FIRSTPATH
AUTISM

Lesson Guide

32. Emotions Labeling

Overview

Teaches:	How to identify and recognize emotions in self, others, and pictures. This lesson can be taught with a touch (receptive) and talk (expressive) response.
Before beginning:	The child needs to have mastered several basic lessons in the areas of communication and labeling, in order to be successful with this lesson. The child must also <u>demonstrate interest in other people, and be able to attend to the faces of others</u> and/or be able to <u>maintain eye contact for several seconds.</u> The child must also have mastered basic WH questions (What; How) and basic pronouns (I; He; She).
Why it's important:	This is a beginning skill in developing more complex social skills, such as the ability to recognize and respond appropriately to others' feelings, and the ability for the child to clearly explain his/her own emotions to other people.
Materials needed:	Flashcards of peoples' faces showing different emotions, various books/pictures, other people.
Generalization activities:	Pretend play, reading/discussing books, watching/discussing TV or movies, asking questions ("Why are you sad?"), conflict resolution during play with peers.

Steps

Prepare

1. Sit facing the child, in a quiet place free of distractions.
2. Have several reinforcers and highly preferred items ready and available; make sure a reinforcer assessment has been completed so the child is motivated to earn and learn!
3. Have materials and data collection ready.
4. Have lesson materials prepared and available.
5. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

NOTE: There are two ways to approach this lesson: via a touch response (receptive) and via communicating the response (expressive). Both are presented below.

Receptive: Touch/Physical Response

1. Ask the child to "Touch _____." (fill in label of emotion, such as 'Happy' or 'Sad').
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
   <u>Correct Response</u>: enthusiastic praise and/or give the child his/her chosen reinforcer

   <u>Incorrect</u> or <u>No Response</u>: corrective feedback, model or prompt of correct response

4. Record data.
5. Begin again at step 1.

Examples:

Correct response	Incorrect response	No response
Teacher: "Touch <u>Happy</u>."	Teacher: "Touch <u>Happy</u>."	Teacher: "Touch <u>Happy</u>."

Child: Touches the card/photo of a person smiling. Teacher: "Yes, that's Happy! Good job!" (delivers reinforcer).	Child: (touches nose) Teacher: "This is Happy" (while touching card/photo of a person smiling). Do not deliver reinforcer. Restart the teaching cycle.	Child: (no response) Teacher: "You need to touch Happy" (while touching card/photo of a person smiling). Do not deliver reinforcer. Restart the teaching cycle.

Expressive Response

1. Ask the child "How does this boy feel?" (while holding up or pointing to the card/photo).
2. Wait 3-5 seconds for child to respond
3. Provide feedback on how the child responded:
        Correct Response: enthusiastic praise and/or give the child his/her chosen reinforcer

        Incorrect or No Response: corrective feedback, model or prompt of correct response

4. Record data.
5. Begin again at step 1.

EXAMPLES

Correct response	Incorrect response	No response

Teacher: "How does this boy feel?"
 	
Child: "Happy!"
 	
Teacher: "Yes, he feels happy!
 	
        Good job!" (delivers
 	
        reinforcer).
	Teacher: "How does this boy feel?"
	
	Child: "Mad."
	
	Teacher: "He feels happy. Let's try
	
	        again."
	
	Do not deliver reinforcer. Restart the teaching cycle.
		Teacher: "How does this boy feel?"
		
		Child: (no response)
		
		Teacher: "Uh-oh. We are talking
		
		        about how this boy feels.
		
		        He feels happy."
		
		Do not deliver reinforcer. Restart the teaching cycle.

TYPICAL ORDER OF LEARNING TARGETS:

1. Receptive labeling of observed emotions
    (Can be done via flashcards/photos: "Touch_____" / fill in with target emotion)

    - Happy
    - Sad
    - Mad/angry
    - Scared
    - Surprised
    - Excited

    (add to this list based on what the child will regularly use or observe)

2. Expressive labeling of observed emotions
    (Can be done via flashcards/photos: "How does this person feel?" OR following teacher's demonstration: "How do I feel?")

    - *(use same emotions as above; wait until child has mastered at least 4-5 different targets in #1 before beginning this step)*

3. Child demonstrating the emotion him/herself (e.g., "Show me a _____ face")
    - *(use same emotions above; wait until child has mastered at least 4-5 different targets in above list before beginning this step)*