Development of Emotional Competencies in Children with Complex Communication Needs: Implications for Practice and Research

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Why should we care about fostering and supporting emotional competence in users of AAC?

- AAC professionals/families are members of teams providing a range of services to children with CCN

- A "participation model" of services emphasizes that:

  At the core of understanding a person's functioning is an understanding of that person's ability to participate in essential and desired activities/routines within his or her natural environments…" (Wilcox & Woods, 2011, p. 365)

- Emotional competence and language/communication are intricately linked aspects of human development that contribute to this goal

- Fostering emotional competence therefore enhances participation outcomes.

Who would benefit from an enhanced focus on fostering emotional competence and participation?

- The development of emotional competencies has a developmental trajectory that begins at birth and continues throughout life

- Individuals of any age would therefore benefit from analysis of emotional competencies and the supports that promote them

- Our focus today will be children with CCN between the ages of 0-10 years, in order to begin the conversation

- However, children grow up and the issues facing adolescents, young adults, and older adults warrant future attention

What are the general outcomes that emotional competence can help support?

Emotional Competence – the ability to identify and respond to one's emotions, is critical for….

Basic readiness for learning (aka homeostasis): over- or under-arousal of any sort is a state that is not conducive for learning to occur
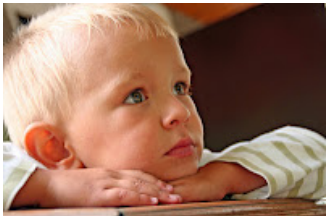
Development of social relationships with single individuals (friendships) as well as with groups (peer group membership)

Acquisition of skills needed for self-regulation and context-appropriate behaviors

Self-determination and self-advocacy to enhance independence during transitions to adulthood/maturity
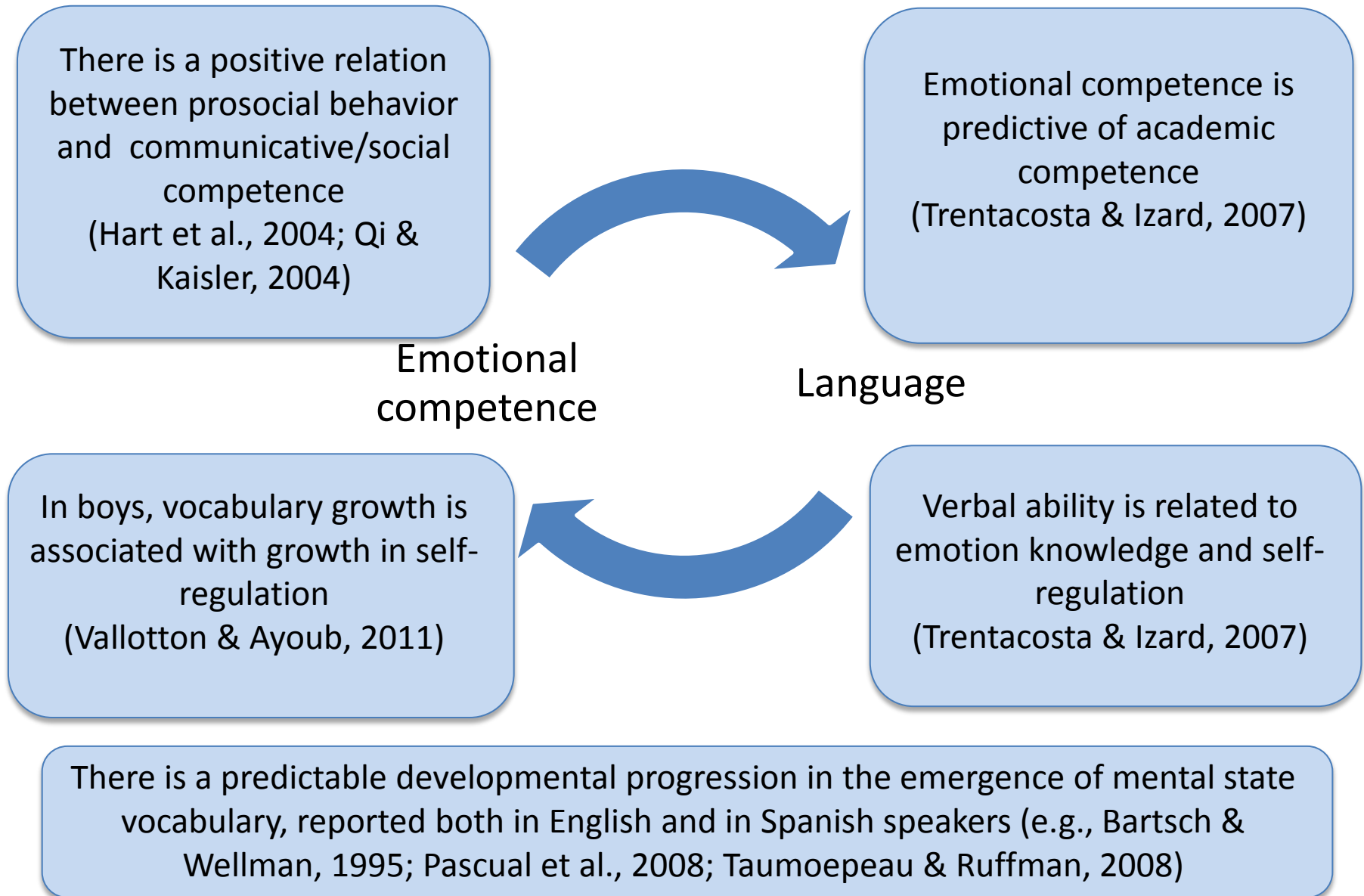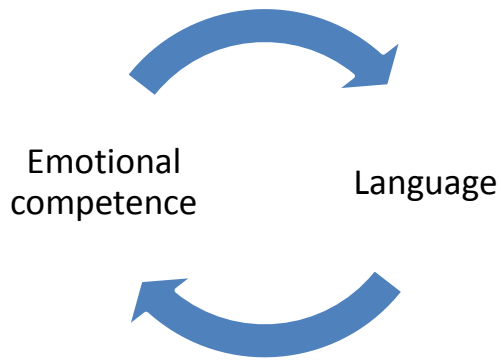
GRRRRRR

Self-Advocacy
The History of People with Disabilities Deciding for Themselves

http://www.museumofdisability.org/advocacy_self_1800s.asp

In typical development, language learning and emotional growth are bi-directional…

There is a positive relation between prosocial behavior and communicative/social competence
(Hart et al., 2004; Qi & Kaisler, 2004)

Emotional competence is predictive of academic competence
(Trentacosta & Izard, 2007)

Emotional competence

Language

In boys, vocabulary growth is associated with growth in self-regulation
(Vallotton & Ayoub, 2011)

Verbal ability is related to emotion knowledge and self-regulation
(Trentacosta & Izard, 2007)

There is a predictable developmental progression in the emergence of mental state vocabulary, reported both in English and in Spanish speakers (e.g., Bartsch & Wellman, 1995; Pascual et al., 2008; Taumoepeau & Ruffman, 2008)

Emotional competence ⇄ Language

One particularly salient relation between emotion and language is in the form of "private speech" or self-talk….

- Winsler et al, 2003, reported that compared to children who rely on audible private speech, children whose private speech is covert/internalized (inaudible)
  - Show fewer problems of self-regulation and behavioural control
  - Are rated as more social
  - Are viewed by parents as having better social skills

- However, private speech is frequently observed during challenging tasks at every age, and may help delay extreme emotional responses (Cole, Armstrong & Pemberton, 2010)

What about children with disabilities?

- Very little work has been done

- Virtually all of the work that has been done has been with children using spoken modes of communication

- We do know a little about specific language impairment:
  - Children with SLI also have difficulty labeling and responding to others' emotions (Brinton et al., 2007)

  - Children with SLI, especially boys, are rated by teachers as lower on some – BUT NOT ALL – aspects of emotion regulation using a standardized instrument (Brinton et al., 2002)

  - The combination of emotion challenges together with language difficulty explained almost half of the variance in social reticence measures (Fujiki et al., 2004)

What about children with disabilities?

- This topic has also been addressed in the SCERTS model for enhancing socio-emotional abilities in children with autism spectrum disorders (ASD)

    SC = social competence;

    ER = emotion regulation;

    TS = transactional support

- Children with ASD show difficulties with arousal and, consequently, emotion regulation (e.g., Prizant et al., 2003)

- The SCERTS model has a growing evidence base for its effectiveness (Prizant et al., 2010), further supporting the critical relationship between communicative competence and emotional competence

# What drives development of emotional competence? Two complementary theories….

Functionalist model (Campos et al): "maintains that emotional responses derive from an individual's motivation and goal attainment…"**

Social constructivist (Saarni et al.) "complements the functionalist position and maintains that nuances in emotional experience are due to contextual cues that influence our interpretation of the situation…"

Behavior

Contextual Cues

Contextual Cues

Emotion

Contextual Cues

Cognition

Somatic changes (Physiology)
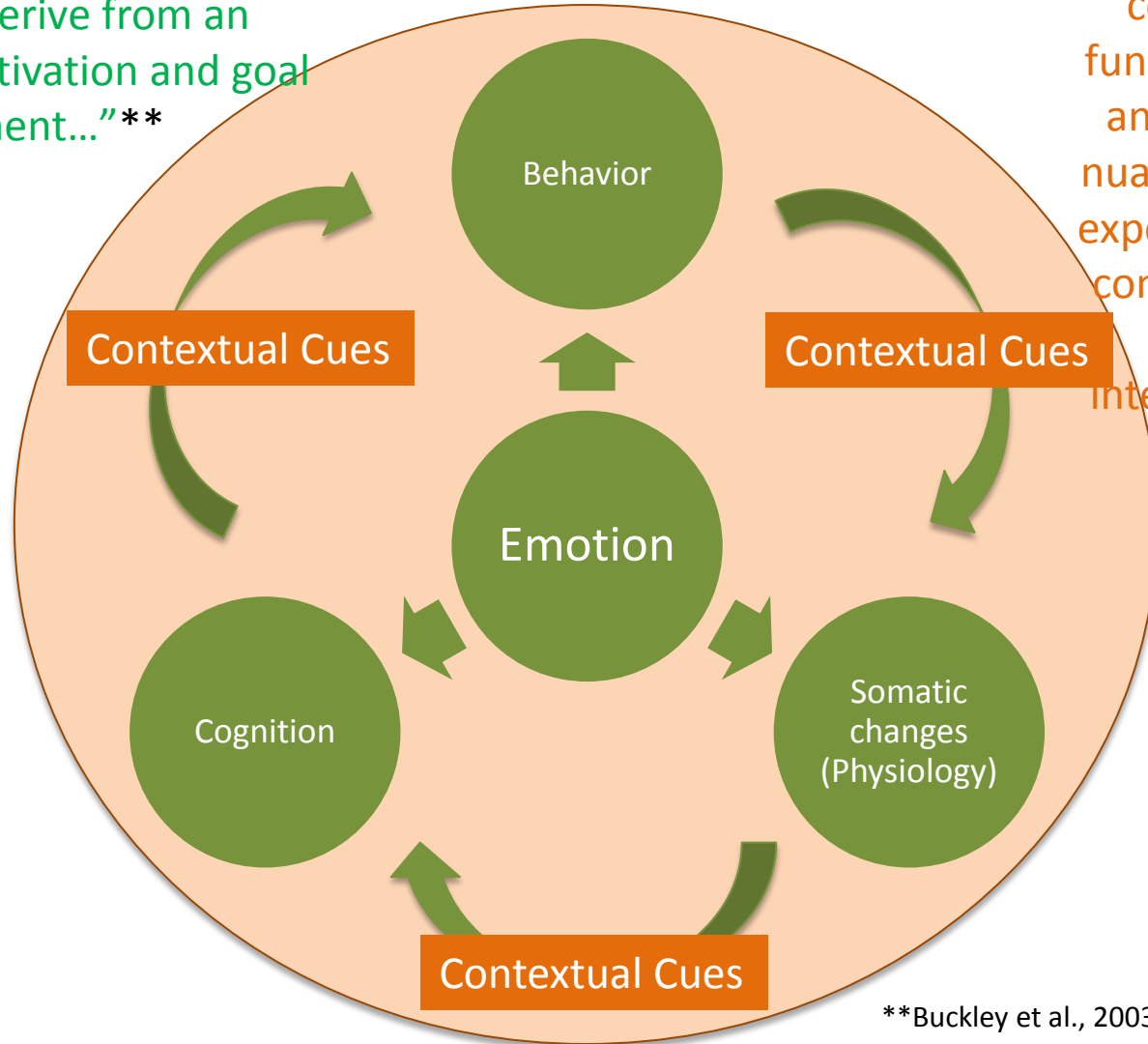
**Buckley et al., 2003

First, let's consider the contributions of the functionalist approach...
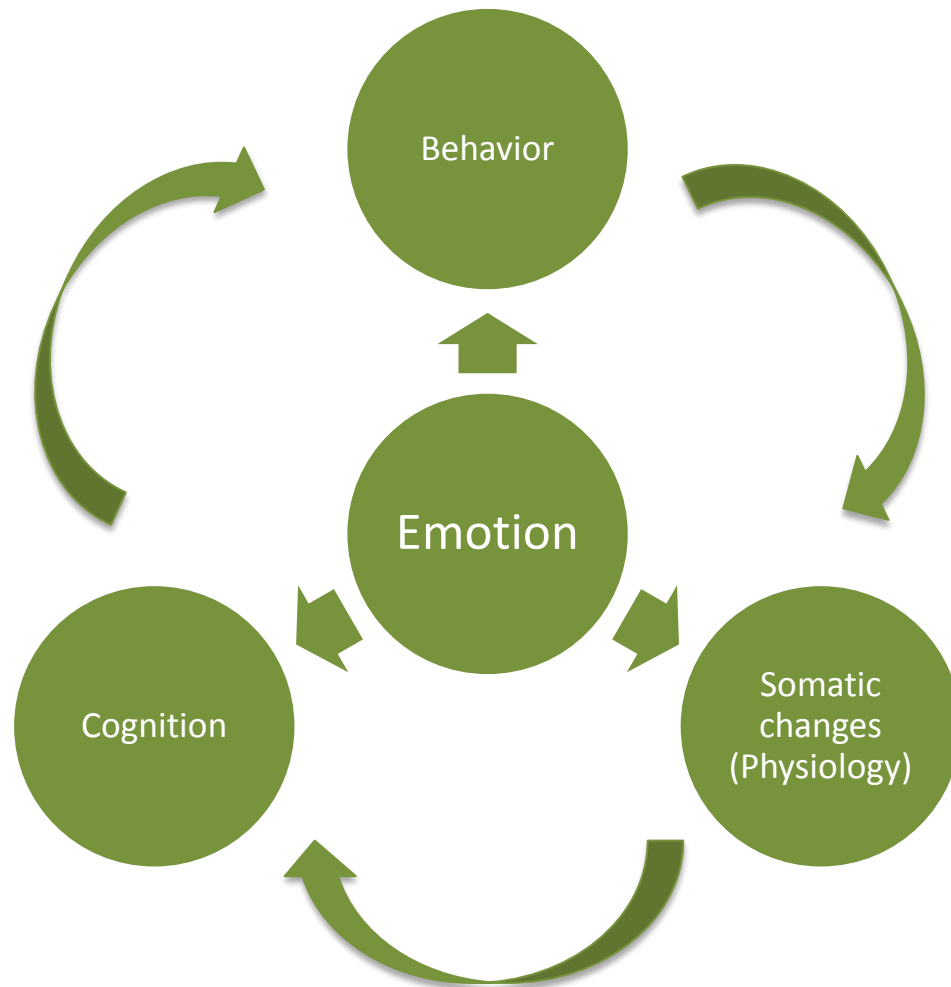
"Any eliciting event can produce a multiplicity of emotions...

"As Sroufe (1996) noted, it is the meaning of the event, and not its physical composition, that determines the emotion..." p.378

Event = encountering a spider

I just stepped on it by mistake....

remorse

Hahaha..hahaha... I'm on this side of the window and you're not.....

gloating

It's dangling from the ceiling above my bed...!!!!

fear

Eeeew, I just found it on my dinner plate....

disgust

Yeah, yeah, yeah... I can tell that's plastic....

boredom

the nature of the significance determines the QUALITY of the emotion.
Is the event…
- irrelevant?
- positive?
- stressful?

Emotion = the process of registering the significance of a physical or mental event, **as the individual construes the significance**

The degree of the perceived significance determines the MAGNITUDE of the emotional response, as well as its urgency

Calvin considers spiders to be scary – and this is a particularly big one

Significant event, perceived as stressful, resulting in a large magnitude of negative emotion

But when Calvin realizes the spider is plastic, the emotion generated changes as does its behavioral manifestation. The nature of the event is reclassified from "stressful" to "irrelevant," and the magnitude decreases…

fear

boredom

Responses can be at the "secondary" level as well. The secondary level allows the child to have control over the response and a choice among the possible alternatives.

Secondary responses:
- How can I face it?
- What can I do?
- Will I be efficient?

The secondary responses may be very different...

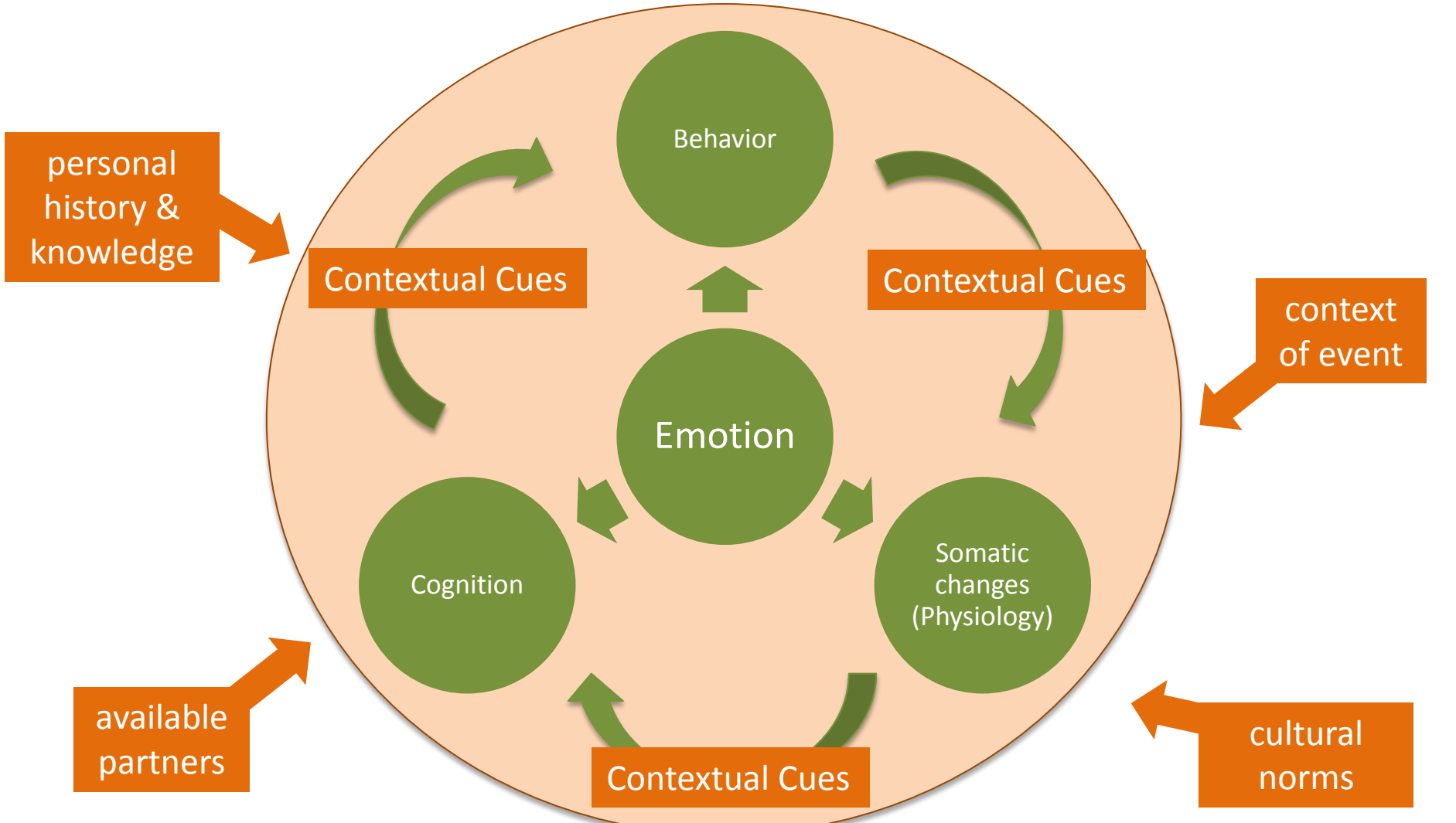.... Or they may be the same:

I will run away

I will touch it

I will step on it....

fear

boredom

Now, let's consider the contributions of the complementary social constructivist approach…

Take-away messages from social-constructivist model:

- Competence emerges within a social and cultural framework of experiences

- How individuals deal with emotion varies widely (social, cultural, familial, experience, factors).

- The degree to which someone can access language/communication tools and use them effectively to interact and "self-regulate" will affect their development of emotional competence.

Development of emotional competence is an integrated process that has three characteristics:

Characteristic #1: It has a developmental sequence

Characteristic #2: Within this developmental sequence, specific skills/elements are acquired by the child

Characteristic #3: Acquisition of these skills and resulting emotional competence are strongly influenced by partner scaffolding, that is, emotional competence is a caregiver supported process that does not develop/mature without that input.
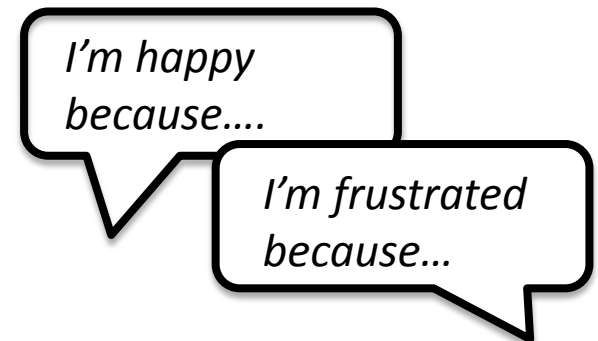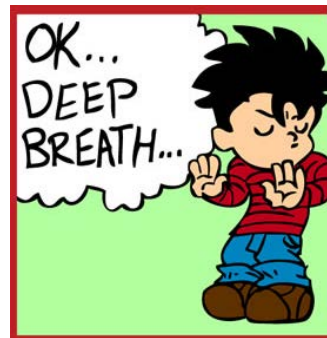
Characteristic #1: The developmental sequence

1. Emotions occur without awareness, and are expressed without language

2. Behaviors are interpreted by caregivers as emotional expressions

3. Behaviors are gradually mediated by social, cultural, and linguistic norms

6. Emotional competence ultimately requires a "theory of mind"

5. Emotional competence involves communication with self ("private speech")

4. Increasingly, emotional competence requires use of language

Characteristic #2: Elements/skills develop to support it (Western framework; Saarni et al 1999)

Step 1. Awareness of one's own emotions

Step 2. Ability to discern/understand the emotions of others

Step 3. Ability to use the vocabulary of emotion and expression

Step 4. Capacity for empathic involvement

Step 5. Ability to differentiate internal subjective emotional experience from external emotional expression

Step 6. Capacity for adaptive coping with aversive emotions and distressing circumstances

Step 7. Awareness of emotional communication within relationships

Step 8. Emotional self-efficacy in accord with one's moral sense

Characteristic #3: The role of the caregiver

In both functionalist and social constructivist theory, caregivers provide the structure to help children learn how to respond to events, and, importantly, to help modify the process of experiencing the emotion and responding behaviorally in a socially/culturally acceptable way

At first, this scaffolding is nonverbal – soothing, patting, singing – Saarni step 1

By 1 year of age it has transitioned into verbal scaffolds provided by a parent…. "You're feeling upset.. Sit down and take some deep breaths…" Another good example: "Use your words…" – Saarni steps 2-3

As the child experiences these scaffolded opportunities, s/he begins to internalize the concepts and vocabulary, and can begin to apply them herself and others - Saarni steps 3-6

Advanced language provides meta-linguistic skills for self-reflection and self-efficacy - Saarni steps 3-6

What does all of this matter for users of AAC?

If we can provide users of AAC with the tools to learn about and regulate their emotions, we open up all of the positive opportunities resulting from emotional competences
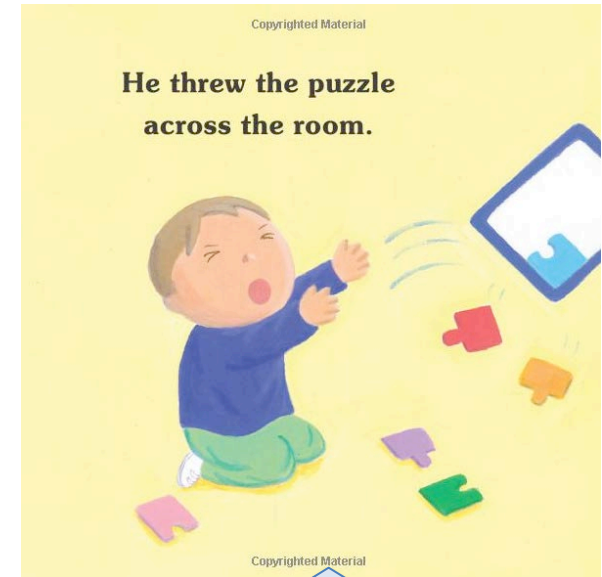
BUT…

When we fail to attend to emotion development in people with CCN, we fail also to provide them the means to access the many positive benefits associated with emotional competence that we have just outlined

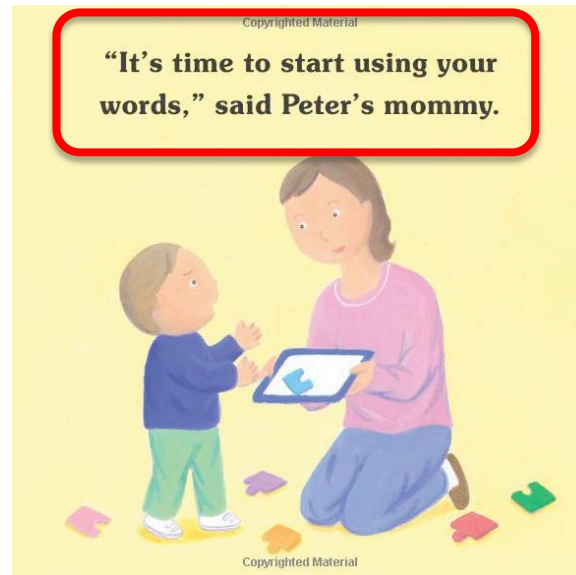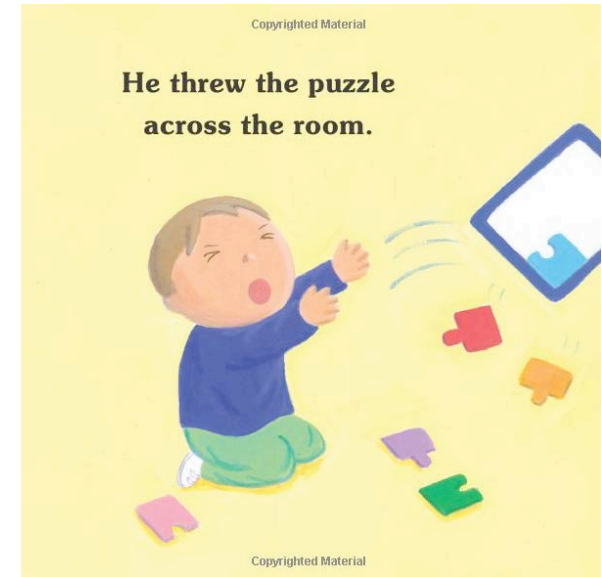# What are the challenges in developing emotional competence in folks with CCN?

- Challenges facing the child
  - Difficulty communicating using language
  - Difficulty expressing emotions because of physical/motor/cognitive challenges
  - Difficulty interacting…with people and the environment
- Challenges introduced by/in the environment
  - 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 AAC and users of AAC
    - Technology limitations (how does one "shout"?)

An example of how the integrated process of emotional competence relates to users of aided AAC

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It's Time to Start Using Your Words

Thank you, Mama.

a transition times book
Lawrence E. Shapiro, Ph.D.
Illustrated by Hideko Takahashi

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Peter was trying hard to put together a jigsaw puzzle. But no matter how hard he tried, the pieces did not fit.

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He threw the puzzle across the room.

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This is commonly referred to in our field as "challenging" behavior

Our responses are typically to punish or to replace the behavior, rather than to use it as an opportunity to develop independent emotional competence

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He threw the puzzle across the room.

"It's time to start using your words," said Peter's mommy.

Remember -- By 1 year of age it has transitioned into verbal scaffolds provided by a parent…. "You're feeling upset.. Sit down and take some deep breaths…" Another good example: "Use your words…" – (Saarni steps 2-3)

We often see caregivers using oral speech to offer these strategies – but how *many boards that you are aware of have the means for the partner to model this phrase USING AN AIDED symbol?*
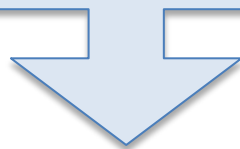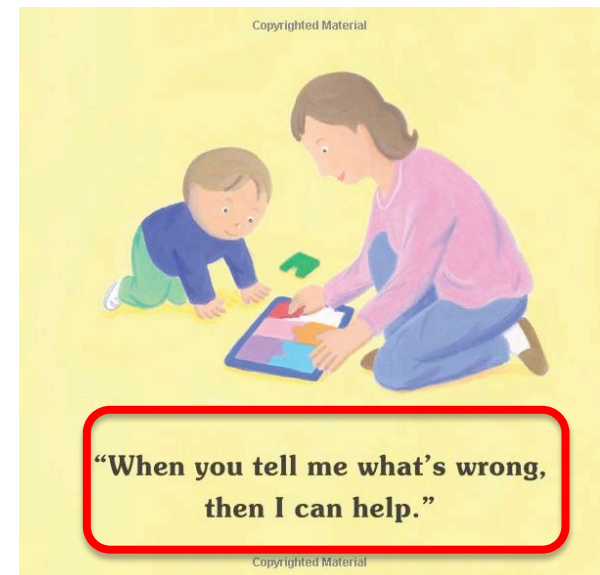
But without the aided symbol, the input will necessarily be oral only. If the child has difficulty understanding oral speech, then the input will be limited in its effectiveness because of the modality

"It's time to start using your words," said Peter's mommy.

Furthermore, without the aided symbol the child has no means of using his AAC system to engage in private speech – again, we are leaving the process of private speech up to the oral mode, which is likely not to be optimal for the child

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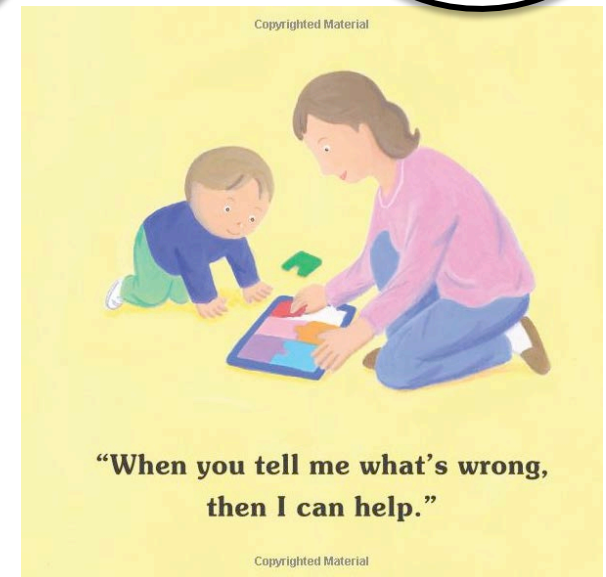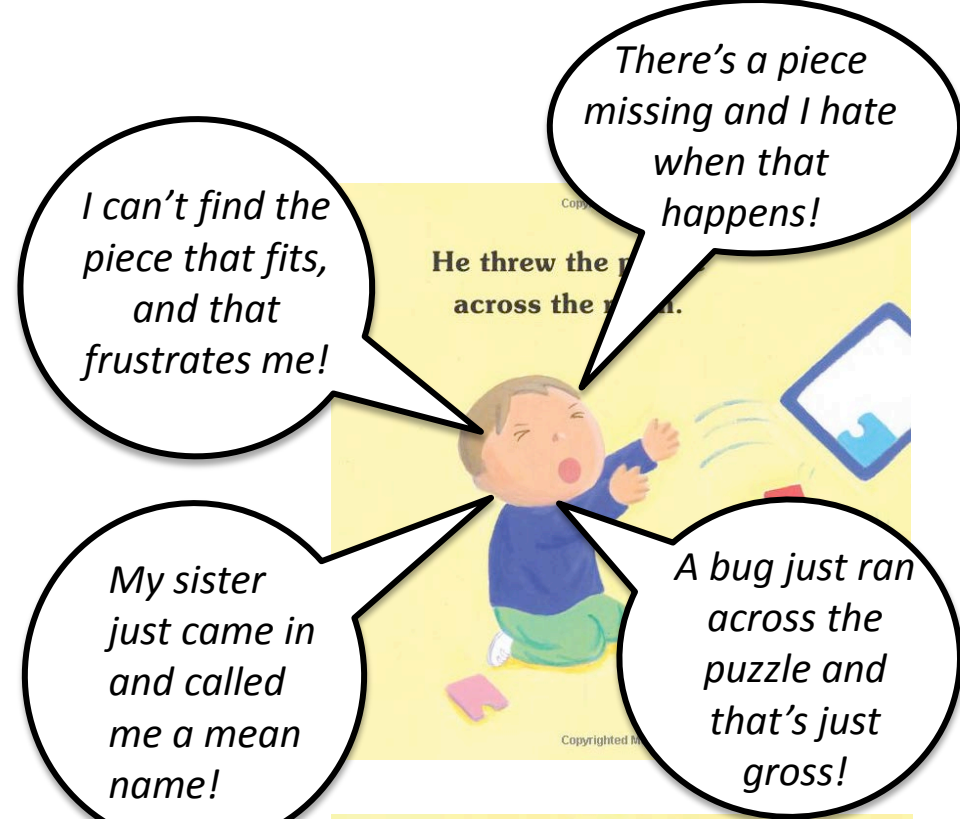
He threw the puzzle across the room.
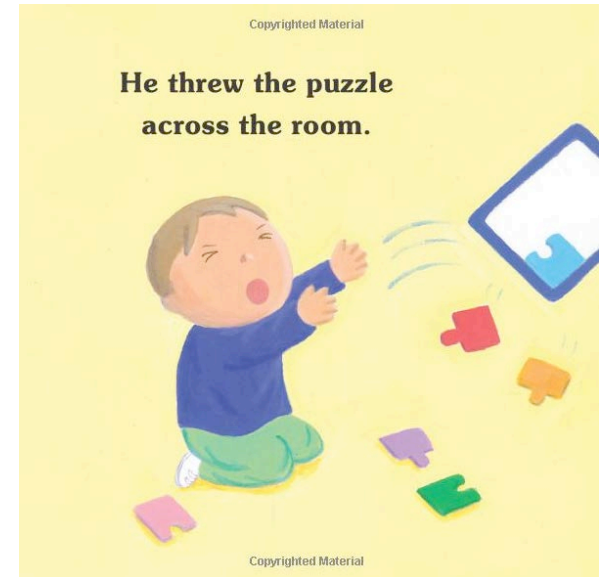
Remember: As the child experiences these scaffolded opportunities, s/he begins to internalize the concepts and vocabulary, and can begin to apply them herself and others (Saarni steps 3-6)

"It's time to start using your words," said Peter's mommy.

"When you tell me what's wrong, then I can help."

If the only thing a child using AAC has access to is a board that contains labels for emotions, the only thing he will be able to communicate is the label for his emotion ("really angry") – which in this case, is already fairly obvious

Really angry
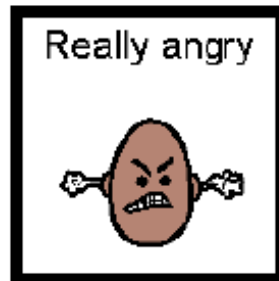
Furthermore, the board contains no way to talk about the possible "secondary response" alternatives to the throwing which is the current response to the emotion

There's a piece missing and I hate when that happens!

I can't find the piece that fits, and that frustrates me!

My sister just came in and called me a mean name!

A bug just ran across the puzzle and that's just gross!

He threw the piece across the room.

"When you tell me what's wrong, then I can help."

So, what are the key elements of AAC to support emotional competence?

- Symbols representing a variety of emotions should be available on the board (which many of us already do), but the symbol could also have a navigation function that leads to the next two elements →

  - Inclusion of "because" statements – this allows for the "tell me what's wrong" OR "tell me what's right" to be added to the basic emotion label

  - Symbols that represent strategies for responding to emotions (take a deep breath) should be added AND USED BY THE PARTNERS – this allows for input but also the ability of the child to begin to manage his/her own emotions
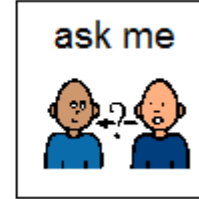
For Instance:

- Symbol for an emotion leads to a pop up that allows for identification of the eliciting emotion and talking about secondary responses
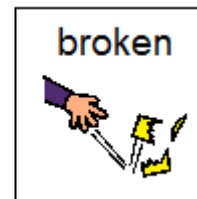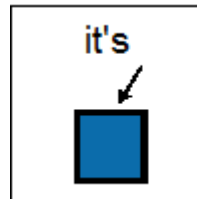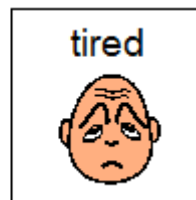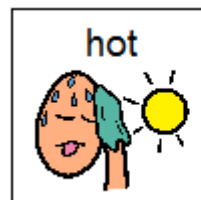
angry
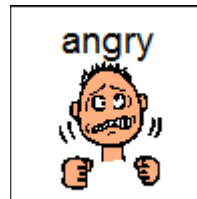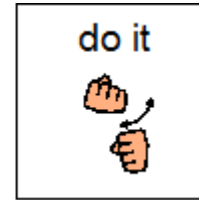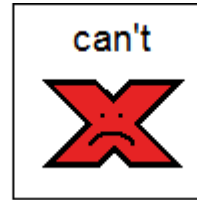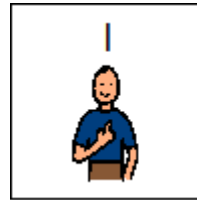
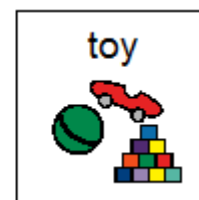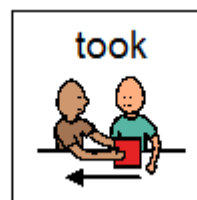|			
I	**can't**	**do it**	**Frustration** over difficult task
you	**did not**	**ask me**	Feeling **ignored**, left out
it's	**broken**		**Disappointment**
hot	**tired**		Feelings influenced by internal state
he	**took**	**toy**	Feelings influenced by others' actions
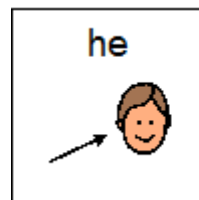
I	can't	do it
you	did not	ask me
it's	broken	
hot	tired	
he	took	toy
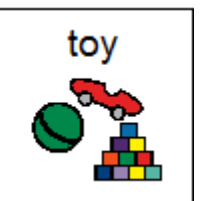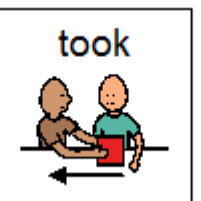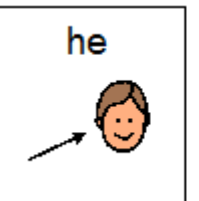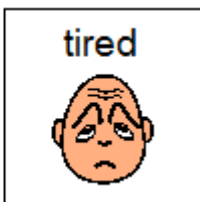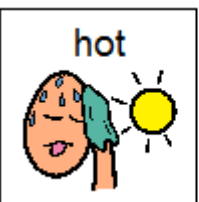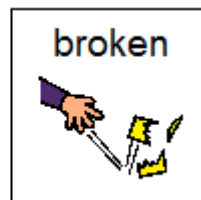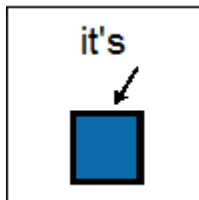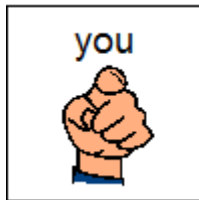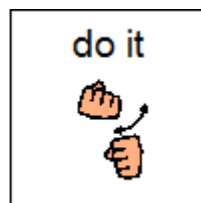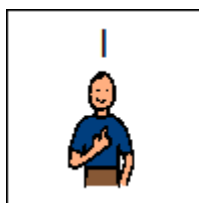
We also want to make sure to include additional vocabulary to allow for partner support and, ultimately, self-regulation by child:

use	words
breathe	
hug	teddy bear
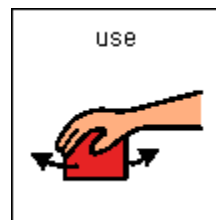
A possible tool for supporting developing emotional competencies in children with CCN (ages 0-10)

PURPOSE OF TOOL
- Raise awareness of the importance of emotional development
- Encourage mindful interventions that support emotional development

STRUCTURE OF TOOL
- Assesses three areas….
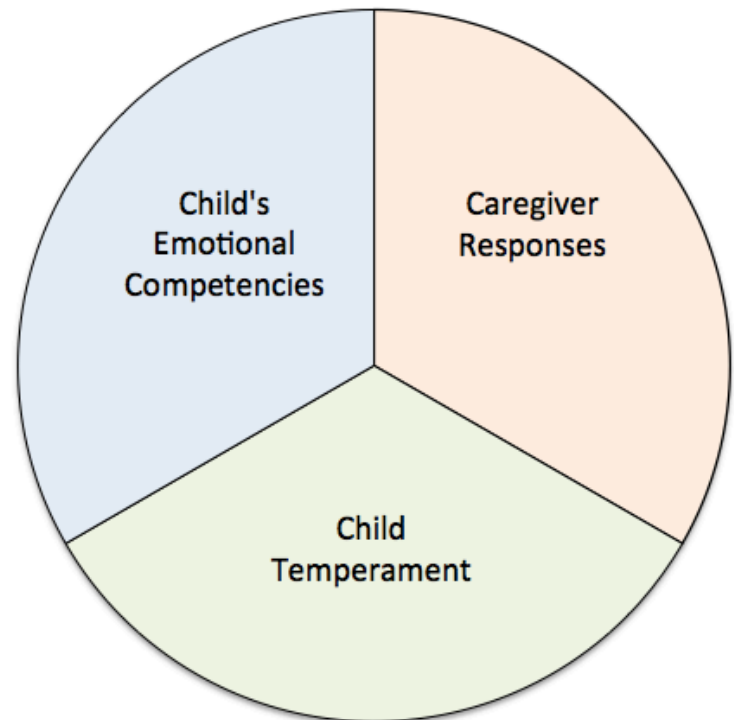
Questions about child's emotional competencies

Early Developing Emotional Competencies: Children with Complex Communication Needs

Name of individual:	Examiner:
D.O.B.:	Informant(s):
Date of interview :	Social circle(s) :

Methods of Emotional Expression Available to Individual with Complex Communication Needs (check all that apply)

o facial expressions   o vocalizations   o symbols/text on non-electronic communication display   o writing

o body postures   o speech   o symbols/text on simple AAC device   o other methods

o gestures   o manual signs   o symbols/text on synthesized speech device

o symbols/text on mobile device/computer with apps/software_____

QUESTIONS ABOUT INDIVIDUAL WITH COMPLEX COMMUNICATION NEEDS

1. Which emotions/feelings does individual currently express? (Ekman, Friesen, & Ellsworth) (Parrott, 2001) INDICATE ALL THAT APPLY.

PRIMARY EMOTIONS	OFTEN	SOMETIMES	RARELY	NOT SURE	SECONDARY/TERTIARY EMOTIONS (examples)	OFTEN	SOMETIMES	RARELY	NOT SURE
Affection/Love					Adoration				
Anger					Irritation/Frustration Rage Jealousy/Envy				
Sadness					Disappointment Shame Neglect				
Fear					Horror Nervousness				
Surprise					Excitement Amazement				
Joy/happiness					Cheerfulness Delight				
Disgust					Contempt Revulsion				

COMMENTS:

2. How does the individual <u>currently</u> express these emotion/feelings? **Please check all that apply and give examples.**	o Facial expressions o Body postures o Gestures o Vocalizations o Other_____	**EXAMPLES using nonlinguistic behaviors**
	o Speech o Manual signs o Symbols/text on non-electronic communication display o Symbols/text on simple AAC device o Symbols/text on synthesized speech AAC device o Symbols/text on mobile device/ computer with apps/ software o Writing o Other_____	**EXAMPLES using linguistic behaviors**

3. How many DIFFERENT words/symbols/signs does individual use to express emotion/ feelings?	o None (if selected, please go to #6) o 11 to 20 graphic symbols/words/signs o Less than 5 graphic symbols/words/signs o More than 20 graphic symbols/words/signs o 6 to 10 graphic symbols/words/signs o More than 50 graphic symbols/words/signs
Please give examples of words/graphic symbols/signs used.	

4. Does individual express emotion using language (words/graphic symbols/signs) a) across multiple contexts?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
b) <u>in</u> ways that multiple communication partners understand ?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE

5. Does individual require prompting to label his/her own emotions using language?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
Give examples of types of prompts used.					

6. Does individual seem to recognize the emotions of others?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
Please give an example.					

Questions about child's emotional competencies

7. Does individual label/make comments about" the emotions of others?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
Please give an example.					

8. Does individual show empathy for others?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
How does individual demonstrate empathy?					

9. Does individual enjoy books/stories that express emotion?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
Please give example of book/story.					

10. Can individual create short narratives (written or spoken) that describe emotion/feelings?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
Please give an example.					

11. How does individual handle emotional extremes?					
a. Please describe how individual handles 'positively charged situations' (e.g., birthday party, doing something special, going to favorite store)?					
b. Please describe how individual handles situations that are negatively "charged" (e.g., fire drill, not getting what he/she wants, being frightened)?					
c. Does individual calm easily?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
ADDITIONAL COMMENTS					

QUESTIONS ABOUT CAREGIVERS/PRIMARY COMMUNICATION PARTNERS

1. Please respond to the following statements by agreeing or disagreeing. Please feel free to comment.

	AGREE	DISAGREE	COMMENT
a. Parents/caregivers freely express both positive and negative emotions.			
b. Parents/caregivers tend to keep expressions of emotion to themselves			
c. Parents/caregivers have clear expectations about how children should express their emotions.			
d. Parents/caregivers encourage the individual to express his/her emotions.			
e. Parents/caregivers provide access to vocabulary so individual can express his/her emotions.			

2. In general, how do parents/primary caregivers display emotion? Check PRIMARY methods they rely on.
o facial expressions o talk openly about feelings o body posture o gestures o become physically aggressive o escape from situation
o vocalizations o talk about how others feel o manual signs o write about feelings o artistic expression o other_____

2b. Specifically, how do caregivers typically express the following emotions?
o Love/affection_____ o Anger __ _____ o Sadness _____ _____

o Fear _____ o Surprise _____ o Happiness _____ ____

O Anxiety____ _____ 0 Frustration_____ o Other_____

3. Do caregivers talk to the individual about	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
a. the individual's emotions?					
b. their own emotions?					
c. other people's emotions?					
d. emotions related to books/ movies /DVD/TV shows, etc.					
EXAMPLES					

4. Do caregivers seem to recognize when the individual is expressing emotion?	OFTEN	SOMETIMES	RARELY	NO	NOT SURE
a. Which emotional expressions may not be recognized?					

Questions about how caregivers respond to emotion

5. Do caregivers encourage and support the individual to express his/her emotions using language?	OFTEN	SOMETIMES	RARELY	NOT APPLICABLE
EXAMPLES				
6. Do caregivers sometimes choose to ignore the individual's emotional expressions?	OFTEN	SOMETIMES	RARELY	NOT SURE
a. Which emotions are ignored? For what reasons are they ignored?				
7. Do caregivers use strategies to help the individual regulate his/her emotions?	OFTEN	SOMETIMES	RARELY	NOT SURE
EXAMPLES				
8. Do caregivers feel the individual has "behavior problems?	OFTEN	SOMETIMES	RARELY	NOT SURE
EXAMPLES				
9. Do caregivers use strategies to help the individual "gear themselves up" for difficult or challenging situations/tasks.	OFTEN	SOMETIMES	RARELY	NOT SURE
EXAMPLES				
10. Do caregivers use strategies to help the individual "calm down" after difficult or challenging situations.	OFTEN	SOMETIMES	RARELY	NOT SURE
EXAMPLES				

Questions about the child's temperament

QUESTIONS ABOUT TEMPERAMENT/BEHAVIORAL CHARACTERISTICS Caspi & Shiner (2008),

1. How would you describe the individual's temperament? Please check all that apply.	o happy o charismatic o sad	o shy o distractible o optimistic	o pessimistic o angry o fearful	o considerate o aggressive o stubborn	o reserved o irritable o other	o outgoing o persistent (tenacious) _____

2. Does individual seem to enjoy being with others?	OFTEN	SOMETIMES	RARELY	NOT SURE
Please give example(s).				

3. Does individual enjoy physical contact (hugs, sitting close to, etc.)

a. with family members?	OFTEN	SOMETIMES	RARELY	NOT SURE
b. with other adults?	OFTEN	SOMETIMES	RARELY	NOT SURE
c. with peers?	OFTEN	SOMETIMES	RARELY	NOT SURE
Please give examples.				

4. Does person show strong attachment to parents/ caregivers	OFTEN	SOMETIMES	RARELY	NOT SURE
Please give examples.				

5. Does individual express fear of strangers and/or unfamiliar situations?	OFTEN	SOMETIMES	RARELY	NOT SURE
Please give examples.				

6. Does individual have temper tantrums?	OFTEN	SOMETIMES	RARELY	NOT SURE
Please describe				

Questions about the child's temperament

Describe how caregivers react during a temper tantrum.				

7. Does individual exhibit self-injurious behaviors?		OFTEN	SOMETIMES	RARELY	NOT SURE
Please describe					
Describe how caregivers react when child exhibits self-injurious behaviors.					

8. Is the individual aggressive toward others?	OFTEN	SOMETIMES	RARELY	NOT SURE
Please describe				
Describe how caregivers react when child is aggressive toward others.				

Application of the tool: Two case studies

Now we're going to show you how we have filled out the tool for two case studies, so you can get a sense of how it might work

Ximena

- Age – 2 years old
- DOB – 7-19-10
- Cerebral Palsy (Severe)
- Lives with family
- PT, feeding (just had G-tube inserted),
- Being introduced to AAC tools/strategies

Santi

- Age 12
- DOB – 10-9-99
- Down syndrome
- Attends CATIC - school and therapies
- Uses manual signs, visual supports, pacing board, contingency maps, iPad, iPhone

si no te entienden

habla más fuerte

1

habla lento

2

¿me puedes enseñar?

3

¿lo tienes en el iPhone?

4

si tu llegas al salón

y sacas los juguetes

nos vamos a enojar porque se nos hace tarde

no vas a jugar

y trabajas

elegir

jugar
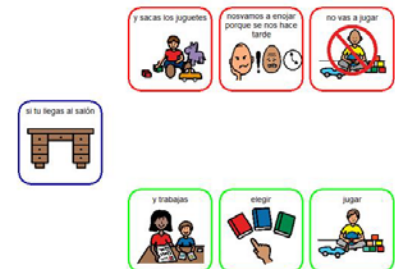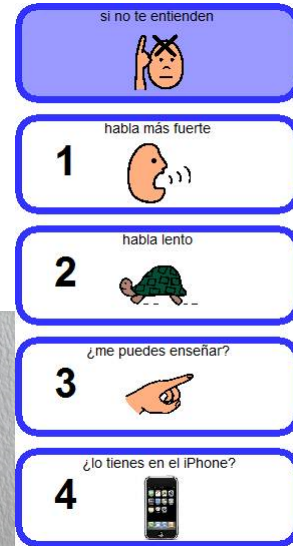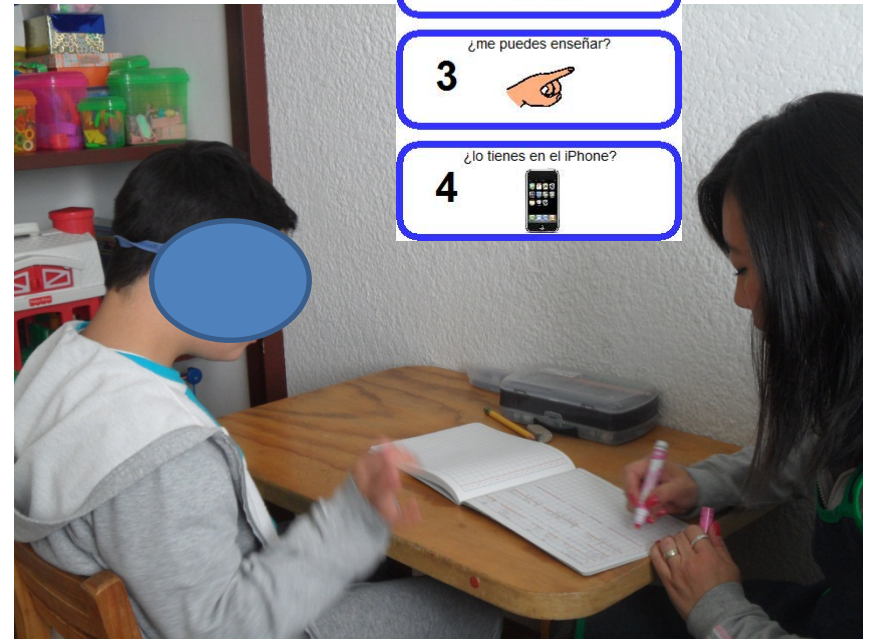
Answers to Child Questions:

Methods of Emotional Expression <u>Available to</u> the client (all that apply)

METHOD	Ximena	Santi
Facial expressions	√	√
Vocalizations	√	√
Body postures	√	√
Gestures		√
Speech		√
Manual signs		√
Writing		√
Symbols/text on non-electronic communication display		√
simple AAC device		√
synthesized speech device		
mobile device/computer with apps/software		√
Other methods		

Answers to Child Questions:

Which emotions/feelings does client currently express? (Indicate all that apply)
(Ekman, Friesen, & Ellsworth) (Parrott, 2001)

Primary emotions

PRIMARY EMOTIONS	OFTEN	SOMETIMES	RARELY	NOT SURE
Affection/Love	√ √			
Anger	√	√		
Sadness	√	√		
Fear		√		√
Surprise		√	√	
Joy/happiness	√	√		
Disgust		√		
COMMENTS:				

Secondary emotions

Adoration

√ √ Irritation/Frustration

√ Rage

√ Jealousy/Envy

√ Disappointment

Shame

Neglect

Horror

√ Nervousness

√ √ Excitement

Amazement

Cheerfulness

Delight

Contempt

Revulsion

√ Other: confusion

How Does Child Currently Express Emotion?

2. How does the individual <u>currently</u> express these emotion/feelings?

- Facial expressions
- Vocalizations
- Body postures
- Gestures
- Speech
- Manual signs
- Writing
- Symbols/text on non-electronic communication display
- Simple AAC device
- Synthesized speech device
- Mobile device/computer with apps/software
- Other methods

3. How many DIFFERENT words/symbols/signs does individual use to express emotion/ feelings?

0   <5   5-10   11-20   21-50   more than 50
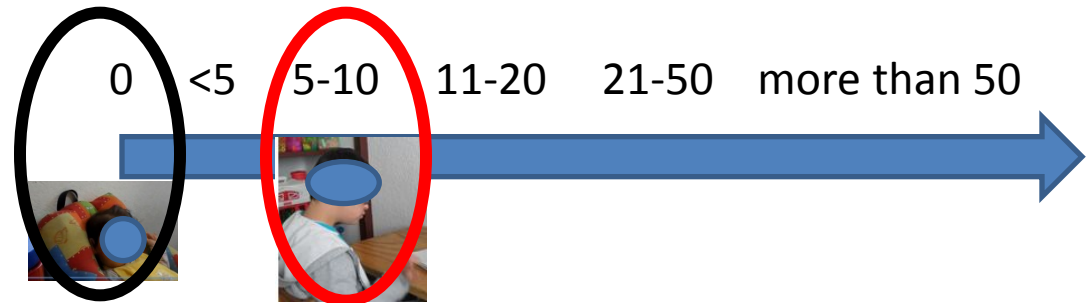
Santi - sad, angry, happy, nervous, fear (using body language, aac device, writing)
At first, he tries to say it verbally, then signs or draws. But if people don't understand him, he uses his Ipad or cell phone (with Tap to Talk or other app)

Answers to Child Questions:

	Often	Some-times	Rarely	No	Not sure
4. Does individual express emotion using language (words/graphic symbols/signs) a) across multiple contexts? b) In ways that are recognizable to multiple partners	√			√	
5. Does individual require prompting to label his/her own emotions using language? Examples		√		√	
6. Does individual seem to recognize emotions in others? Examples	√				√
7. Does individual label the emotions of others? Examples		√		√	
8. Does individual show empathy for others? Examples	√			√	

Answers to Child Questions:

	Often	Some-times	Rarely	No	Not sure
9. Does individual enjoy books/stories that express emotion? Examples					√√
10. Can individual create short narratives (written or spoken that describe emotions/feelings? Examples				√√	

11. How does individual react during "emotionally charged" situations? Positively charged…..
Negatively charged….

Answers to Caregiver Questions:

QUESTIONS ABOUT CAREGIVERS/PRIMARY COMMUNICATION PARTNERS			
1. Please respond to the following statements by agreeing or disagreeing. Please feel free to comment.			
	AGREE	DISAGREE	COMMENT
a. Parents/caregivers freely express both positive and negative emotions.	√ √		
b. Parents/caregivers tend to keep expressions of emotion to themselves	√	√	
c. Parents/caregivers have clear expectations about how children should express their emotions.		√ √	
d. Parents/caregivers encourage the individual to express his/her emotions.	√ √		
e. Parents/caregivers provide access to vocabulary so individual can express his/her emotions.	√	√	

Answers to Caregiver Questions:

2. In general, how do parents/primary caregivers display emotion?

Check PRIMARY methods they rely on.

- facial expressions   √√
- body posture √√
- gestures   √√
- Vocalizations √√
- manual signs √
- talk openly about feelings √√
- Talk about how others feel √√
- become physically aggressive   √
- escape from situation √
- write about feelings   √√
- artistic expression
- other_____

Specifically, how do caregivers typically express the following emotions?

Love/affection_____

Anger_____

Sadness _____

Fear_____

Surprise _____

Happiness _____

Anxiety _____

Frustration_____

Other_____

Answers to Caregiver Questions:

3. Do caregivers talk to the individual about	OFTEN	SOME TIMES	RARELY	NO	NOT SURE
a. the individual's emotions?	√	√			
b. their own emotions?		√	√		
c. other people's emotions?		√√			
d. emotions related to books/ movies /DVD/TV shows, etc.		√	√		
EXAMPLES					

Answers to Caregiver Questions:

	Often	Some-times	Rarely	No	Not sure
4. Do caregivers seem to recognize when the individual is expressing emotion?	√√				
5. Do caregivers encourage and support the individual to express his/her emotions using language?		√		√	
6. Do caregivers sometimes choose to ignore the individual's emotional expressions?	√ crying	√			
7. Do caregivers use strategies to help the individual regulate his/her emotions?	√ Not working	√			
8. Do caregivers feel the individual has "behavior problems?	√		√		
9. Do caregivers use strategies to help the individual "gear themselves up" for difficult or challenging situations/tasks.	√				√
10. Do caregivers use strategies to help the individual "calm down" after difficult or challenging situations	√	√			

Answers to Temperament Questions:

1. How would you describe the individual's temperament? Please check all that apply.	√√○ happy √○ shy √○ pessimistic ○ considerate √○ reserved ○ outgoing √○ charismatic √○ distractible √○ angry √○ aggressive √○ irritable √√○ persistent (tenacious) ○ sad √○ optimistic ○ fearful √√○ stubborn √○ other__frustrated_			
2. Does individual seem to enjoy being with others? Describe.	OFTEN	SOMETIMES √	RARELY √	NOT SURE
3. Does individual enjoy physical contact (hugs, sitting close to, etc.) Examples				
a. with family members?	OFTEN √ √	SOMETIMES	RARELY	NOT SURE
b. with other adults?	OFTEN √ (if familiar)	SOMETIMES	RARELY √	NOT SURE
c. with peers?	OFTEN √	SOMETIMES	RARELY √ never	NOT SURE

Answers to Temperament Questions:

	OFFEN	SOME-TIMES	RARELY	NO	NOT SURE
4. Does individual show strong attachments to parents/caregivers? Example.	√ √				
5. Does individual express fear of strangers and/or unfamiliar situations? Example.	√ √				
6. Does individual have temper tantrums? Example. How does caregiver/others react?	√	√			
7. Does individual have self-injurious behaviors? Example				√	√ Can't do it
8. Is individual aggressive toward others?				√	√

General goals

- Increase use of vocabulary that expresses emotion, both by the children and their partners

- Increase understanding of emotion in self/others and different responses to circumstances

- Increase capacity for adaptive coping with aversive emotions and distressing circumstances...emotional regulation

Specific Strategies

Input to child

- Well informed communication partners
- *Reading a range of stories
- Watching Movies/TV shows & talking about them
- Talking about events
- Setting up opportunities to hear other people with disabilities talk about their experiences
- Encouraging teachers to include reference to emotion in their lessons
- Using gestures, aided input, etc. that provide child with access to a rich vocabulary of emotion
- Contingency maps
- Schedules
- Social Stories

Output from child

- Supports for drawing
- Supports for writing
- Gesture dictionary
- Dramatic play scenarios
- Access to diverse emotion symbols and conversations about feelings using "because" statements (see Slide #29)
- Easy access to sounds on devices that can express emotions
- Emotion wheels
- Opportunities to "talk about" write about emotionally charged events, including use of aided input and self-talk concerning "strategies" (see Slide #30)
- Scales/thermometers, Social groups
- Talking about stories/movies/TV shows/activities at school/home/ community that have generate d emotions

Brief summary - Ximena

- Just 2 yo, severe motor limitations
- No access to language and emotional expression (developmentally okay)
- Parents very frustrated with crying. Tool helped understand emotional issues

Example: Goals and strategies Ximena

GOALS

- Increase awareness of emotions in self and others
- Understand and use vocabulary of emotion to express feelings

SAMPLE STRATEGIES

- Use daily routines to provide input about emotions (hers/others). Teach specific vocabulary using body/symbols.
  - Love, anger, sad, frustrated, surprise
- Consult with psychologist to manage persistent crying
- Comment on emotions during favorite book reading using body (signs) and symbols
- Introduce songs on Ipad..as happy song; sad song; angry song, etc.
- Use symbols when talking about emotion (signs, on Etran, Ipad, etc.)

Brief Summary - Santi

- 12 yo. Attending comprehensive program at CATIC

- Intervention multi-focused

- Being encouraged to express emotion using variety of options

- Behavior has dramatically improved

- Family more aware of importance of addressing emotional development

Next Steps

WORKING GROUP

- Pilot Test Tool ->
  Focus on children with CCN from 1 to 10 years (developmental levels)
- Make it available to those who want to participate in field test.
- Modify tool based on results
- Post slides on www.aac-rerc.com and www.augcominc.com

ISAAC PARTICIPANTS

- Ask questions/give feedback (fill out papers)
- Email if want to participate in pilot test