

Characterizing Emotion-Recognition Treatments for Non-Autistic Clinical Populations

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Background

- Facial emotion recognition is the ability to correctly identify another person's emotional states by observing changes in their facial features.
- Difficulties recognizing facial emotion is associated with various neurodevelopmental and mental disorders.
- Treatments for improving facial emotion recognition in autistic individuals are well established, but substantially fewer treatments have been developed for other populations.

Objective

We aimed to summarize the characteristics of emotion-recognition treatments for youth with clinical problems excluding autistic spectrum disorder (ASD).

Methods

- Inclusion criteria: 1) 2-18 years old, 2) pre/post measures of facial emotion recognition, 3) clinical sample (not ASD)
- Initial systematic search: 243 peer-reviewed articles
- 7 articles met inclusion criteria
- Sample and treatment characteristics were extracted and compared across studies

Recommendations for Future Research:

1. Include diverse facial stimuli and report these characteristics: race/ethnicity, age range, static and dynamic
2. Assess how intervention length and frequency affects treatment efficacy
3. Increase female representation in study samples



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The primary population enrolling in **emotion recognition training** were male adolescents with **behavior issues** conducted in a school setting.

Authors	Country	n	Age Range	Sex	Setting	Clinical Concern	Emotions	Length, Frequency, & Duration	Individual or group
Dadds et al., 2012 (RCT)	Australia	T: 94 C: 82	6-16 years	T: 72% M, 27% F C: 78% M, 22% F	Hospital 	Behavioral Problems	 + Disgust + Neutral	<ul style="list-style-type: none"> • 4 sessions • One week • 1.5 Hours 	
Faria et al., 2018	Portugal	T: 21 C: 29	8-15 years	57% M 43% F	School 	Intellectual Disabilities	 + Well	<ul style="list-style-type: none"> • 8 sessions • Not Provided • 40-45 minutes 	
Hubble et al., 2015	U.K.	T: 24 C: 26	12-18 years	100% M	Juv. Justice 	Antisocial Behavior	 	<ul style="list-style-type: none"> • ~ 2-3 sessions • 2 weeks • 2 hours 	
Hunnikin et al., 2021	U.K.	T: 54 C: 38	7-11 years	T: 78% M, 22% F C: 84% M, 16% F	School 	Antisocial Behavior	 + Neutral	<ul style="list-style-type: none"> • 3 sessions • Not Provided • 30 minutes 	
Lui et al., 2019	U.S.	T: 27 C: 19	16-18 years	83.9% M 16.1% F	School 	Callous-Unemotional Traits	 + Surprise + Neutral	<ul style="list-style-type: none"> • 6 sessions • 8 weeks • 2 hours 	
Rawdon et al., 2018 (RCT)	Ireland	T: 58 C: 57	15-18 years	T: 35% M, 65% F C: 37% M, 63% F	School 	Social Anxiety	 + Disgust	<ul style="list-style-type: none"> • 4 sessions • 4 consecutive days • 15 minutes 	
Wells et al., 2021	U.K.	T: 40 C: 22	7-10 years	T: 80% M, 20% F C: 91% M, 9% F	School 	Behavioral Problems	 	<ul style="list-style-type: none"> • 3 sessions • 3 weeks • 20 minutes 	