



# Narrative Intervention to Teach Emotion Recognition in Children During the Middle Childhood Years

The Power of **AND**

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## BACKGROUND

Importance of emotion recognition:

- Instrumental to successful relationships at school with teachers and peers (Voltmer & von Salisch, 2017)

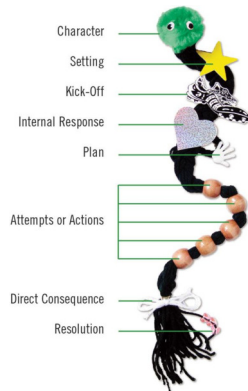
Use of narratives:

- Narratives require an individual to apply mental states to characters and make sense of their actions to understand the perception and intentions of others (Dodd, Ocampo, & Kennedy, 2011)

### Research Question

Do measures of emotion recognition increase with a narrative intervention approach for children during the middle childhood years?

## METHODS

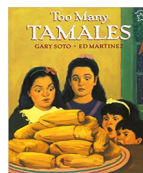
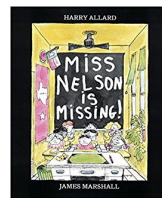


### Participant:

Typically developing 7;4-year-old female

### Procedure:

The study was an ABA single-case design. The intervention sessions were thirty minutes each, three times/week for six weeks.



The books and intervention protocol followed the procedure used by Dodd, Ocampo, & Kennedy (2011) that targeted perspective taking through narratives for children with ASD.

The sequence of data collection was:

- Preintervention data collected
- Intervention of 180 minutes conducted over a 2-week period; *Miss Nelson Is Missing* by Harry Allard [1977]
- Intervention of 180 minutes conducted over a 2-week period; *Too Many Tamales* by Gary Soto [1996]
- Intervention of 180 minutes conducted over a 2-week period; *Thomas's Snowsuit* by Robert Munsch [1989]
- Postintervention data collected

## Assessment Measures:

- Child's version of "Reading the Mind in the Eyes" test (Baron-Cohen, Wheelwright, Spong, Scahill, and Lawson, 2001)
- Interpersonal Reactivity Index (IRI) (Garton and Gringart, 2005)
- Story retell activity, using the book, *Harry the Dirty Dog* by Gene Zion [1956]

## RESULTS

Emotions represented by multiple pictures on the child's version of "Reading the Mind in the Eyes" test :

Emotion	Pictures	Preintervention	Postintervention
Worried		Correct	Correct
Interested		Incorrect	Incorrect
		Correct	Incorrect
		Incorrect	Correct
Thinking about Something		Correct	Correct
		Correct	Correct
		Correct	Correct
Not Believing		Correct	Correct
		Correct	Incorrect
		Correct	Correct
Serious		Correct	Correct
		Correct	Correct

### Interpersonal Reactivity Index (IRI) Differences:

Item	Preintervention	Postintervention
"I think people can have different opinions about the same thing."	Not Like Me at All	Fairly Like Me

### Story Retell Differences in Story Endings:

Harry's Perspective:

- Pre-intervention: "And then he had a happy ending"
- Post-intervention: "The moral of the story don't run away from your home"

Children's Perspective:

- Pre-intervention: "And we gave him a bath and found out it was Harry."
- Post-intervention: "Moral of the story don't judge things by their looks."



## Story Retell:

### Preintervention and Postintervention Perspective-Taking Score and Psychological Terms

Preintervention		Postintervention	
Harry's Perspective	Children's Perspective	Harry's Perspective	Children's Perspective
2	2	3	3
Terms Used			
Hate	Saw; Believed	Realize; Look; Hate	Think; Look; Hate

## CONCLUSIONS



### Limitations:

- Single-subject design limits generalizability
- Variable testing conditions

### Future Directions:

Investigate the effect of intervention on emotional recognition skills in other populations:

- Children with autism spectrum disorder
- Children with language impairments



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