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emotions: Causes and consequences are more central than are facial expressions



British Journal of Developmental Psychology 28(Pt 3):565-81 · September 2010 with 620 Reads
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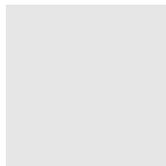
cognition of emotions relies on emotion concepts, which are narrative structures (scripts) specifying uses, consequences, label, etc. organized in a temporal and causal order. Scripts and their aled by examining which components better tap which concepts at which ages. This study a facial expression or a brief story describing an emotion's cause and consequence was the stronger | social emotions. Children (N = 120, 4-10 years) freely labelled the emotion implied by faces and, six basic-level emotions (happiness, anger, fear, surprise, disgust, and contempt) and three social ment, compassion, and shame). Cause-and-consequence stories were the stronger cue overall, gust, and social emotions. Faces were the stronger cue only for surprise. Younger children otions into basic-level emotion categories (sadness and anger); older children differentiated them. id earlier for stories than for faces.

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Article

The development of emotion concepts: A story superiority effect in older children and adolescents

December 2014 · Journal of Experimental Child Psychology

James A Russell · Joseph T Pochedly · ● Sherri C. Widen

Contrary to traditional assumptions, young children are more likely to correctly label someone's emotion from a story that describes the causes and consequences of the emotion than from the person's facial expression. This story superiority effect was examined in a sample of older children and adolescents (N=90, 8-20years) for the emotions of fear, disgust, shame, embarrassment, and pride. ... [\[Show full abstract\]](#)

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Differentiation in Preschooler's Categories of Emotion

October 2010 · Emotion

James A Russell ·  Sherri C. Widen

Two studies (N = 68, ages 2;0-3;11; N = 80, ages 2;6-4;11) explore the idea that, rather than starting with a separate mental category for each discrete emotion, children start with two broad categories (positive and negative) and then differentiate within each until adult-like categories form. Children generated emotion labels for (a) facial expressions or (b) stories about an emotion's cause ... [\[Show full abstract\]](#)

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In Building a Script for an Emotion, Do Preschoolers Add Its Cause Before Its Behavior Consequence?

August 2011 · Review of Social Development

 James A Russell ·  Sherri C. Widen

An emotion concept is a script in which an emotion event is an ordered sequence of subevents from situational cause through bodily changes to behavioral consequence. As children build a script for each emotion, in what order do they add each subevent? Preschoolers (N = 108, three to five years), were asked to name the protagonist's emotion in stories consisting solely of either a cause or a ... [\[Show full abstract\]](#)

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Children acquire emotion categories gradually

April 2008 · Cognitive Development

James A Russell ·  Sherri C. Widen

Some accounts imply that basic-level emotion categories are acquired early and quickly, whereas others imply that they are acquired later and more gradually. Our study examined this question for fear, happiness, sadness, and anger in the context of children's categorization of emotional facial expressions. Children (N = 168, 2–5 years) first labeled facial expressions of six emotions and were ... [\[Show full abstract\]](#)

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