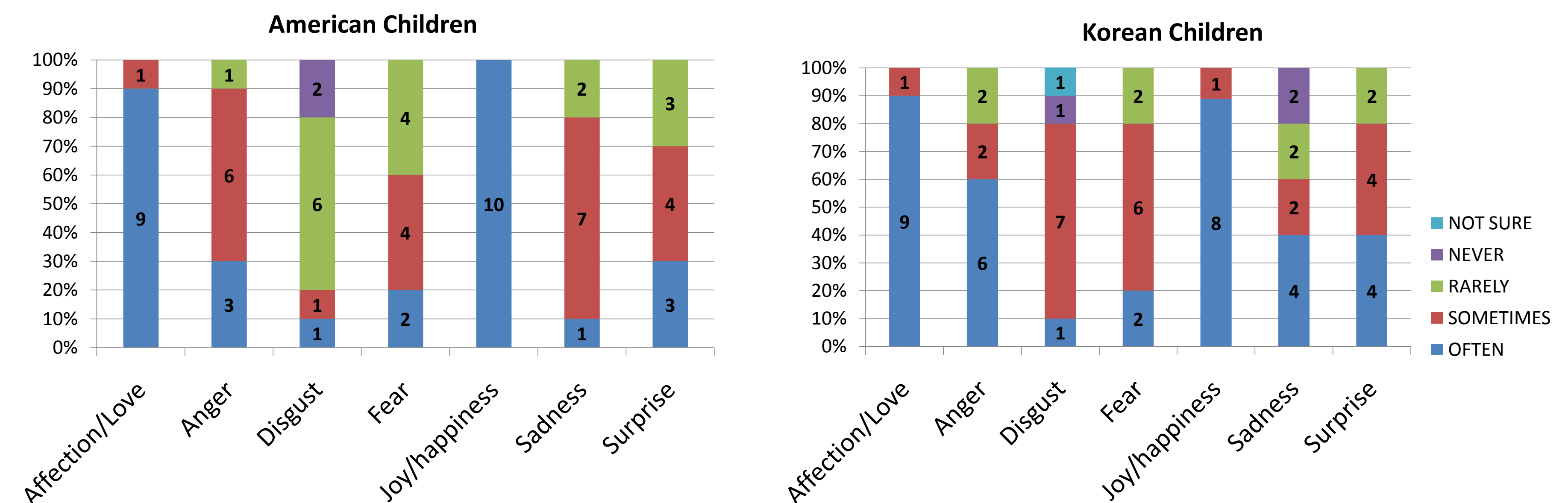
- EDEC tool Authors: Sarah Blackstone, Ph.D., CCC-SLP, Krista Wilkinson, Ph.D., Dale Epstein, Ph.D., Gabriela Rangel, M.A., Jennifer J. Thistle, M.S., CCC-SLP, Jacob Feldman, B.S., Ji Young Na, M.A., CF-SLP, and Emily Townsend, B.A.
- Undergraduate Research Assistants: Najeong Kim, Sei Yoon Kim, Ashleigh Marrella, Emily Racoonin, and Lauren Wasmuth

Funding:

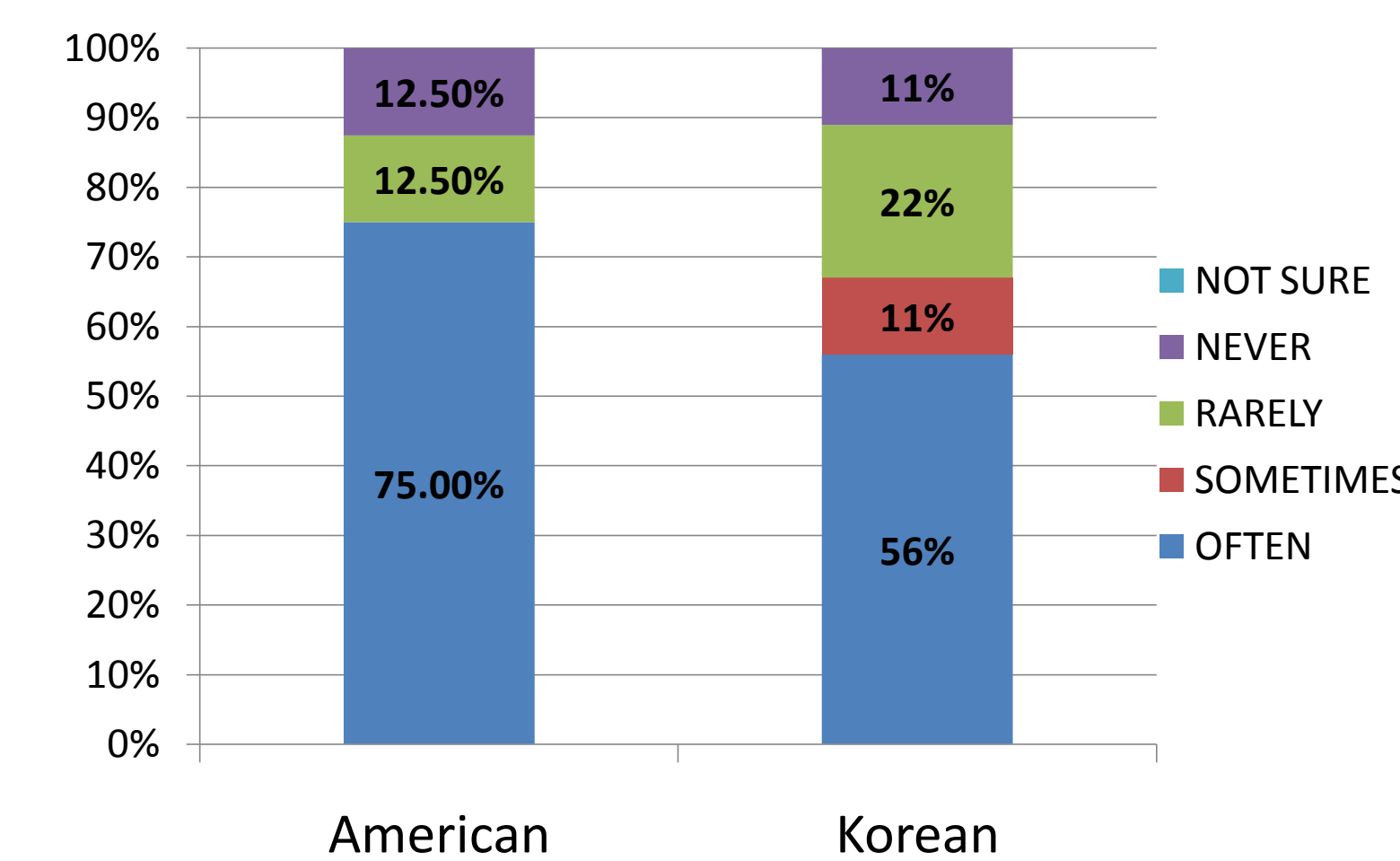
H325D110008 from the U.S. Department of Education

RESULTS

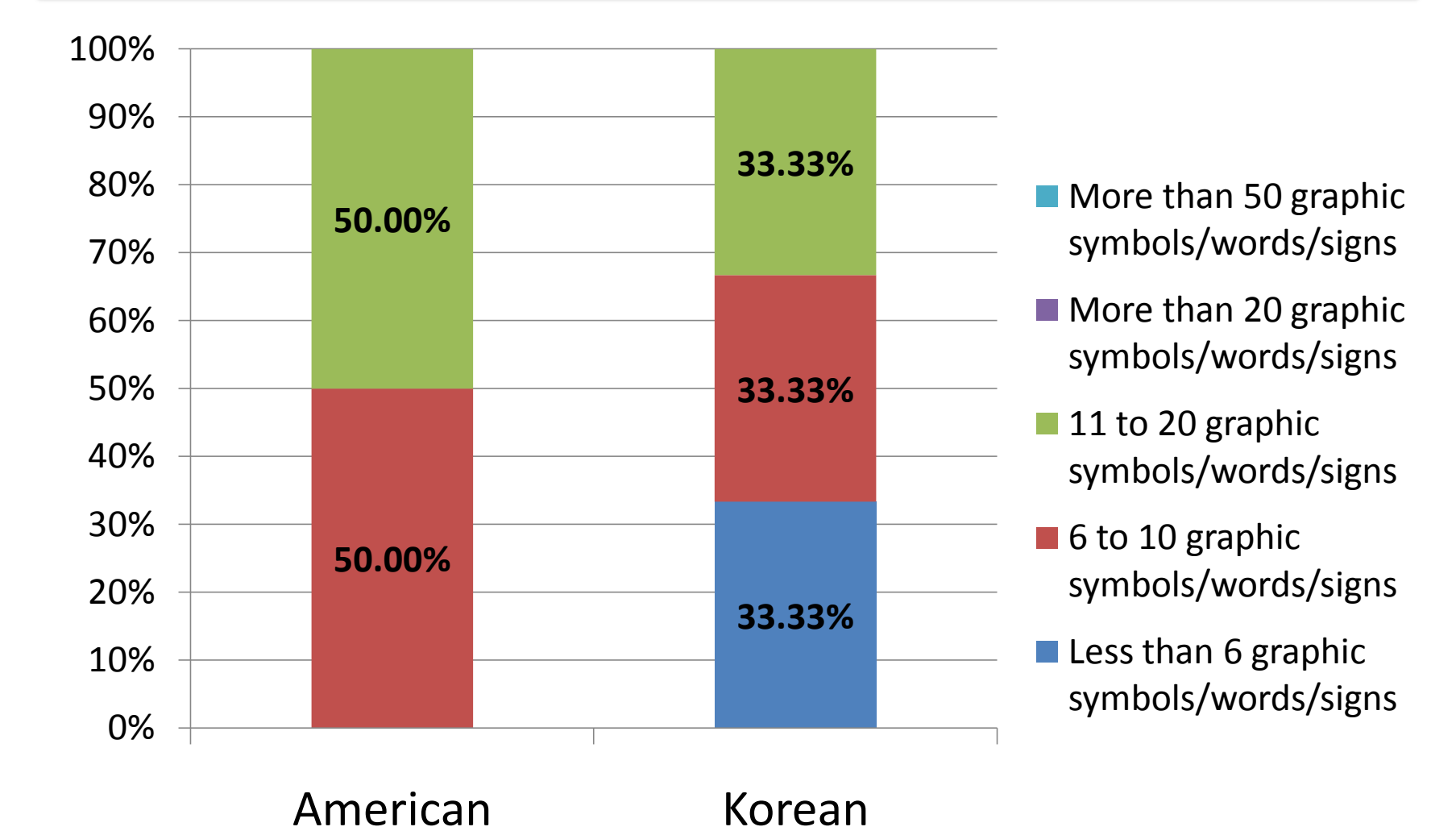
Expression of Basic Emotions



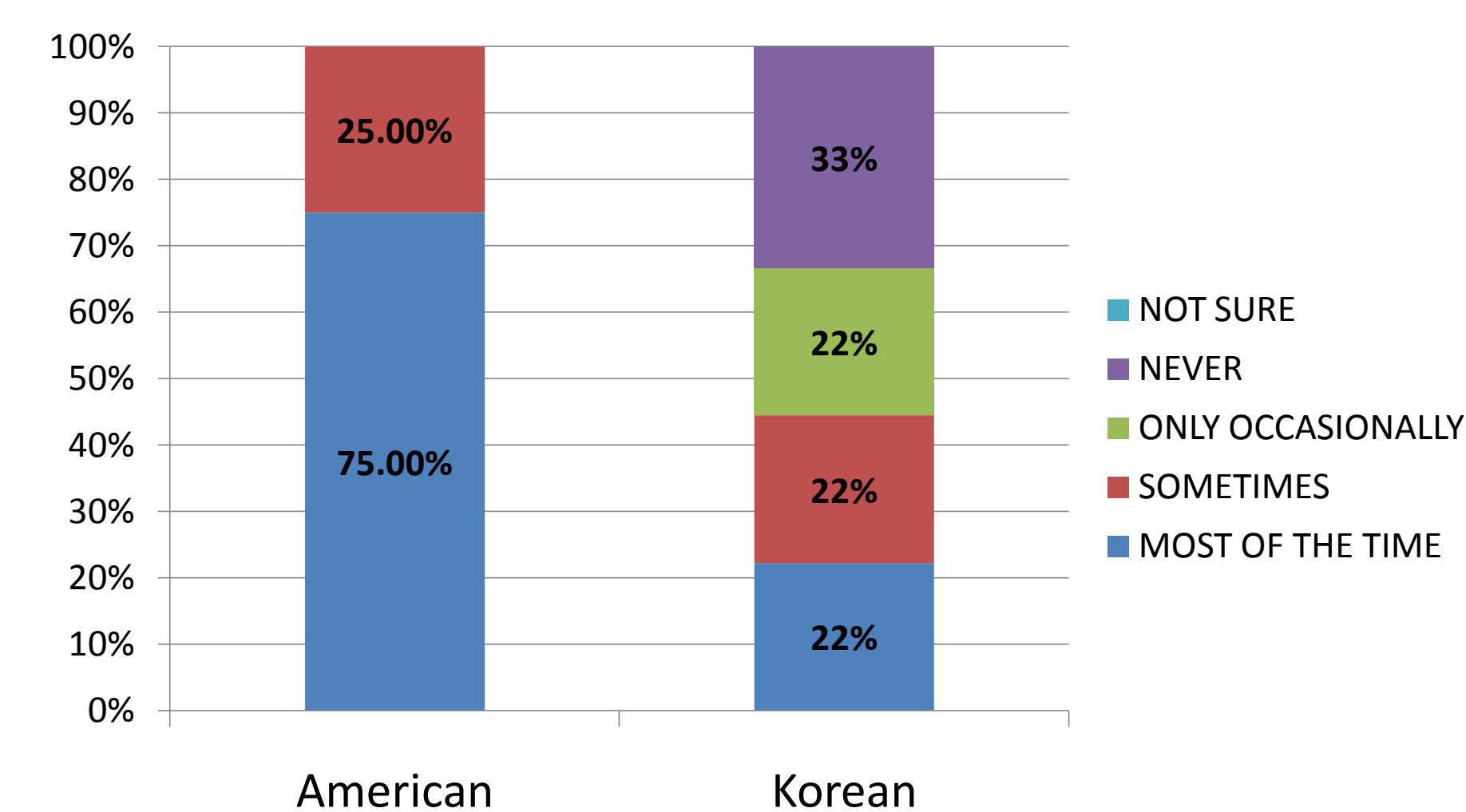
Labeling Others' Emotion by Children



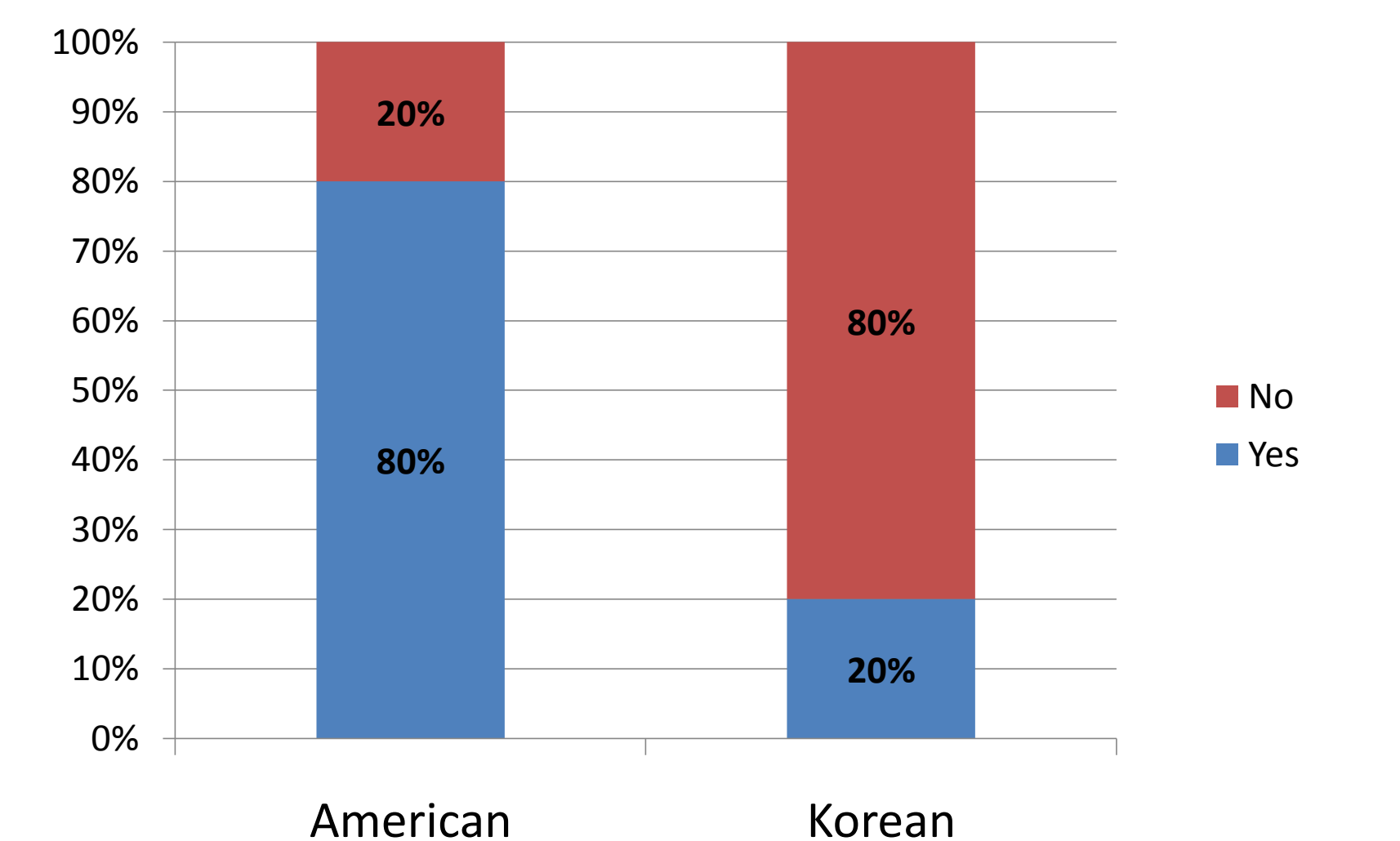
Number of Emotion Words Used by Children



Parents' Prompting of Labeling of Emotion



Parents' Input about Emotions in Book



DISCUSSION

Variability of Responses from the EDEC Tool

- A range of answers came out within a cultural group from this validity test of the EDEC tool, that provides useful information.
- Number of Emotion Vocabulary: 50% of American children use 11-20 emotion words, whereas other 50% use 6-10 emotion words.
 - Parents' Prompting of Labeling of Emotion: 22% of Korean parents prompt their children's labeling of emotion most of the time, whereas the rest of them do so sometimes, only occasionally, or never.

Systematicity of Responses from the EDEC Tool

- The EDEC tool revealed systematic and expected variability across different cultural communities.
- Emotion Expression by Child: Korean children (80%: often/sometimes) are more likely to express their disgust frequently than American children (20%: often/sometimes).
 - Parent Input: American parents are more likely to prompt child's labeling of emotions and encourage emotion-related conversation during book reading activity than Korean parents