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AN EVALUATION OF A TOOL TO SOLOCIT INFORMATION ON THE EXPRESSION OF
EMOTION IN SPAIN

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ABSTRACT

This thesis researched the differences in emotion expression between Spain and other countries. I have described a tool for soliciting information on emotion expression in the household of a child with a disability. An initial test of the instrument was done while studying abroad in Madrid, Spain. I have evaluated specific vocabulary employed in the tool altered by professors. Lastly, I have compared the characteristics of Down syndrome I discovered through this test to those stated in the United States.

The results showed that collectivist culture tendencies impact emotion understanding. Important modifications to the EDEC tool have been made in order to improve grammar and vocabulary. Finally, through my research it has become apparent that traits of Down syndrome in the United States can be compared to those of other countries such as Spain.

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Chapter 1

Introduction

What is emotion? Merriam-Webster states that emotion is a “strong feeling such as love, anger, joy, hate” (emotion, n.d.). It can be expressed verbally or through body language, inflection, loudness and pitch. One of the most interesting things about emotion is that people with different cultural backgrounds recognize and express their emotions in various ways. Research later recognized in this paper states that cultural differences, gender role differences, and emotion recognition differences are evident when comparing emotion expression in different countries.

There are relevant cultural considerations in relation to emotion and expression of emotion in Spain. Specifically Spain and the United States are two cultures that abide by different values. Spain is collectivist, and the United States is individualist (Strand, Barbosa-Leiker, Piedra & Downs., 2015 p. 582). It has been discovered in research that will be expanded later below by Strand et al. (2015) that emotion understanding can be a reflection of these cultural values. In this paper, I will explore the specific differences between how Spain and other countries express emotions. I will describe a tool for soliciting information on emotion expression in the household of a child with a disability. An initial test of the instrument was done while studying abroad in Madrid, Spain. I will evaluate specific vocabulary employed in the tool altered by professors. Lastly, I will compare the characteristics of Down syndrome I discovered through this test to those stated in the United States.

The Early Development in Emotional Competencies (EDEC) tool is a tool for children who cannot communicate solely by the use of language. The purpose of the EDEC is to obtain a deeper understanding of the vocabulary children with Augmentative and Alternative Communication devices utilize. This involves knowledge of socio-cultural values as well as family and individual preferences in expressing emotion for the culture at hand (Na, Wilkinson & Liang, under revision, p. 2). In this case, the

culture is Spanish. My goal in using this tool was to discover the similarities and differences between Spanish people's and American's expression of emotions. I translated part of the tool from English to Spanish. While studying abroad in Madrid, Spain, I had two native speaking professors review the tool for grammar and ambiguous vocabulary. The EDEC tool highlighted some vocabulary that Spanish people use to express emotions frequently. The initial result was that vocabulary words were altered and grammar changes were made. One woman who has a brother with Down syndrome filled out the tool.

Chapter 2

The EDEC Tool

The Early Development of Emotional Competence tool is an interview created to “raise awareness about the relation of language and emotional competence” (Na et al., under revision, p. 2). Emotional competence includes the skills related to emotion expression that allow individuals to respond to changing environments. This involves the recognition and labeling of one’s own and other’s emotions. Emotion communication coincides with this in that it relies on sociocultural norms and pragmatics. This is how, when and which emotions are culturally appropriate to express, and to whom. These two factors are very important to consider when developing augmentative and alternative communication (AAC) interventions. AAC devices allow people with communication and language limitations to participate in some emotion and self-expression. It is significant for people utilizing these systems to be able to access language to discuss emotions in ways consistent with the values and goals of the family.

Professionals conduct the EDEC with parents and other caregivers for children with limited speech and language skills such as Down syndrome. There are two sections to the tool. The first section consists of 10 questions regarding temperament. The second section consists of 14 questions regarding the current emotion expression and recognition of the child, the family’s socio-cultural expectations about emotion expression, and partner input behavior (Na et al., under revision, p. 8).

Na et al. (under revision) described temperament as the characteristics of patterns of behavior that occur in response to certain situations. The EDEC allows professionals to examine the degree to which the child’s personality impacts his or her communication needs through questions based on the nine dimensions of temperament (distractibility, rhythmicity, etc.). This can be a predictor of how a child might react emotionally in a given situation.

Many people with intellectual disabilities engage in idiosyncratic or unconventional behavior. Their primary mode of speech is most often AAC. In order to avoid these problem behaviors, it is important for the facilitators working with the individuals to become familiar with communication approaches in order to be an interventionist and an advocate for the individuals (Beukelman & Mirenda, 2013). The EDEC collects data on challenging behaviors such as tantrums and self-injury. Questions are also posed about adaptive coping, which gives further insight into the child's emotional state for doing things. Na et al. (under revision, p. 11) stated that socio-cultural patterns shape expectations for expressions of emotion. The EDEC clarifies these patterns through questions regarding preferred communication partners, peer interactions, and current communication with caregivers about emotion.

An AAC device is a communication device that allows children with limited verbal communication abilities to access effective means of communication. These devices are only successful though, if the design is considerate of the child's and caregivers' specific cultural preferences (Na, Wilkinson, Karny, Blackstone & Stifter, 2016, p. 7). It is important that AAC systems provide a large number of emotion symbols. Comprehension about emotions is significant when choosing these symbols as well as the support of the communication partner.

Communication partners support emotional development through modeling (Giddan, Bade, Rickenberg, & Ryley, 1995). The range of emotions demonstrated on the communication system needs to cater to the child and partner's use. This allows for discussion about how the child and other people feel. The symbols and emotions selected need to be emotionally appropriate in order to help children reflect on communication about different possible responses to emotion (Na et al., 2016, p. 7). The EDEC tool evaluates specific information about parent-child interactions in order to understand cultural boundaries. Specifically, caregivers' preference on emotion expression around children, response to behaviors and expressions of emotion, and actions of support in situations that could evoke anxiety (Na et al., under revision, p. 13) are a few topics examined in the tool to identify types of modeling that occur in the family.

The EDEC assesses how partners prefer to express emotions around the child and how caregivers respond to the child's emotions (Na et al., under revision, p. 11). Each of these aspects of the tool is very important to consider when developing an AAC device. These sections will elicit information on the child and family's values and goals, providing more insight on what vocabulary to provide on the device.

It is important that the EDEC tool is applicable to people of different languages and cultures. The tool currently exists in English, Korean, Mandarin Chinese, and Spanish. I was a part of translation of the EDEC tool from English to Spanish in a systematic five-step process adapted from Kang, Shin and Song (2014, as cited in Na et al., under revision). The steps are as follows: "(1) initial translation, (2) specialist review, (3) pilot cases for feedback, (4) reverse translation, and (5) feedback of the reverse translation" (Na et al., under revision, p. 13). I did not personally do the reverse translation but another colleague has completed it. Strategies for these steps include "grammatical alterations, identification of ambiguous vocabulary, adaptations of idiomatic and colloquial expressions, identification of cultural – or emotional – inappropriate terms" (Na et al., under revision, p. 13).

Chapter 3

Further Research Areas

Ways of expressing emotion

Different cultures express emotions differently. Learning takes place in social contexts, therefore activities with others influence these learning skills. Here is research from Nepal that relates to this. In a study by Cole, Bruschi, and Tamang (2002) children from the United States and Nepal reacted very differently to a situation in which a father spilled tea on the child's homework. Children from the United States expressed feelings of anger because the father ruined the homework. Children from Nepal expressed feelings of shame and placed the blame on themselves. Nepal is a collectivist culture, similar to Spain. It can be concluded from this that collectivist cultures are more likely to blame themselves for situations that are not entirely their fault because of the unified perspective of the culture. It is not appropriate to place blame on others because that does not reflect the concept of interdependence. In order to obtain these cultural expectations, the EDEC tool asks sociocultural questions about whom and with whom certain emotions are relevant to express (Na et al., under revision, p. 11).

Gender Roles in Spain

Spanish mothers and fathers have different roles in the household. Since Spain is a traditional culture, women are recognized as primary caregivers. In the following research study by Aznar and Tenenbaum (2013), less than 20% of the women in the sample worked fulltime outside the home. In a different study, Denham et al. (2010, as cited in Aznar & Tenenbaum, 2013) labeled mothers as emotional gatekeepers and fathers as playmates.

The study by Aznar and Tenenbaum (2013) involved 63 Spanish mothers and fathers, along with their 4-6 year old children. This age range is during a very critical time in development where children's

understanding of emotion shifts from situational to mentalistic (Wellman, 2001, as cited in Aznar & Tenenbaum, 2013). During this stage, children begin to understand the relationship between desires, beliefs and emotions.

The main purpose was to examine the relations between parent-child emotion talk and children's emotion understanding. Emotion understanding is the "ability to recognize, label, interpret and respond to our own and other's emotions" (Aznar & Tenenbaum, 2013, p. 1). Individual differences in emotion understanding occur at a very early age due to parent-child emotion talk, the emotional climate of the family, and parent expression of emotion along with reaction to children's expression of emotion.

The procedure involved two tasks; play-related storytelling and reminiscence. Storytelling tasks are cultural activities that consist of emotions, societal norms and values (Aznar & Tenenbaum, 2013). The play-related storytelling task included a plastic house and six family figures. The parents and children were instructed to use the figures to create a story together given the following prompt; "parents leave to go on an overnight trip, the child falls down and hurts himself, the dog runs away, and the parents return home" (Aznar & Tenenbaum, 2013, p. 3-4). This task was intended to prompt discussion and allow the parent to guide the child's beliefs about the situation. Next, the reminiscence task contained four events. These events were, "a visit to the zoo, a visit to the doctor, the first day of school, and a time the child fell down" (Aznar & Tenenbaum, 2013, p. 4). This task was intended to allow the parent and child to express how the events made them feel, as well as put emotions into perspective.

In accordance with the storytelling tasks, a Test of Emotion Competence (TEC) was administered to the children. The TEC consists of simple to complex vignettes in which the child has to choose one of four illustrations of faces portraying differential emotional states (happiness, sadness, etc.) that interpret how the character feels. There are nine different situations the children are required to respond to such as situations in which emotions result from desires, or when a character attempts to control an emotion.

Data were collected through mothers' and fathers' total number of emotion utterances (angry, sad), emotion labels (I am very happy), and explanations (I am very happy because the doctor gave me a

lollipop) (Aznar & Tenenbaum, 2013). On the TEC, the children received a point for each of the nine components answered correctly.

The result of this study was that mothers' emotion labels during play-related storytelling predicted understanding of emotion labels beyond prior emotion understanding (Aznar & Tenenbaum, 2013). This means that mothers' influence is more predictive of children's understandings. They drew attention to emotion and demonstrated that it was appropriate for their children to express emotion. On the other hand, fathers' emotion labels did not predict emotion understanding beyond prior understanding. This could be because fathers may have been following the lead of the children during the tasks because they lack experience with them (Aznar & Tenenbaum, 2013).

Clearly, this research supports the fact that Spanish parents evoke emotions differently. This is important when evaluating the expression of emotion in children with disabilities because some children live solely with their mother or their father. When developing augmentative and alternative communication devices, it is a key aspect to consider the child's family life. It is evident from this research that Spanish mothers play a larger role in emotion understanding, but if the child is only being raised by their father, different emotions may be evoked which would need to be present on the device in order for the child to express him or herself.

Culture

Language differences between Spain and the United States are found to be a reflection of socialization practices. A study by Strand et al. (2015) examined the time-dependent relationship between emotion understanding and behavioral adjustment of 281 preschoolers attending Head Start in Washington State. The information was obtained over the course of one year. The preschoolers were from English-speaking and Spanish-speaking backgrounds, with ethnicities of European American, Mexican America, African American and Asian American. An Emotion Understanding Assessment

(EUA) and Strength and Difficulties Questionnaire (SDQ) were administered to the preschoolers to calculate the results.

Emotion understanding is the variety of skills such as self-regulation and social behavior. These skills develop over time in a sequential manner. This study examines the emotion understanding in preschoolers because the young age is a time of rapid growth and malleability for emotional and social skills (Strand et al., 2015, p. 580).

The Emotion Understanding Assessment identifies five levels of emotion understanding for children ages three to six years old. Recognizing emotion expressions in photographs and recognizing emotional expressions in line drawings assess emotion recognition. Situation-based emotions, desire-based emotions and belief-based emotions assess emotional perspective taking. A complex factor of this test was administered which includes “four items that require identification of situation-based emotion in stories, four items that require identification of desire-based emotions in stories, and four items that require identification of belief-based items in stories” (Strand et al., 2015, p. 584). Each item was coded as correct or incorrect on a twelve-item scale. The Strength and Difficulties Questionnaire is a twenty-five-item scale based on social and behavioral adjustment. It assesses characteristics such as hyperactivity and peer problems. This test, along with the EUA, was completed for each child in their native language twice; once six weeks into the school year, and another six months later (Strand et al., 2015, p. 585).

The general results from these assessments were that emotion understanding is stable across six months. Different cultural backgrounds, though, have differences in the development of emotional skills. “Spanish language use and fluency are strong predictors of collectivist cultural tendencies” (Strand et al., 2015, p. 582). They value interdependence and the harmony of interpersonal relationships. This may increase the impact of the relevance of emotion understanding skills. The United States, on the other hand, is an individualist culture, which values independence.

All Spanish-speaking and English-speaking students were tested using the same method. The outcome was that Spanish-speaking students obtained a bidirectional relationship between emotion understanding and behavior. Their peer problems predicted less emotion understanding while their higher emotion understanding predicted less hyperactivity. English-speaking children had results in which hyperactivity and peer problems predicted less emotion understanding. This is a unidirectional relationship between emotion understanding and behavior. The one similarity between the two groups was that peer problems were predictive of lower levels of emotion understanding (Strand et al., 2015, p. 591).

It is clear that culture has an influence on emotion understanding and behavior. It is interesting that less emotion understanding in English-speaking children did not predict hyperactivity and peer problems as it did in Spanish-speaking children. It can be assumed that in Spain, if a child does not have the ability to self regulate or does not have social skills; they cannot take part in the collectivist culture. They need abilities that involve working with groups, and a lack of emotion understanding will hinder those skills.

Emotion Recognition

Emotions are decoded differently by different cultures due to semantic and sociocultural differences. In a study by Beir and Zautra (n.d.) the identification of cross-cultural abilities to decode emotive meaning in vocal expression of mood was evaluated. Fifty-two college freshman from the University of Utah, fifty-four college students from Japan, and fifty-five college students from Poland participated in the research.

The study consisted of a ninety-six-item tape. On this tape, one hundred and fifty American student actors from the University of Utah expressed six moods using four neutral stimulus phrases increasing in length. The moods were “angry, sad, happy, flirt, fear and indifferent” (Beir & Zautra, p. 3). The phrases ranged from “Hello” to “There is no answer. You have asked me the question a thousand

times and my reply has always been the same” (Beir & Zautra, p. 3). Each mood was expressed with each of the four stimulus phrases an equal number of times. The participants were simply instructed to listen to each expression and mark each mood corresponding to what they thought.

The results of the experiment proved that there are cultural differences in the recognition of emotions. Although Japanese and Polish subjects achieved 60% agreement or more in identifying mood, both Japanese and Polish results differed from American results (Beir & Zautra, p. 5). The Polish and Japanese were more successful in decoding anger and indifference than decoding happy and flirt. When the Polish decoded a phrase as flirt, Americans decoded it as happy. One explanation for this discrepancy is that moods such as anger and indifference are used more frequently in Poland and Japan. Also, Japanese and Polish people may have difficulties distinguishing between happy and flirt because the words may be synonymous in their cultures. Another similarity between Polish and Japanese participants was that longer phrases allowed for more accuracy. These phrases allotted them more information about the emotion through factors such as intonation, which is helpful in decoding mood. When 60% or more of Japanese subjects decoded the mood flirt, Americans contrastingly rated it as happy. When Japanese subjects rated a phrase as the mood happy, it was rated as fear by 60% or more Americans (Beir & Zautra). This leads to a conclusion of semantic differences in different cultures. What brings joy to the Japanese may not be culturally appropriate to Americans; therefore they rate it as fear.

Chapter 4

Initial assessment of the tool: Perceptions of Spanish speakers and initial tool use

During my study abroad in Madrid, Spain, two professors evaluated the EDEC tool. They both altered grammar and vocabulary. In a section that asks the client to choose words that describe the personality of their child, both professors changed the word distractibility to attention. They also altered “not distractible” to “attentive.” These two changes make it clear that there are wording differences between the Spanish and English languages. Spanish people do not use the word “distractibility” in their every day lives. In fact, the word “distractible” does not exist in the Spanish language. The closest word is distraído, which means distracted. Distracted and distractible have different connotations in English. If someone is distracted, it means his or her attention is focused on something else. If someone is distractible, it means that it is easy for that person to lose focus. There is a lot of room for confusion here. If the word distractible appeared on an AAC of a native Spanish speaker, they would be confused and not able to express that emotion. Therefore, it is important to have the correct vocabulary in order to make devices culturally considerate.

Another interesting word that was changed was in the heading “Peer Interaction.” In Spanish, the word for peer is pare. My professor noted that the correct word that they use in Spain is compañero, which means companion, partner, or friend. In the United States, a peer is more of a classmate, or someone who belongs to the same age group (friend, n.d.). A friend is someone you trust and are loyal to, and a companion could even have a romantic connotation. During my time in Spain, I learned that everyone was a friend. Women and men greeted each other with two kisses on the cheek, even if meeting for the first time. Their culture is much more affectionate than that of the United States, and therefore I am not surprised by this alteration.

It is important that the most commonly used vocabulary words to express emotions are provided on communication devices. On the EDEC tool, when assessing common emotions expressed by the child, the word for anger was modified. Both “enojo” and “enfado” translate to anger, but enfado is more commonly used. If a child from Spain were trying to express anger through their AAC device, they would search for the word enfado. Enajo would not be the first thing to come to their mind, and if it was the only word to describe anger on the device, it could cause further frustrations for the child.

One intriguing discovery while in Spain was that the traits of personalities in people with Down syndrome are similar to those in the United States. Based on Fidler, Most, and Philofsky (2008) it can be expected that individuals with Down syndrome demonstrate a behavioral phenotype. This pattern of strengths and weaknesses is very similar to those uncovered in the completed EDEC tool from Spain. Also, Channell, Connors, and Barth (2014) state that people with Down syndrome normally experience cognitive and linguistic challenges. This includes difficulties in expressive language, language comprehension, and short-term memory. These characteristics of people with Down syndrome along with cultural contributors will reflect the results be evaluated in the following section.

Chapter 5

Results and Discussion from Initial Test of the EDEC Tool

The EDEC tool examines important aspects of personality characteristics, how the child expresses emotions, how caregivers express emotions, and whom the child most expresses emotion with. All of these contribute to my study. Each topic has allowed me to examine cultural differences in Spain and specific characteristics of Down syndrome that are similar to those found in the United States.

I expected that characteristics about personality of people with Down syndrome would follow the research of Fidler et al. (2008). Their research states that many people with Down syndrome are “charming, affectionate, outgoing, cheerful, happy and sociable.” These characteristics match the results I obtained from Spain. The woman I had complete the EDEC tool in Spain responded to questions about her brother’s personality with words such as happy, restless, naughty, and obsessive with what he wants. She also stated he is unpredictable, stubborn, and charismatic. The emotions he expresses most often are affection, joy, and surprise. The emotions he expresses rarely are anger, fear, and sadness. This is interesting because it conflicts with the research of Beir and Zautra (n.d.). Their study on emotion recognition stated that the Japanese and Polish, which are collectivist cultures similar to Spain, recognized anger and indifference easier than happy and flirt. For this reason, this expression of more happy emotions may be attributed to Down syndrome. It was demonstrated in a study by Hornby (1995, as cited in Dykens, Hodapp & Finucane, 2000), that out of ninety fathers of children with Down syndrome interviewed, about one third referred to their child as lovable and about one fourth referred to their child as sociable and friendly. These traits align with those of my interviewee which means that they are not an aspect of the Spanish culture.

The completed tool also gave me information regarding whom the man was most affectionate with. It is expected that from the study by Aznar and Tenenbaum (2013) on gender roles in Spain, the

participant would be most affectionate with his mother or mother figure. The mothers in Spanish families are “emotional gatekeepers” who facilitate emotion. The participant in my findings was reported to show affection with family and caretakers and show strong attachment to his sister. It is important to take into consideration that the man evaluated in this study is forty-six years old. His parents may be deceased, and his sister may be his primary caregiver and mother figure.

I have interpreted from Channell et al. (2014) that the participant may struggle with expressive language. The results state that the Spanish man expresses emotion through facial expressions to express happiness and sadness, body postures and gestures, shaking when afraid, manual signs, and singing. He has fewer than six graphic symbols/words/signs in his repertoire and uses them to express the emotions happy, sad, angry, scared, and nervous. If this man were to use an AAC device, this information is important to know before programming the device. This data makes it clear that these emotions are acceptable to produce in Spain and should hypothetically be put on an AAC device for a Spanish speaker.

Based on the findings of Dykens et al. (2000) I expected that demonstrations of unfamiliar emotions will upset a child with Down syndrome. The sister in my study stated that she feels comfortable in general being as she is with her brother, but tries not to show worry or sadness. These two emotions affect him mentally. This may be attributed to the fact that families of children with Down syndrome cope well. Due to the children’s upbeat and charming personalities, they are perceived as sociable and lovable, which makes it easier for families to cope (Dykens et al., 2000).

Modeling was also found to be an important part of the participant’s results. The sister stated that her expression of emotion has motivated her brother to try and explain how he feels with short phrases. Stated above, Na et al. (2016) emphasizes that it is important that AAC devices not only obtain vocabulary relevant to the child, but to the caregiver as well. Since the sister avoids worry and sadness, those two emotions would not be employed on the device for her to use when expressing emotion with her brother.

Chapter 6

Conclusion

It seems that the EDEC tool is applicable and includes a good representation of the Spanish language. The research above has yielded results that are revealing of the Spanish culture and suggest useful future implications for aiding the creation of AAC devices for Spanish children with disabilities.

The EDEC tool relates to the Spanish participant because it will assist in creating more culturally appropriate AAC devices for people with Down syndrome. The information gathered through the participant will aid researchers in recognizing the importance of certain emotions commonly expressed by not only people with Down syndrome, but Spanish people as well. Further research about this topic will benefit people with disabilities from all different cultures and give them a meaningful voice, rather than one that does not express their true emotions. A valuable next step would be to interview more native Spanish speakers to gather more reliable information on emotion expression. Only one participant has been evaluated, and that is not enough to be used as a reliable norm. Also, it would be useful for Spanish speakers from different regions of Spain, Argentina, Mexico, etc. to be evaluated, rather than just grouping the Spanish language into the single country of Spain.

I hope that this research becomes significant for current and future Speech-Language Pathologists to understand in order to relate to English as a Second Language (ESL) or bilingual clients in order to avoid crossing cultural boundaries.

My peer, Rachel Bennett, has completed her thesis on the *Strategies for Talking about Emotions with Partners* (STEPS) intervention and the Early Development of Emotional Competence (EDEC) tool. The tool was used with parents of children with Down syndrome and the main curiosity was how the responses to the EDEC tool changed post intervention. This relates to my research in that post intervention, parents' perception of temperament still reflected the characteristic temperaments of

children with Down syndrome. These characteristics include active, predictable, stubborn, optimistic and sensitive. These are similar to the traits stated above by the Spanish participant, as well as Fidler et al. (2008). Also, parents reported being comfortable with expressing most emotions except anger with their child. This aligns with the feedback of my Spanish participant in that she stated being comfortable being as she is with her brother, but tries to avoid showing worry or sadness. Clearly, the research of my peer and myself relate on the basis of Down syndrome. Therefore, it can be assumed that the characteristics of Down syndrome are similar in the United States and Spain. These findings can encourage future researchers to discover the similarities and differences across other disabilities in order to create functional AAC devices.

Appendix A
English Language EDEC Tool

Below is the Early Development of Emotional Competence Tool (EDEC), referred to above, in the English Language.

For parents and professionals

Early Development of Emotional Competence: A Tool for Children with Complex Communication Needs (CCN)

Na, Wilkinson, Epstein, Rangel, Townsend, Thistle, Feldman, and Blackstone (2014)

Original version (2012)

Revised version (2013)

Current version (2014)



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*If the parent/teacher feels uncomfortable answering any question, you may skip it.

ABOUT THE EDEC TOOL

○ *What Is the EDEC Tool?*

The EDEC tool is a descriptive instrument designed to elicit information about how families and professionals talk about emotions with children with complex communication needs (CCN). It consists of an interview conducted by a professional with a child's family as well as with other service professionals.

○ *Why Did We Develop the EDEC Tool?*

The EDEC tool seeks to raise awareness about the relation of language and emotional competence, and to ensure that a child's communication intervention includes language to discuss emotions in ways that are consistent with the values and goals of the family. It is not developed for prescriptive purposes, nor as a norm-referenced instrument. Rather, it is intended to allow professionals to collaborate with family members and other professionals to gather information that can be useful to support communication about emotion.

○ *Target Population*

The EDEC tool was developed with a target population of young children (birth-10 years) with CCN, who have very limited speech and language skills due to various etiologies (e.g., cerebral palsy, Down syndrome, etc.). Extension of the tool to consideration for older individuals or individuals with autism spectrum disorder has not yet been conducted by the authors.

○ *Who Uses the EDEC Tool?*

Speech-language pathologists or other professionals (e.g., OT, PT), who work with a child with CCN, use this EDEC tool in order to interview the child's caregivers or other professionals (e.g., teachers). It is recommended to interview both the child's caregiver and teacher/clinician in order to have a better understanding about the child's characteristics across diverse settings.

○ *How Long Will It Take?*

It will probably take you from forty-five minutes to an hour to complete the interview using the EDEC tool. Previous interviews took from thirty minutes to an hour. If you run out of time, you may save a partially completed interview responses and resume it later.

○ *Languages*

The EDEC tool is intended to be used across different languages. Currently, we have Danish, English, Korean, Mandarin Chinese, and Spanish versions available. Dutch, French and German versions will be available in the future. Please contact the author for other languages.

○ *Online Version?*

The EDEC tool is also available online. To access the EDEC tool, you need to use a link, provided by the author of the tool. Please contact the author if you are interested.

○ **CONTENTS and ORGANIZATION**

- This EDEC Tool has two sections. Section I asks informants how parents/caregivers and/or teachers perceive the child's temperament. Section II asks informants questions about the child and his/her current ability to express emotion/feelings, how the child's parents/caregivers express emotion within the family, and whether the child's parents/caregivers talk with the child about emotion/feelings.
- We recommend you to start from SECTION I because information gathered in SECTION I may help the interviewer have better understanding of the child before discussing the child's emotion expression and recognition.
- Examples suggested for each question can be provided to the parent/caregiver or teacher if needed.

*If the parent/teacher feels uncomfortable answering any question, you may skip it.

SECTION I. QUESTIONS ABOUT TEMPERAMENT/BEHAVIORAL CHARACTERISTICS(Adapted from Caspi & Shiner, 2008)

[Temperament refers to characteristics of a specific person that affect the person’s thinking, behavior, and reactions to experiences.] **The examiner asks the informant about the child with complex communication needs using questions as stated below.**

<p>1a. Basic descriptors – open ended</p> <p>“We are interested in learning a little bit about {name’s} overall personality. Can you describe {name} a little for me?”</p> <p><i>Write down the adjectives that the caregiver offers spontaneously</i></p>																																									
<p>1b. Basic descriptors – guided</p> <p><i>The caregiver will likely have come up with some of the adjectives on the list to the right. Do not ask about the ones the parent has already said. Instead, here we will solicit information just about the ones that the parent did not mention already.</i></p> <p>“Thank you so much – that is really helpful. There are just a few other personality characteristics that I would like to ask about.”</p> <p>“I’m going to give you pairs of words that describe personality. You can just tell me whether your child’s overall personality is similar to one or the other of those descriptions. If {name} falls in the middle, just tell me that. And of course, if you’re not sure, just let me know.”</p>	<p>Responses for each will be along the following scale: Usually much like choice a Usually much like choice b Not really on either extreme Not sure</p> <table border="0"> <tr> <td>USUALLY</td> <td></td> <td>USUALLY</td> <td></td> </tr> <tr> <td>1. Activity</td> <td>1a. Active-----INBETWEEN-----</td> <td>1b. Relaxed</td> <td>NOT SURE</td> </tr> <tr> <td>2. Rhythmicity (eat/sleep pattern)</td> <td>2a. Predictable-----INBETWEEN-----</td> <td>2b. Unpredictable (Fluctuating)</td> <td>NOT SURE</td> </tr> <tr> <td>3. Approach/withdraw</td> <td>3a. Shy-----INBETWEEN-----</td> <td>3b. Outgoing</td> <td>NOT SURE</td> </tr> <tr> <td>4. Adaptability (transition)</td> <td>4a. Adaptable-----INBETWEEN-----</td> <td>4b. Stubborn</td> <td>NOT SURE</td> </tr> <tr> <td>5. Intensity of reaction</td> <td>5a. Charismatic-----INBETWEEN-----</td> <td>5b. Reserved</td> <td>NOT SURE</td> </tr> <tr> <td>6. Mood</td> <td>6a. Pessimistic-----INBETWEEN-----</td> <td>6b. Optimistic</td> <td>NOT SURE</td> </tr> <tr> <td>7. Persistence (attention span)</td> <td>7a. Longer-----INBETWEEN-----</td> <td>7b. Shorter</td> <td>NOT SURE</td> </tr> <tr> <td>8. Sensory Threshold (sensitivity to stimulation)</td> <td>8a. Sensitive-----INBETWEEN-----</td> <td>8b. Able to ignore</td> <td>NOT SURE</td> </tr> <tr> <td>9. Distractibility</td> <td>9a. Distractible-----INBETWEEN-----</td> <td>9b. Not distractible</td> <td>NOT SURE</td> </tr> </table>	USUALLY		USUALLY		1. Activity	1a. Active-----INBETWEEN-----	1b. Relaxed	NOT SURE	2. Rhythmicity (eat/sleep pattern)	2a. Predictable-----INBETWEEN-----	2b. Unpredictable (Fluctuating)	NOT SURE	3. Approach/withdraw	3a. Shy-----INBETWEEN-----	3b. Outgoing	NOT SURE	4. Adaptability (transition)	4a. Adaptable-----INBETWEEN-----	4b. Stubborn	NOT SURE	5. Intensity of reaction	5a. Charismatic-----INBETWEEN-----	5b. Reserved	NOT SURE	6. Mood	6a. Pessimistic-----INBETWEEN-----	6b. Optimistic	NOT SURE	7. Persistence (attention span)	7a. Longer-----INBETWEEN-----	7b. Shorter	NOT SURE	8. Sensory Threshold (sensitivity to stimulation)	8a. Sensitive-----INBETWEEN-----	8b. Able to ignore	NOT SURE	9. Distractibility	9a. Distractible-----INBETWEEN-----	9b. Not distractible	NOT SURE
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COMMENTS

<p>2. Sociability</p> <p>“Does {name} seem to enjoy being with others?”</p>	<p>YES</p>	<p>NO</p>	<p>NOT SURE</p>	<p>COMMENTS</p>
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*If the parent/teacher feels uncomfortable answering any question, you may skip it.

3. Social closeness/affection “Would you describe {name} as affectionate, in general?” “Who is {name} most likely to show affection with?” <i>write the answer to the second question in the “comments” section</i>	YES	NO	NOT SURE	COMMENTS		
4. People to whom child is attached “Who in particular does {name} show strong attachment to and in what ways does s/he show it, even if s/he usually only shows it in ways other than affection? For example, does {name} show distress when a particular person leaves or joy when that person returns?”						COMMENTS
5. Peer interaction “Describe how {name} interacts with peers. For instance, does he try to play with peers? In general, does he get along with them when s/he does play?”						COMMENTS
6. Reaction to strangers “How often does (name) show a fear of strangers? Does s/he seem afraid during unfamiliar situations? What is an example of {name’s} reaction to a new person/situation?”	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	COMMENTS
7. Temper “Many kids go through at least a phase when they have temper tantrums. Does {name} have temper tantrums? ” <i>if caregiver says yes, ask: “How often (e.g., 1 time per day), would you say? When that happens, what do you or other adults do in response?”</i>						COMMENTS

*If the parent/teacher feels uncomfortable answering any question, you may skip it.

<p>8. Self-injury</p> <p>“When {name} gets upset, does s/he ever do anything to intentionally hurt him/herself? Sometimes kids will bite their hands, or pinch themselves.</p> <p><i>if caregiver says yes, ask: “How often (e.g., 1 time per day), would you say? When that happens, what does {name} do? What do you or other adults do in response?”</i></p>	<p>COMMENTS</p>
<p>9. Aggressive behavior</p> <p>“Does s/he ever do anything to intentionally hurt other people, like biting, hitting, or pinching others?”</p> <p><i>if caregiver says yes, ask: “How often (e.g., 1 time per day), would you say? When that happens, what does {name} do? What do you or other adults do in response?”</i></p>	<p>COMMENTS</p>
<p>10. Property destruction</p> <p>“Does {name} ever do anything to intentionally damage property?”</p> <p><i>if caregiver says yes, ask: “How often (e.g., 1 time per day), would you say? When that happens, what does {name} do? What do you or other adults do in response?”</i></p>	<p>COMMENTS</p>
<p><u>Summary</u></p> <p>Re-cap what you've heard the parent/caregiver say, including 2-3 positive traits/behaviors.</p> <p><i>“I'd like to take a moment to review what we've covered so far. You've said that {name} is {2-3 positive traits/behaviors}. Is there anything I've missed?”</i></p>	<p>COMMENTS</p>

This is the end of SECTION I. Please go on to SECTION II.

*If the parent/teacher feels uncomfortable answering any question, you may skip it.

SECTION II. QUESTIONS ABOUT CHILD WITH COMPLEX COMMUNICATION NEEDS & FAMILY DYNAMICS

List is adapted from researchers identifying “primary” and “secondary/tertiary” emotions (Ekman, Friesen, & Ellsworth, 1972 and Parrott, 2001)

In this section, parents/caregivers can report directly about how their family deals with emotions in the presence of the child. Teachers and clinicians will report their observations.

1a. Common emotions the child expresses

“First, I’d like to talk a little bit about what emotions your child expresses. I’m interested in how often your child expresses emotions like love, or anger, and so forth. I’d like you to think about whether your child expresses each emotion often, sometimes, rarely, or never. If you’re not sure, just let me know, ok?”

“How often does your child express [here, go through each emotion under 1a, one by one]?”

If the informant answers “not sure”, please ask “Why aren’t you sure?” For example, perhaps the rater simply has not observed the behavior or perhaps he/she feels the child lacks the opportunity to demonstrate the behavior.

1a. COMMON EMOTIONS	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	COMMENTS
Affection/Love						
Anger						
Disgust						
Fear						
Joy/happiness						
Sadness						
Surprise						

1b. Other emotions that the child expresses.

“Thank you. Those first emotions were ones that are considered to be ones that develop fairly early. I’d like to talk about some of the other emotions that often develop later or may be harder to express. As I read these ones, just tell me if you’ve ever seen your child expressing the emotion.”

“Does your child express [here, go through each emotion under 1b, one by one]?”

OTHER EMOTIONS	YES	NO	COMMENTS		YES	NO	COMMENTS
Adoration				Jealousy/Envy			
Amazement				Pride			
Cheerfulness				Nervousness/Anxiety			
Disappointment				Irritation/Frustration			
Excitement				Shame/Embarrassment			

*If the parent/teacher feels uncomfortable answering any question, you may skip it.

<p>1c. Other emotions that the child expresses [this question should be asked of all participants]</p> <p>“Just to make sure I haven’t missed anything, can you describe any emotions that your child expresses that we haven’t talked about?”</p> <p>Ask for an example if the participant supplies an additional emotion – “can you tell me about a time when s/he expressed that?”</p>	<p>Other emotions:</p>	
<p>2. How the child expresses emotion</p> <p>“Now I’d like to talk about the ways that {name} expresses emotions. First, we will go through a list of some of the ways that children can express emotions and just say “yes” or “no” for each. Then, if I have left anything out, you can add that in.”</p> <p>Then, go through the list to the right. Ask for examples if the parent says “yes”</p> <p>Although we have the nonlinguistic and linguistic forms separated, just go through it all as one long list</p>	<p style="text-align: center;">Nonlinguistic</p> <ul style="list-style-type: none"> ○ Facial expressions ○ Body postures ○ Gestures ○ Vocalizations ○ Other 	<p>EXAMPLE</p>
	<p style="text-align: center;">Linguistic</p> <ul style="list-style-type: none"> ○ Speech ○ Manual signs ○ Symbols/text on non-electronic communication display ○ Symbols/text on simple AAC device ○ Symbols/text on synthesized speech AAC device ○ Symbols/text on mobile device/ computer with apps/ software ○ Writing ○ Other 	<p>EXAMPLE</p>
<p>BRANCHING POINT #1.</p> <ul style="list-style-type: none"> + IF ONLY THE “NONLINGUISTIC” METHODS (FACIAL EXPRESSIONS THROUGH VOCALIZATIONS) ARE USED, SKIP TO <u>QUESTION #7</u> + IF ANY OF THE “LINGUISTIC” METHODS (SPEECH THROUGH WRITING) ARE USED, WITH OR WITHOUT NONLINGUISTIC, GO TO <u>QUESTION #3</u> 		
<p>3. Size of symbol repertoire</p> <p>Ask question 3a only if aided modes (symbols/text) are selected from question #2. If not, go to question 3b.</p> <p>3a. “How many words or symbols are available on his/her system to label emotions? What specific ones does {name} have?”</p>	<ul style="list-style-type: none"> ○ Less than 6 graphic symbols/words ○ 6 to 10 graphic symbols/words ○ 11 to 20 graphic symbols/words ○ More than 20 graphic symbols/words ○ More than 50 graphic symbols/words 	<p>EXAMPLE</p>

*If the parent/teacher feels uncomfortable answering any question, you may skip it.

<p>3b. “How many signs, words, or other symbols does {name} use to label emotions? What specific words or symbols does {name} use?”</p>	<ul style="list-style-type: none"> ○ Less than 6 graphic symbols/words/signs ○ 6 to 10 graphic symbols/words/signs ○ 11 to 20 graphic symbols/words/signs ○ More than 20 graphic symbols/words/signs ○ More than 50 graphic symbols/words/signs 	<p>EXAMPLE</p>
<p>3c. “How many signs, words, or other symbols does {name} use to talk about the related events? (e.g., why s/he feels the emotion, what s/he wants) What specific words or symbols does {name} use?”</p>	<ul style="list-style-type: none"> ○ Less than 6 graphic symbols/words/signs ○ 6 to 10 graphic symbols/words/signs ○ 11 to 20 graphic symbols/words/signs ○ More than 20 graphic symbols/words/signs ○ More than 50 graphic symbols/words/signs 	<p>EXAMPLE</p>

<p>4. Settings of use “Does {name} use these (signs, spoken words, and/or graphic symbols) in lots of different settings, like home, school, leisure activities in the community, church, etc.?”</p>	<p>OFTEN</p>	<p>SOMETIMES</p>	<p>RARELY</p>	<p>NEVER</p>	<p>NOT SURE</p>	<p>COMMENT</p>
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<p>5. Labeling others’ emotions “Does {name} label or comment on emotions he/she sees other people expressing? Please give an example.”</p>	<p>OFTEN</p>	<p>SOMETIMES</p>	<p>RARELY</p>	<p>NEVER</p>	<p>NOT SURE</p>	<p>EXAMPLE</p>
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<p>6. Prompting by parent/caregiver for verbal labeling “Different families/caregivers may vary in how they prompt their children’s verbal labeling of emotion. How often do you try to get {name} to label his/her own emotions using words, signs, or symbols?” <i>If the caregiver responds “sometimes” or “most of the time”, ask for an example.</i> <i>If the caregiver responds “occasionally” or “never”, ask: “Ok, thanks. What do you do instead?”</i></p>	<p>MOST OF THE TIME</p>	<p>SOMETIMES</p>	<p>ONLY OCCASIONALLY</p>	<p>NEVER</p>	<p>NOT SURE</p>	<p>EXAMPLE</p>
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*If the parent/teacher feels uncomfortable answering any question, you may skip it.

<p>7. Parent/caregiver response “When {name} expresses emotion, in what ways do you respond?” <i>Check all that apply and ask for examples.</i></p>	<p>Respond to emotion itself</p>	<p>Talk about the reason for the emotion</p>	<p>Talk about a solution to the emotion</p>	<p>Ignore the emotion</p>		
<p>8. Child recognition of/response to emotions</p>						
<p>8a. “Let’s talk a little bit about how {name} responds to others’ emotions. How does {name} respond when other people are expressing emotion? For instance, does {name} join in when everyone is cheering at a sports event [or other culturally appropriate event]? What does {name} do if a classmate scrapes his knee on the playground?”</p>						
<p>8b. “About how often does {name} show these responses?”</p>	<p>MOST OF THE TIME</p>	<p>SOMETIMES</p>	<p>ONLY OCCASIONALLY</p>	<p>NEVER</p>	<p>NOT SURE</p>	<p>EXAMPLE</p>
<p>9. Emotion expression by caregivers: Part 1</p>						
<p>“Different families/caregivers may vary in how they feel about expressing emotion in front of children. What kinds of emotions do you feel comfortable expressing in front of {name}? Why, or in what situations would this occur?”</p>						
<p>10. Emotion expression by caregivers: Part 2</p>						
<p>“Are there any emotions you try not to express when you are with {name}? Why, or in what situations would this occur?”</p>						

*If the parent/teacher feels uncomfortable answering any question, you may skip it.

11. Strategies for input						
<p>“When you do share or talk about emotions with your child, what things do you say or do? For instance, do you read books about it together? Do you explain the emotion? Do you demonstrate it somehow?”</p>						
12. Managing anxious occasions						
<p>“We all experience anxiety before or during difficult or challenging tasks. How do you and your child “gear up” for such tasks or events, and how do you “unwind” afterward? What seems to work best?” (e.g., hospital visits, first day of school etc.)</p>						
13. Interacting with media (books, videos, etc.) - general	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	EXAMPLE
<p>“Does {name} enjoy listening to (and/or reading) stories, watching videos, etc. [This question highlights the key role that books, stories, videos, and other media can play in exposing children to emotional experiences.] Can you give me an example?”</p>						
14. Interacting with media (books, videos, etc.) - input	YES	NO	EXAMPLE			
<p>“When you are reading books or watching TV/movies, do you talk about the emotions that the characters are experiencing?”</p>						

This is the end of EDEC Tool.
Thank you for your participation!

Appendix B

Spanish Language EDEC Tool

Below is the Early Development of Emotional Competence Tool (EDEC) in the Spanish Language. This is the tool that I took to Spain and had revised by professors and completed by a woman with a brother with Down syndrome.

Para padres y profesionales

Desarrollo Temprano de Competencias Emocionales: Una Herramienta para Niños con Necesidades Complejas de Comunicación (NCC)

Na, Wilkinson, Epstein, Rangel, Townsend, Thistle, Feldman, Blackstone (2014)

Versión original (2012)

Versión revisada (2013)

Versión actualizada (2014)



SOBRE LA HERRAMIENTA EDEC (por sus siglas en inglés)

○ *¿Qué es la herramienta EDEC?*

La herramienta EDEC es un instrumento descriptivo diseñado para obtener información sobre cómo las familias y los profesionales hablan sobre las emociones con los niños con necesidades complejas de comunicación (NCC). Consiste en una entrevista realizada por un profesional a la familia del niño así como a otros profesionales que trabajen con ellos.

○ *¿Por qué desarrollamos la herramienta EDEC?*

La herramienta EDEC busca fomentar conciencia sobre la relación entre el lenguaje y la competencia emocional, así como garantizar que la intervención de comunicación en el niño incluya el lenguaje para hablar de las emociones en formas que sean consistentes con los valores y objetivos de la familia. No se ha diseñado para propósitos de prescripción, ni como un instrumento de referencia normativa. Por el contrario, se pretende que los profesionales colaboren con miembros de la familia y con otros profesionales para recabar información que puede ser útil para apoyar la comunicación sobre la emoción.

○ *Población Objetivo*

La herramienta EDEC fue diseñada para ser aplicada a niños (desde nacimiento hasta 10 años) con NCC, que tengan limitaciones importantes en habilidades de lenguaje y habla debido a diversas etiologías (p.e. parálisis cerebral, síndrome de Down, etc.). Según los autores, la prueba aún no se considera aplicar en individuos de mayor edad ni en personas con algún trastorno del espectro autista.

○ *¿Quién puede usar la herramienta EDEC?*

Especialistas en lenguaje y habla o otros profesionales (p.e. terapeutas ocupacionales, terapeutas físicos) que trabajan con niños con NCC, pueden usar la herramienta EDEC con el fin de entrevistar a los cuidadores del niño u otros profesionales (p.e. maestros). Se recomienda entrevistar tanto al cuidador como al maestro/terapeuta con el fin de tener una mejor comprensión acerca de las características del niño en diferentes contextos.

○ *¿Cuánto tiempo tardará?*

Probablemente tardará de cuarenta y cinco minutos a una hora para completar la entrevista usando la herramienta EDEC. Entrevistas previas llevaron de treinta minutos a una hora. Si se acaba el tiempo, se puede responder la entrevista en partes y posteriormente completarla.

○ *Idiomas*

La herramienta EDEC ha sido diseñada para ser utilizada en diferentes idiomas. Actualmente, se encuentran versiones disponibles en danés, inglés, coreano y español. Versiones en holandés, francés y alemán estarán disponibles en el futuro. Favor de ponerse en contacto con el autor para otros idiomas.

○ *¿Versión en Línea?*

La herramienta EDEC también se encuentra disponible en línea. Para acceder a ésta, es necesario utilizar un enlace proporcionado por el autor. Por favor, póngase en contacto con el autor si está interesado.

○ CONTENIDOS Y ORGANIZACIÓN

- Esta herramienta consta de dos secciones. La sección I pregunta a los entrevistados como los padres/cuidadores y/o profesores perciben el temperamento del niño. La sección II realiza al entrevistado cuestionamientos acerca del niño y su capacidad, actualmente, para expresar emociones/sentimientos, así como preguntas sobre cómo los padres y cuidadores expresan emociones en el contexto familiar y si los padres/cuidadores hablan con el niño sobre emociones y sentimientos.
- Recomendamos comenzar por la SECCIÓN I ya que la información recopilada en la SECCIÓN I puede ayudar a que el entrevistador tenga una mejor comprensión del niño antes de hablar de la expresión y reconocimiento emocional del mismo.
- Los ejemplos sugeridos en cada pregunta se pueden proporcionar al padre/cuidador o maestro en caso de ser necesario.

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

DESARROLLO TEMPRANO DE COMPETENCIAS EMOCIONALES: UNA HERRAMIENTA PARA NIÑOS CON NECESIDADES COMPLEJAS DE COMUNICACIÓN (NCC) (Na, Wilkinson, Epstein, Rangel, Townsend, Thistle, Feldman, Blackstone,2014)

Ficha de identificación. Por favor ingrese toda la información que se presenta a continuación.

<p>Niño (Iniciales): Fecha de Nacimiento:</p> <p>Nacionalidad:</p> <p>Diagnóstico del niño:</p> <p>Fecha de la entrevista:</p>	<p>Examinador (Iniciales):</p> <p>Profesión:</p> <p>Informante (Iniciales): Relación (p.e., padre, maestro):</p> <p>Idioma utilizado en la entrevista:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Danés</td> <td style="width: 33%;">Holandés</td> <td style="width: 33%;">Inglés</td> </tr> <tr> <td>Francés</td> <td>Alemán</td> <td>Coreano</td> </tr> <tr> <td>Español</td> <td>Otro _____</td> <td></td> </tr> </table>	Danés	Holandés	Inglés	Francés	Alemán	Coreano	Español	Otro _____	
Danés	Holandés	Inglés								
Francés	Alemán	Coreano								
Español	Otro _____									

Este es el final de las INSTRUCCIONES.

Por favor pase a la SECCIÓN I.

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

SECCIÓN I. PREGUNTAS SOBRE EL TEMPERAMENTO / CARACTERÍSTICAS COMPORTAMENTALES (Adapted from Caspi & Shiner, 2008)

[Temperamento se refiere a las características de una persona que afectan su pensamiento, comportamiento y su manera de reaccionar ante distintas experiencias.] **El examinador realiza preguntas al informante acerca del niño con necesidades complejas de comunicación como se indica a continuación.**

<p>1a. Descripción básica – pregunta abierta</p> <p>“Estamos interesados en aprender un poco acerca de la personalidad en general de {nombre}. ¿Puede describir a {nombre} un poco?”</p> <p><i>Escribe los adjetivos que el cuidador ofrece espontáneamente</i></p>																																																									
<p>1b. Descripción básica - guiado</p> <p><i>El cuidador probablemente ha expresado algunos adjetivos de la lista de la derecha. No pregunte por los que los padres ya han dicho. En cambio, aquí vamos a solicitar sólo la información de los que el padre no mencionó.</i></p> <p>“Muchas gracias – eso es de mucha ayuda. Hay sólo unas cuantas características de personalidad que me gustaría preguntar.”</p> <p>“Ahora, le voy a dar pares de palabras que describen la personalidad. Me puede decir si, en general, la personalidad de su hijo es similar a una u otra de esas descripciones. Si {nombre} cae a la mitad, sólo dígame eso. Y por supuesto, si no está seguro, hágame saber.”</p>	<p>Las respuestas a cada una se ajustarán a la siguiente escala: Usualmente como la elección a Usualmente como la elección b En ninguno de los extremos (a la mitad: poner marca en ambos) No estoy seguro (no sé)</p> <table border="0"> <tr> <td>USUALMENTE</td> <td>USUALMENTE</td> <td>USUALMENTE</td> <td></td> </tr> <tr> <td>1. Actividad</td> <td>1a. Activo-----AMBOS -----</td> <td>1b. Relajado</td> <td>NO SÉ</td> </tr> <tr> <td>2. Rhythmicity</td> <td>2a. Predecible-----AMBOS -----</td> <td>2b. Impredecible</td> <td>NO SÉ</td> </tr> <tr> <td>(si muestra patrón para comer/dormir)</td> <td></td> <td>(Fluctuante)</td> <td></td> </tr> <tr> <td>3. Cercanía/separación</td> <td>3a. Tímido-----AMBOS -----</td> <td>3b. Extrovertido</td> <td>NO SÉ</td> </tr> <tr> <td>4. Adaptabilidad</td> <td>4a. Adaptable-----AMBOS--</td> <td>4b. Testarudo/Obstinado</td> <td>NO SÉ</td> </tr> <tr> <td>(transición)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Intensidad de reacciones</td> <td>5a. Carismático-----AMBOS-----</td> <td>5b. Reservado</td> <td>NO SÉ</td> </tr> <tr> <td>6. Estado de ánimo</td> <td>6a. Pesimista-----AMBOS-----</td> <td>6b. Optimista</td> <td>NO SÉ</td> </tr> <tr> <td>7. Persistencia</td> <td>7a. Largo-----AMBOS-----</td> <td>7b. Corto</td> <td>NO SÉ</td> </tr> <tr> <td>(Periodos de atención)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. Umbral Sensorial</td> <td>8a. Sensible---AMBOS---</td> <td>8b. Sin respuesta/Capaz de ignorar</td> <td>NO SÉ</td> </tr> <tr> <td>(sensible a la estimulación)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9. Distractibilidad</td> <td>9a. Distractible-----AMBOS-----</td> <td>9b. Not distractible</td> <td>NO SÉ</td> </tr> </table>	USUALMENTE	USUALMENTE	USUALMENTE		1. Actividad	1a. Activo-----AMBOS -----	1b. Relajado	NO SÉ	2. Rhythmicity	2a. Predecible-----AMBOS -----	2b. Impredecible	NO SÉ	(si muestra patrón para comer/dormir)		(Fluctuante)		3. Cercanía/separación	3a. Tímido-----AMBOS -----	3b. Extrovertido	NO SÉ	4. Adaptabilidad	4a. Adaptable-----AMBOS--	4b. Testarudo/Obstinado	NO SÉ	(transición)				5. Intensidad de reacciones	5a. Carismático-----AMBOS-----	5b. Reservado	NO SÉ	6. Estado de ánimo	6a. Pesimista-----AMBOS-----	6b. Optimista	NO SÉ	7. Persistencia	7a. Largo-----AMBOS-----	7b. Corto	NO SÉ	(Periodos de atención)				8. Umbral Sensorial	8a. Sensible---AMBOS---	8b. Sin respuesta/Capaz de ignorar	NO SÉ	(sensible a la estimulación)				9. Distractibilidad	9a. Distractible-----AMBOS-----	9b. Not distractible	NO SÉ
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COMENTARIOS

<p>2. Socialización</p> <p>“¿{nombre} parece disfrutar estar/convivir con otras personas?”</p>	SI	NO	NO SÉ	COMENTARIOS
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*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

3. Afecto, acercamiento social		SI	NO	NO SÉ	COMENTARIOS	
<p>“En general, ¿describiría a {nombre} como alguien afectivo/cariñoso?”</p> <p>“¿Con quién expresa mayor afecto/cariño {nombre}?”</p> <p><i>escriba la respuesta de la segunda pregunta en la sección “COMENTARIOS”</i></p>						
4. Personas con las que el niño tiene un lazo afectivo					COMENTARIOS	
<p>“¿Con quién en particular {nombre} muestra un lazo afectivo fuerte y de qué manera lo expresa? ¿{nombre} ha demostrado otras maneras distintas al afecto? Por ejemplo, ¿{nombre} ha llegado a mostrar angustia cuando alguna persona en especial se va o muestra bienestar cuando alguna persona regresa?”</p>						
5. Interacción con pares					COMENTARIOS	
<p>“¿Podría describir como {nombre} interactúa con sus compañeros/pares? Por ejemplo, ¿intenta jugar con sus compañeros? En general, ¿se lleva bien con ellos cuando juegan?”</p>						
6. Reacción a extraños	FRECUENTEMENTE	ALGUNAS VECES	CASI NUNCA	NUNCA	NO SÉ	COMENTARIOS
<p>“¿Qué tan frecuente {nombre} muestra miedo a extraños? ¿Muestra miedo durante situaciones poco familiares? ¿Me podría dar un ejemplo de cómo reacciona {nombre} ante una persona o situación nueva?”</p>						
7. Temperamento					COMENTARIOS	
<p>“Muchos niños pasan al menos por una fase en la que presentan berrinches/rabietas. ¿{nombre} hace rabietas/berrinches?”</p> <p><i>Si el cuidador responde SI, pregunte: “¿Qué tan frecuente es (p.e. 1 al día)? Cuando ocurre, ¿cómo reacciona usted u otros adultos?”</i></p>						

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

<p>8. Autoagresión</p> <p>“Cuando {nombre} está de mal humor/molesto, ¿Ha intentado {nombre} hacer algo para lastimarse intencionalmente? Algunos niños se muerden las manos o se pellizcan a sí mismos.</p> <p>Si el cuidador responde SI, pregunte: “¿Qué tan frecuente es (p.e. 1 al día)? Cuando ocurre, ¿qué hace {nombre}?, ¿cómo reacciona usted u otros adultos?”</p>	<p>COMENTARIOS</p>
<p>9. Comportamiento agresivo</p> <p>“¿Alguna vez {nombre} ha hecho algo de manera intencional para lastimar a otras personas como morder, pegar o pellizcar a otros?”</p> <p>Si el cuidador responde SI, pregunte: “¿Qué tan frecuente es (p.e. 1 al día)? Cuando ocurre, ¿qué hace {nombre}?, ¿cómo reacciona usted u otros adultos?”</p>	<p>COMENTARIOS</p>
<p>10. Daño a objetos ajenos</p> <p>“¿Alguna vez {nombre} ha dañado intencionalmente objetos ajenos?”</p> <p>Si el cuidador responde SI, pregunte: “¿Qué tan frecuente es {p.e. 1 al día)? Cuando ocurre, ¿qué hace {nombre}?, ¿cómo reacciona usted u otros adultos?”</p>	<p>COMENTARIOS</p>
<p>Resumen</p> <p>Realice un resumen de lo que el padre/cuidador acaba de decir, incluyendo 2-3 rasgos u comportamientos positivos.</p> <p>“Me gustaría tomar un momento para revisar lo que llevamos hasta ahora. Usted comentó que {nombre} es {2-3 rasgos o comportamientos positivos}. ¿Hay algo más que olvidé?”</p>	<p>COMENTARIOS</p>

Este es el final de la SECCIÓN I.

Por favor ve a la sección II.

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

SECCIÓN II. PREGUNTAS SOBRE EL NIÑO CON NECESIDADES COMPLEJAS DE COMUNICACIÓN Y LA DINÁMICA FAMILIAR

Lista adaptada por los investigadores identificando emociones “primarias” y “secundarias/terciarias” (Ekman, Friesen, & Ellsworth, 1972 and Parrott, 2001)

En esta sección, los padres/cuidadores pueden informar directamente sobre cómo la familia maneja sus emociones en presencia del niño. Maestros y clínicos reportarán sus observaciones.

1a. Emociones comunes que el niño expresa

“Primero, me gustaría hablar un poco acerca de qué emociones expresa {nombre}. Estoy interesado en saber qué tan frecuente el niño expresa emociones como amor, enojo u otras. Me gustaría que pensara acerca de qué tanto {nombre} expresa cada emoción, si la expresa frecuentemente, algunas veces, casi nunca o nunca. Si no está seguro, sólo hágamelo saber, ¿de acuerdo?.”

“¿Con qué frecuencia {nombre} expresa [aquí, pase por cada emoción presentada en el punto 1a, es necesario ir una por una]?”

Si el informante responde “no estoy seguro”, por favor pregunte ¿Por qué no está seguro?” Por ejemplo, tal vez el cuidador no ha observado el comportamiento o tal vez cree que el niño no tiene la oportunidad de demostrarlo.

1a. EMOCIONES COMUNES	FRECUENTEMENTE	ALGUNAS VECES	CASI NUNCA	NUNCA	NO ESTOY SEGURO	COMENTARIOS
Afecto/Amor						
Enojo						
Disgusto						
Miedo						
Alegría/Felicidad						
Tristeza						
Sorpresa						

1b. Otras emociones que el niño expresa.

“Gracias. Estas emociones son consideradas las primeras en desarrollarse. Me gustaría hablar de otras emociones que generalmente se desarrollan más tarde o que son difíciles de expresar. Mientras las vaya diciendo, hágame saber si alguna vez ha notado que {nombre} las ha expresado.”

“¿{nombre} ha expresado [aquí, pase por cada emoción presentada en el punto 1b, una por una]?”

OTRAS EMOCIONES	SI	NO	COMENTARIOS	SI	NO	COMENTARIOS
Adoración						Celos/Envidia
Asombro						Orgullo
Entusiasmo						Nerviosismo/Angustia
Decepción						Irritación/Frustración
Emoción						Pena/Vergüenza

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

<p>1c. Otras emociones que el niño expresa [esta pregunta debe realizarse a todos los participantes]</p> <p>“Sólo para asegurarme de no haber olvidado de algo, ¿podría decirme alguna emoción que {nombre} exprese y no haya mencionado?”</p> <p>Pida un ejemplo si el cuidador reporta alguna otra emoción – “¿Podría decirme algún momento o situación en la que se expresó eso?”</p>		Otras emociones:
<p>2. Cómo el niño expresa emociones</p> <p>“Ahora me gustaría hablar acerca de las maneras en que {nombre} expresa sus emociones. Primero, daré una lista de algunas maneras en que los niños expresan sus emociones y usted solo me dirá “si” o “no” en cada una. Luego, si algo no he dicho, lo podrá añadir.”</p> <p>Después, vaya a la lista de la derecha. Pida ejemplos si el cuidador responde “si”. A pesar de que tenemos expresiones lingüísticas y no lingüísticas por separado, pase por todas como si fuera una sola lista.</p>	<p>No lingüísticas</p> <ul style="list-style-type: none"> ○ Expresiones faciales ○ Lenguaje corporal ○ Gestos ○ Vocalizaciones ○ Otros _____ 	EJEMPLOS
	<p>Lingüísticas</p> <ul style="list-style-type: none"> ○ Habla ○ Señas ○ Símbolos/texto en tablero no electrónico ○ Símbolos/texto en dispositivo simple de CAA ○ Símbolos/texto en dispositivos de CAA con sintetizador ○ Símbolos/texto en dispositivos móviles / computadora con aplicaciones/software ○ Escritura ○ Otros _____ 	EJEMPLOS
<p>PUNTO DE RAMIFICACIÓN/CORTE #1.</p> <p>+ SI SOLO UTILIZA MÉTODOS “NO LINGÜÍSTICOS” (EXPRESIONES FACIALES HASTA VOCALIZACIONES), PASE A LA <u>PREGUNTA #7</u></p> <p>+ SI UTILIZA ALGUNO DE LOS MÉTODOS “LINGÜÍSTICOS” (DESDE HABLA A ESCRITURA), PRESENTANDO O NO ALGÚN MÉTODO NO LINGÜÍSTICO, PASE A LA <u>PREGUNTA #3</u></p>		
<p>3. Tamaño del repertorio de símbolos</p> <p>Realice la pregunta 3a sólo si se seleccionaron métodos de asistencia (símbolos/texto) en la pregunta #2. De lo contrario, pase a la pregunta 3b.</p> <p>3a. “¿Cuántas palabras o símbolos para nombrar emociones están disponibles en su sistema de comunicación? Específicamente, ¿cuáles tiene {nombre}?”</p>	<ul style="list-style-type: none"> ○ Menos de 6 símbolos gráficos/palabras ○ De 6 a 10 símbolos gráficos/palabras ○ 11 a 20 símbolos gráficos/palabras ○ Más de 20 símbolos gráficos/palabras ○ Más de 50 símbolos gráficos/palabras 	EJEMPLOS

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

<p>3b. “¿Cuántas señas, palabras u otros símbolos utiliza {nombre} para nombrar emociones? ¿Qué palabras o símbolos específicos utiliza {nombre}”</p> <p>Más de 20 símbolos gráficos/palabras/señas</p>	<p>o Menos de 6 símbolos gráficos/palabras/señas o De 6 a 10 símbolos gráficos/palabras/señas o De 11 a 20 símbolos gráficos/palabras/señas o o Más de 50 símbolos gráficos/palabras/señas</p>					EJEMPLOS
<p>3c. “¿Cuántas señas, palabras u otros símbolos {nombre} utiliza para hablar de las situaciones relacionadas con sus emociones? (p.e. por qué siente esa emoción, qué quiere) ¿Qué palabras o símbolos específicos utiliza {nombre}”</p>	<p>o Menos de 6 símbolos gráficos/palabras/señas o De 6 a 10 símbolos gráficos/palabras/señas o De 11 a 20 símbolos gráficos/palabras/señas o Más de 20 símbolos gráficos/palabras/señas o Más de 50 símbolos gráficos/palabras/señas</p>					EJEMPLOS
<p>4. Contextos en que se usa</p> <p>“¿{nombre} utiliza estas (señas, palabras habladas, y/o símbolos gráficos) en diferentes contextos, como en casa, escuela, actividades de ocio en la comunidad, iglesia, etc.?”</p>	FRECUENTEMENTE	ALGUNAS VECES	CASI NUNCA	NCA	NO SÉ	COMENTARIOS
<p>5. Nombrando emociones de otros</p> <p>“¿{nombre} nombra o comenta sobre emociones que observa en otras personas? Por favor, dé un ejemplo”</p>	FRECUENTEMENTE	ALGUNAS VECES	CASI NUNCA	NCA	NO SÉ	EJEMPLO
<p>6. Apoyos que da el padre/ cuidador para nombrar verbalmente.</p> <p>“Muchas familias/cuidadores tienen diferentes maneras de sugerir al niño que nombre alguna emoción. ¿Con qué frecuencia intenta que {nombre} etiquete sus emociones usando palabras, señas o símbolos?”</p> <p>Si el cuidador responde “algunas veces” o “la mayoría de las veces”, pida un ejemplo.</p> <p>Si el cuidador responde “ocasionalmente” o “nunca”, diga: “Bien, gracias. ¿Qué suele hacer?”</p>	LA MAYORÍA DE LAS VECES	ALGUNAS VECES	OCASIONALMENTE	NCA	NO SÉ	EJEMPLO

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

<p>7. Respuesta del padre / cuidador</p> <p>“Cuando {nombre} expresa alguna emoción, ¿usted cómo responde?”</p> <p>Marque todas las que apliquen y pida ejemplos.</p>	<p>Responde a la emoción por sí misma</p>	<p>Habla sobre las causas de la emoción</p>	<p>Habla sobre cómo solucionar la emoción</p>	<p>Ignora la emoción</p>		
<p>8. Reconocimiento y respuesta del niño a las emociones</p> <p>8a. “Hablemos un poco sobre cómo {nombre} responde a las emociones de otros. ¿Cómo reacciona {nombre} cuando las otras personas expresan sus emociones? Por ejemplo, ¿{nombre} participa cuando todos están emocionados al ver un evento deportivo [u otro evento apropiado en su cultura]? ¿Qué hace {nombre} cuando un compañero se raspa la rodilla en el patio de juegos?”</p>						
<p>8b. “¿Con qué frecuencia {nombre} demuestra dichas respuestas?”</p>	<p>LA MAYORÍA DEL TIEMPO</p>	<p>ALGUNAS VECES</p>	<p>OCASIONALMENTE</p>	<p>NUNCA</p>	<p>NO SÉ</p>	<p>EJEMPLO</p>
<p>9. Expresión emocional del cuidador: Parte 1</p> <p>“Muchas familiares/cuidadores tienen diferentes maneras de expresar sus emociones frente al niño. ¿Qué tipo de emociones se siente cómodo expresando frente a {nombre}? ¿Por qué? y ¿en qué situaciones ocurre?”</p>						
<p>10. Expresión emocional del cuidador: Parte 2</p> <p>“¿Hay alguna(s) emoción(es) que evite expresar cuando está con {nombre}? ¿Por qué? ¿En qué situaciones ocurre?”</p>						

*Si el padre/maestro se sienten incómodos respondiendo cualquier pregunta, se puede omitir.

<p>11. Estrategias anticipatorias o de entrada / Strategies for input</p> <p>“Cuando comparte o habla sobre emociones con el niño, ¿qué dice o hace? Por ejemplo, ¿leen juntos libros sobre emociones? ¿Le explica la emoción? ¿La demuestra de alguna forma?”</p>						
<p>12. Manejando situaciones estresantes</p> <p>“Todos experimentamos ansiedad antes o durante alguna tarea difícil o desafiante. ¿Cómo se prepara el niño y usted para dichas tareas o eventos? Y ¿Cómo logran calmarse después? ¿Qué les funciona mejor?” (p.e. visitas al hospital, primer día de escuela, etc.)</p>						
<p>13. Interactuando con otros medios de comunicación(libros, videos, etc.) - general</p> <p>“¿(nombre) disfruta escuchar y/o leer historias, ver videos, etc.? [Esta pregunta resalta la importancia que tienen los libros, cuentos, videos y otros medios de comunicación para mostrar al niño situaciones que involucran emociones.] ¿Podría darme un ejemplo?”</p>	FRECIENTEMENTE	ALGUNAS VECES	CASI NUNCA	NUNCA	NO SÉ	EJEMPLO
<p>14. Interactuando con otros medios de comunicación (libros, videos, etc.) – de entrada</p> <p>“Cuando está leyendo libros o viendo TV/películas, ¿Habla sobre las emociones que los personajes están experimentando?”</p>	SI	NO	EJEMPLO			

Este es el final de la herramienta EDEC.
¡Muchas gracias por su participación!

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RESEARCH, HONORS, AND TEACHING EXPERIENCE

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Undergraduate Researcher September 2015-Present

- Assist a faculty researcher in collecting data to study communication and expression of emotions in Spain
- Goal of research is to develop a culturally appropriate augmentative and alternative communication device (AAC) for children with disabilities
- Worked with an Early Development of Emotional Competence (EDEC) tool, an interview that gives more insight into emotion expression of the child as well as sociocultural expectations about emotion expression
- Utilized the EDEC tool during study abroad in Madrid, Spain, which has aided in completing my thesis

Penn State Speech and Hearing Clinic University Park, PA

Undergraduate Clinic Assistant January-May 2017

- Invited to participate in clinic alongside current Penn State SLP graduate students
- Will conduct weekly speech therapy sessions for clients under the supervision of a clinical supervisor

Penn State Health and Human Development Honor Society University Park, PA

Member September 2013-Present

- Attend monthly meetings and participate in service events such as food drives

Penn State National Student Speech Language Hearing Association (NSSLHA) University Park, PA

Member

September 2013-Present

- Attend monthly meetings and participate in service events such as spaghetti dinners benefiting Haiti, or assembling an Operation Smile bag with supplies such as toys, stickers, and mirrors so children with cleft lip and palate can see their new smile after surgery

The Shore Center for Students with Autism

Tinton Falls, NJ

Paraprofessional

June 2014-August 2016

- Worked one on one in the classroom with verbal and nonverbal students with autism from 7-18 years old
- Practiced Intensive Teaching; provided students with academic tasks in subjects such as math and reading comprehension and consistently positively reinforced them with a high five or “good job”
- Collected and recorded data on students’ behavioral outbursts (tantrums), academic challenges (prompting on math problems), and academic successes (a smiley face for completing a reading worksheet)

Teaching Assistant

University Park, PA

Introduction to Audiology

January-May 2015

- Attended class three times a month which consisted of freshman, sophomore, and junior students
- Facilitated operation of an audiology lab where students performed hearing tests on one another
- Graded in-class assignments and homework regarding plotting an audiogram and calculating degrees and types of hearing loss

Teaching Assistant

Madrid, Spain

English Language

January-May 2016

- Helped teach English grammar lessons to fifth grade Spanish-speaking students once a week

ACTIVITIES

Alpha Delta Pi Sorority, Penn State Chapter

University Park, PA

Member

September 2013-present

- Attend weekly chapter meetings, participate in philanthropy events benefiting the Ronald McDonald House

Corresponding Secretary

January 2015-January 2016

- Sent and retrieved all mail for the sorority and created packages for sisters studying abroad

Rules and Regulations Committee, Penn State Dance Marathon (THON)

University Park, PA

Inspiration Chair

Spring 2015

- Presented an inspirational quote or story at weekly meetings