Supplemental Material

Applying the Ability Model of Emotional Intelligence to ASD

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| **Core EI Abilities (see, (Mayer et al., 2016)** | **Corresponding ASD Characteristics** |
| ***Perceiving Emotions*** | |
| 1. Identifying emotions in one’s own physical states, feelings, and thoughts. 2. Perceiving emotions in other people through their vocal cues, facial expression, language and behavior. 3. Identifying deceptive or dishonest emotional expressions. 4. Expressing emotions accurately when desired. 5. Perception of emotional content in the environment, visual arts, and music. | 1. Heightened “alexithymia,” characterized by difficulty understanding and describing one’s emotional feelings (Griffin et al., 2016; Hill et al., 2004; Trevisan et al., 2016). 2. Difficulties understanding and labeling basic and complex emotional states of others from nonverbal communicative information such as facial expressions, prosody and body language (Baker et al., 2010; Fridenson-Hayo et al., 2016; Harms et al., 2010; Uljarevic & Hamilton, 2013). 3. Difficulty differentiating authentic and deceptive emotion, and less understanding of the social reasons prompting deceptive facial expressions (Dennis et al., 2000). 4. Atypical nonverbal expression characterized by confusing or diminished facial affect, difficulties communicating emotions via prosody, gesture (de Marchena & Eigsti, 2010; Trevisan et al., 2018). 5. Difficulty perceiving emotional content from music (Bhatara et al., 2010), though this skill may be relatively less impaired compared to perceiving emotion from social stimuli (Heaton et al., 1999; Quintin et al., 2011). |
| 1. Understanding how emotions are displayed depending on context and culture. 2. Discriminating accurate vs. inaccurate emotional expressions. | *No Corresponding ASD Research* |
| ***Using Emotions*** | |
| 1. Generating emotions to relate to experience of another person. | 1. Less likely to mimic, mirror, or otherwise imitate emotional expressions, making it difficult to generate emotions necessary for empathy and relating to others’ emotions (Dapretto et al., 2006; Williams et al., 2004). |
| 1. Selection of problems based on how one’s ongoing emotional state might facilitate cognition. 2. Leveraging mood swings to generate different cognitive perspectives. 3. Prioritizing thinking by directing attention according to present feeling. 4. Generating emotions as an aid to judgment and memory. | *No Corresponding ASD Research* |
| ***Understanding Emotions*** | |
| 1. Understanding how a person might feel in the future or under certain conditions. 2. Understanding complex and mixed emotions. 3. Appraising the situations that are likely to elicit emotions. 4. Determining the antecedents, meanings, and consequences of emotions. | 1. Impaired, “Theory of Mind,” or difficulty taking cognitive perspectives of others to appraise situations that elicit emotions (Salomone et al., 2019). 2. More likely to describe experiences with simple emotions, difficulty conceptualizing complex emotions (Capps et al., 1995; Kasari et al., 2001). 3. Less able to appraise the situations that elicit emotions (Losh & Capps, 2006). 4. Less likely to understand the antecedents and consequences of emotions (Losh & Capps, 2006). |
| 1. Recognizing cultural differences in the evaluation of emotions. 2. Differentiating between moods and emotions. 3. Labeling emotions and recognize relations among them. | *No Corresponding ASD Research* |
| ***Managing Emotions*** | |
| 1. Evaluating strategies to maintain, reduce, or intensify an emotional response. 2. Effectively managing others’ emotions to achieve a desired outcome. 3. Monitoring emotional reactions to determine their reasonableness. 4. Engaging with emotions if they are helpful; disengaging if not. | 1. More likely to use sub-optimal strategies for regulating emotions, and less likely to use constructive strategies like cognitive reappraisal (Jahromi et al., 2013; Samson et al., 2012). 2. Less able to respond to and manage others’ emotions due to emotion recognition deficits and lack of social competencies to do so in an appropriate and effective manner (Gaigg, 2012). 3. Emotion dysregulation, especially in childhood, that can manifest as emotional “meltdowns” or outbursts that can pose safety risks (Mazefsky et al., 2013). 4. Cognitive rigidity and perseveration associated with heightened ruminative thought and worry (Conner & White, 2018; Rieffe et al., 2011). |
| 1. Effectively managing one’s own emotions to achieve a desired outcome. 2. Staying open to pleasant and unpleasant feelings as needed, and to the information they convey. | *No Corresponding ASD Research* |

*Note.* The ASD research in the right-hand column corresponds with the numbered items on the left-hand column.