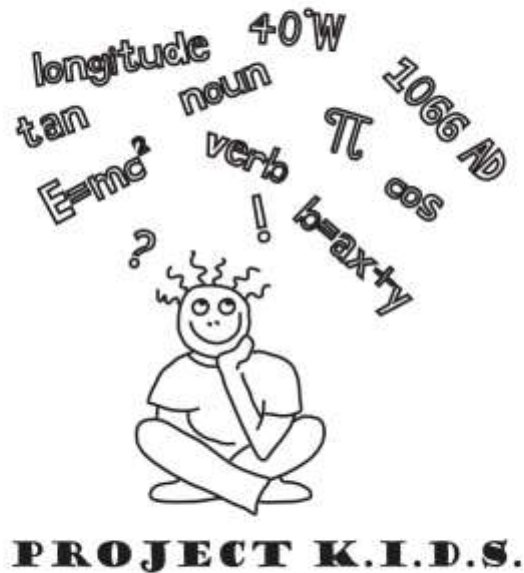


KEDS: Kids Empathy Development Scale

Project KIDS 2012 – Instructions



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Contact: We are happy to support the use of the KEDS for research. Please contact Associate Professor Corinne Reid at Murdoch University, Western Australia, for permission to use this test: (c.reid@murdoch.edu.au)

For psychometric details of this test, see:

Reid, C., Davis, H., Horlin, C., Anderson, M., Baughman, N. & Campbell, C. (2013). The Kids' Empathic Development Scale (KEDS): A multi-dimensional measure of empathy in primary school aged children. *British Journal of Developmental Psychology*. Jun;31(Pt 2):231-56. doi: 10.1111/bjdp.12002. Epub 2012 Nov 2

Instructions

General

- The Scale is to be administered individually
- The Scale is to be administered in a quite room with little activity
- The Scale uses 13 items portraying 6 emotional perspectives with two levels of difficulty for each emotion (simple and complex).
- There is no time restriction per item but the entire Scale must not exceed 20 minutes.

Administrator Instructions

- The Visual Stimulus set should be placed on the desk ensuring that only the example card (Item 1) can be seen. The Emotional Perspectives card should be on the desk with only the faces visible (the words depicting the emotional state should be covered).
- Administrator to begin by introducing themselves. Then ask the child their name and age and fill in the information, together with the child's code number, at the top of the Visual Stimulus and Visual Response Set (answer booklet) page.

"I am going to show you some pictures. These pictures will tell a story. I will ask you some questions about these pictures. There is no right or wrong answer so just try your best".

Place the Emotional Perspectives card at the top of the desk in front of the child.

"These faces show different feelings"

Point to each face and ask:

"What emotion do you think this face shows?"

If they get one or more faces incorrect, then say to the child:

"For this activity, we are going to call this face"

Once you have gone through all the faces, go back to the start and ask child to identify again.

Do not proceed if the child is unable to identify at least Happy, Sad and Angry

Proceed to Item 1:

Place example picture in front of the child.

Qu Affective: “Now I am going to show you some pictures like this. This picture tells a story. How do you think this girl feels? Pick one of the faces on the card that best matches how she feels”.

On answer sheet, circle or mark the face that matches the child’s response.

Qu Cognitive: “Can you tell me why this girl feels……?”

Qu Cognitive: “Please tell me more about what’s happening in this picture?”

Qu Behavioural: “What would you do if you were that girl?”

For items 4, 7, 8, 10 and 12 there are two people with blank faces in each picture to enable us to see whether children can take multiple perspectives in complex social situations. For these items, once you have completed questions for one person, repeat each question focussing on the other blank faced person in the picture.

If child has difficulty understanding the task, then repeat the instructions. Administrator can use their own discretion to clarify the task but **MUST** state on answer booklet how they did so.

After the child responds to the questions, maintain rapport but **DO NOT** indicate to the child whether or not their answer is correct.

PROMPTS:

In the explanation questions, if the child is not able to give you a reason for their response then you can use one of the following prompts:

“It’s hard isn’t it, Can you tell me more?”

Or **“It’s hard, isn’t it, What ideas do you have?”**

If, after a prompt is used, the child still gives you no response, then move onto the next question.

If prompting is used, the Administrator **MUST** state this and for which questions this occurred in the answer booklet.

KEDS – Scoring Guide

Scoring Example



Figure 1. Sample KEDS complex multi-perspective item: ‘Ring-a-rosie’

Table 1.

Example Scoring Criteria

Question	Example Response	Scoring Criteria	Score (0-2)
Affective (1) <i>How do you think this girl feels?</i>	Sad	Incorrect response, 'don't know' or no response	0
		Simple appropriate response to simple item.	1
		Partially correct or simple response for complex item.	1
		Complex appropriate response for complex item.	<u>2</u>
Cognitive (1) <i>Can you tell me why this girl feels sad?</i> <i>Please tell me more about what is happening in this picture.</i>	She is left out of the game	Simple or partial response.	1
		Full justification for scenario.	<u>2</u>
	The kids are playing together and this girl can't join in so she is sad.	Some (minimal) additional information is offered	1
		Additional information and reasoning given about story behind the picture.	<u>2</u>
Behavioural (1) <i>What would you do if you were that girl?</i>	Ask if I can join in.	Where an action related to a different or non-dominant emotion is given.	1
		Pro-social or other positive behaviour is stated that clearly relates to the emotion.	<u>2</u>
Affective (2) <i>How do you think this boy feels?</i>	Happy	Simple appropriate response to simple item.	1
		Partially correct or simple response for complex item.	1
		Complex appropriate response for complex item.	<u>2</u>
Cognitive (2) <i>Can you tell me why this boy feels happy?</i>	He is included in the game but then he will be sad when he sees the girl.	Simple or partial response.	1
		Full justification for scenario.	<u>2</u>
Behavioural (2) <i>What would you do if you were that boy?</i>	I would invite her to join in	Where an action related to a different or non dominant emotion is given	1
		Pro-social or other positive behaviour is stated that clearly relates to the emotion.	<u>2</u>

†Note: In the same way as it is possible for a child to correctly identify an emotional response but not to be able to provide a cognitive description or a positive behavioural response, so it is also possible for a child to gain a score for generating a prosocial or positive behavioural response despite not being able to correctly identify the emotion being experienced by the target child. This scoring system reflects the belief that it is conceptually possible (though not typical) for each element of empathy to operate independently.

