

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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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.

EARLY DEVELOPMENT OF EMOTIONAL COMPETENCE: A TOOL FOR CHILDREN WITH COMPLEX COMMUNICATION NEEDS (CCN) (Na, Wilkinson, Epstein, Rangel, Townsend, Thistle, Feldman, & Blackstone, 2014)

BACKGROUND INFORMATION. Please enter all information listed below.

Child (Initials):

Date of Birth:

Nationality:

Child's diagnosis:

Date of interview:

Examiner (Initials):

Profession:

Informant (Initials):

Role (e.g., parent, teacher):

Language used during the interview:

Danish

Dutch

English

French

German

Korean

Spanish

Other _____

This is the end of BACKGROUND INFORMATION.

Please go on to SECTION I.

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.																																																						
1a. Basic descriptors – open ended "We are interested in learning a little bit about {name's} overall personality. Can you describe {name} a little for me?" <i>Write down the adjectives that the caregiver offers spontaneously</i>																																																						
1b. Basic descriptors – guided <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> "Thank you so much – that is really helpful. There are just a few other personality characteristics that I would like to ask about." "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>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"> <thead> <tr> <th></th> <th>USUALLY</th> <th></th> <th>USUALLY</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Activity</td> <td>1a. Active-----</td> <td>INBETWEEN-----</td> <td>1b. Relaxed</td> <td>NOT SURE</td> </tr> <tr> <td>2. Rhythmicity (eat/sleep pattern)</td> <td>2a. Predictable-----</td> <td>INBETWEEN-----</td> <td>2b. Unpredictable (Fluctuating)</td> <td>NOT SURE</td> </tr> <tr> <td>3. Approach/withdraw</td> <td>3a. Shy-----</td> <td>INBETWEEN-----</td> <td>3b. Outgoing</td> <td>NOT SURE</td> </tr> <tr> <td>4. Adaptability (transition)</td> <td>4a. Adaptable-----</td> <td>INBETWEEN-----</td> <td>4b. Stubborn</td> <td>NOT SURE</td> </tr> <tr> <td>5. Intensity of reaction</td> <td>5a. Charismatic-----</td> <td>INBETWEEN-----</td> <td>5b. Reserved</td> <td>NOT SURE</td> </tr> <tr> <td>6. Mood</td> <td>6a. Pessimistic-----</td> <td>INBETWEEN-----</td> <td>6b. Optimistic</td> <td>NOT SURE</td> </tr> <tr> <td>7. Persistence (attention span)</td> <td>7a. Longer-----</td> <td>INBETWEEN-----</td> <td>7b. Shorter</td> <td>NOT SURE</td> </tr> <tr> <td>8. Sensory Threshold (sensitivity to stimulation)</td> <td>8a. Sensitive-----</td> <td>INBETWEEN-----</td> <td>8b. Able to ignore</td> <td>NOT SURE</td> </tr> <tr> <td>9. Distractibility</td> <td>9a. Distractible-----</td> <td>INBETWEEN-----</td> <td>9b. Not distractible</td> <td>NOT SURE</td> </tr> </tbody> </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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2. Sociability	YES	NO	NOT SURE	COMMENTS																																																		
"Does {name} seem to enjoy being with others?"																																																						

3. Social closeness/affection <i>“Would you describe {name} as affectionate, in general?”</i> <i>“Who is {name} most likely to show affection with?”</i> <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 <i>“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?”</i>					COMMENTS	
5. Peer interaction <i>“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?”</i>					COMMENTS	
6. Reaction to strangers <i>“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?”</i>	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	COMMENTS
7. Temper <i>“Many kids go through at least a phase when they have temper tantrums. Does {name} have temper tantrums? ”</i> <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	

<p>8. Self-injury</p> <p><i>“When {name} gets upset, does s/he ever do anything to intentionally hurt him/herself? Sometimes kids will bite their hands, or pinch themselves.</i></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><i>“Does s/he ever do anything to intentionally hurt other people, like biting, hitting, or pinching others?”</i></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><i>“Does {name} ever do anything to intentionally damage property?”</i></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.

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			

1c. Other emotions that the child expresses [this question should be asked of all participants] “Just to make sure I haven’t missed anything, can you describe any emotions that your child expresses that we haven’t talked about?” <i>Ask for an example if the participant supplies an additional emotion – “can you tell me about a time when s/he expressed that?”</i>		Other emotions:
2. How the child expresses emotion “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.” <i>Then, go through the list to the right. Ask for examples if the parent says “yes”</i> <i>Although we have the nonlinguistic and linguistic forms separated, just go through it all as one long list</i>	Nonlinguistic <input type="checkbox"/> Facial expressions <input type="checkbox"/> Body postures <input type="checkbox"/> Gestures <input type="checkbox"/> Vocalizations <input type="checkbox"/> Other _____	EXAMPLE
	Linguistic <input type="checkbox"/> Speech <input type="checkbox"/> Manual signs <input type="checkbox"/> Symbols/text on non-electronic communication display <input type="checkbox"/> Symbols/text on simple AAC device <input type="checkbox"/> Symbols/text on synthesized speech AAC device <input type="checkbox"/> Symbols/text on mobile device/ computer with apps/ software <input type="checkbox"/> Writing <input type="checkbox"/> Other _____	EXAMPLE
BRANCHING POINT #1. + 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>		
3. Size of symbol repertoire <i>Ask question 3a only if aided modes (symbols/text) are selected from question #2. If not, go to question 3b.</i> 3a. “How many words or symbols are available on his/her system to label emotions? What specific ones does {name} have?”	<input type="checkbox"/> Less than 6 graphic symbols/words <input type="checkbox"/> 6 to 10 graphic symbols/words <input type="checkbox"/> 11 to 20 graphic symbols/words <input type="checkbox"/> More than 20 graphic symbols/words <input type="checkbox"/> More than 50 graphic symbols/words	EXAMPLE

3b. “How many signs, words, or other symbols does {name} use to label emotions? What specific words or symbols does {name} use?”	<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 					EXAMPLE
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?”	<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 					EXAMPLE
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.?”	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	COMMENT
5. Labeling others’ emotions “Does {name} label or comment on emotions he/she sees other people expressing? Please give an example.”	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	EXAMPLE
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>	MOST OF THE TIME	SOMETIMES	ONLY OCCASIONALLY	NEVER	NOT SURE	EXAMPLE

7. Parent/caregiver response “When {name} expresses emotion, in what ways do you respond?” <i>Check all that apply and ask for examples.</i>	Respond to emotion itself	Talk about the reason for the emotion	Talk about a solution to the emotion	Ignore the emotion		
8. Child recognition of/response to emotions						
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?”						
8b. “About how often does {name} show these responses?”	MOST OF THE TIME	SOMETIMES	ONLY OCCASIONALLY	NEVER	NOT SURE	EXAMPLE
9. Emotion expression by caregivers: Part 1						
“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?”						
10. Emotion expression by caregivers: Part 2						
“Are there any emotions you try not to express when you are with {name}? Why, or in what situations would this occur?”						

11. Strategies for input “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?”						
12. Managing anxious occasions “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.)						
13. Interacting with media (books, videos, etc.) - general “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?”	OFTEN	SOMETIMES	RARELY	NEVER	NOT SURE	EXAMPLE
14. Interacting with media (books, videos, etc.) - input “When you are reading books or watching TV/movies, do you talk about the emotions that the characters are experiencing?”	YES	NO	EXAMPLE			

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