

# Observational Framework and Instrument: Protocol

<b>Name of instrument</b>	Observational framework of empathic behavior
<b>Program Target</b>	All programs, all audiences
<b>Scheduled implementation</b>	Flexible; can be pre-post with extended programs (e.g., camp, classes) or used as stand-alone with comparison to other participant groups
<b>Evaluation questions addressed with assessment</b>	Does program participation elicit audience expression of empathic behaviors? Does it encourage expression of related positive emotions (e.g., respect, appreciation, curiosity, etc.)?
<b>Outcomes being measured</b>	All (see list below)
<b>Materials needed:</b>	<ul style="list-style-type: none"> <li>• Observational checklist</li> <li>• Writing implement</li> <li>• (May also develop for iPad use)</li> </ul>
<b>Staffing requirements:</b>	<ul style="list-style-type: none"> <li>• 1 staff member required to conduct observation</li> </ul>

## How to use this Observational Framework with your program:

This observational framework is designed to be customizable to your specific program needs as some may not include every outcome. After identifying the empathy-based outcomes for your program you can remove those from the checklist that are not the intended goal. This tool can be used to either record observed behavioral indicators of individuals or of a program as a whole.

## Activity implementation:

The staff member conducting the observations should begin by familiarizing himself/herself with the list of outcomes, indicators & examples of each, below. When completing the actual checklist (see last page) the observer should note the program & audience being observed as well as noting presence of behavioral indicators that are elicited, indicated with an “x” in the appropriate box.

Observable Behavior or Engagement	Description of what to look for ( <i>example quotes</i> )
<b>1) Understands needs of an animal</b>	
A) Talks about animal’s basic needs of food and water	Recognizes our common needs of food and water <i>“He needs his breakfast”</i>
B) Talks about additional animal needs	Recognizes additional animal needs, such as social, environmental, reproductive, or activity. <i>“My dog needs to get exercise and go for a walk every day.”</i>
C) Compares self to animal (similarities)	<i>“I like playing with my brother too, just like the gorilla.”</i> <i>“She likes to swim too!”</i> <i>“Both you and the tortoise eat apples”</i>
D) Contrasts self to animal (differences)	<i>“The lizard likes bugs for breakfast, but I like waffles.”</i>
<b>2) Able to take perspective of animals</b>	
A) Predicts or speaks to animal’s state or emotion	<i>“I think he’s mad”</i> <i>“Maybe it’s hungry”</i>
B) Provides reasonable explanation for prediction of emotion	<i>“It’s so hot outside. I think that tiger is happy to be swimming right now.”</i> <i>“That octopus seems really relaxed. They’re a paler color when they’re relaxed.”</i>
C1) Mimics the behavior of an animal – prompted or cued by presenter	Cued or prompted by presenter to pretend to act like an animal or make animal vocalizations.

C2) Spontaneously mimics the behavior of an animal	Pretends to act like an animal or makes animal vocalizations spontaneously, without being cued.
<b>3) Has compassionate concern for animals</b>	
A) Shows concern for the direct well-being of an animal	Comments on well-being of the animal they are observing. <i>"I think I'm scaring the snake."</i> <i>"Is it safe for the smaller fish to share a tank with the sharks?"</i>
B) Expresses ways people can contribute to animal's direct well-being	<i>"If we use slow movement the animal won't freak out".</i> <i>"Be sure to put the rock back after you flip it over so the crab feels safe."</i>
<b>4) Shows positive behavior towards animals</b>	
A) Touches animal gently on their own	Is gentle; Pets in better direction; uses one or two fingers, etc.
B) Touches animal gently with help from caregiver	Caregiver directs child to touch animal gently
C) Self-regulates behavior to make animal feel safe or calm	Sits still; Stays quiet; Acts to make animal comfortable
D) Adjusts or corrects own behavior to be more positive around animal	Touches again, but more gently; Reduces speaking volume or movement
E) Corrects behavior of others to be more positive around animal	Models or corrects other's behavior. <i>"No, just use two fingers to touch him. Like this."</i>
<b>5) Has desire/wants to help animal(s)</b>	
A) Wants to take action to directly help an animal	Expresses desire to help individual animal they are observing. <i>"I want to turn that turtle back over. Do you think he can do it on his own?"</i>
B) Wants to take action to help animals in general	Wanting to help animals in general, such as populations or species. <i>"I want to help otters"</i>
C) Mentions way they can help animal	<i>"Next time I'm at the beach we have to be more careful where we're stepping so we don't hurt the animals"</i>
D) Shares with others actions they can help animal	Shares information to staff/volunteers/group members. <i>"Recycling is one thing you can do to help animals"</i>

## Related Emotions

<b>6) Has interest or curiosity towards animal</b>	
A) Observes animal closely	Watches animal with expressed interest; focused attention.
B) Verbalizes observations of animal	Comments on their own observations. <i>"I can see him breathing."</i>
C) Seeks information about animal	Asks question to staff/volunteer/group member about the animal. Looks for information on sign.
D) Wants to observe longer or for second time	Comes back for a second look at an animal. Asks for animal to stay out longer.
<b>7) Has appreciation/respect for animal</b>	
A) Verbalizes appreciation, gratitude or love for animal	<i>"I love wolf eels. They're like old men"</i>
B) Shows non-verbal appreciation/love towards animal	Laughs, smiles at animal
C) Verbalizes positive feelings about animal's characteristics.	<i>"That tiger is so beautiful".</i> <i>"I can't believe how smart octopus are."</i>

<b>8) Recognizes animal as individual with own agency</b>	
A) Comments on animal's independent movements	<i>"Woah, look at the sea urchin moving."</i>
B) Uses pronouns/personal name of animal	Refers to animal as a "he" or "she" or by name, such as Barney (harbor seal)
C) Greets or says goodbye to animal	Waves to animal or says <i>"Hi Barney"</i>
D) Speaks to animal (beyond greeting)	<i>"Barney, you sure do love to eat fish don't you?"</i>
E) Nonverbally soliciting animal to come closer	For instance, patting their lap to encourage an animal to come closer, or sit on their lap.
<b>9) Engages in direct action to help animal</b>	
A) Provides care for an animal directly	Grooms, feeds, provides enrichment
B) Protects or reduces danger to animal	Takes action to make safer situation for an animal, such as moving animal off a path, places rock back after lifting.
<b>10) Caregivers support positive behavior and attitudes</b>	
A) Caregiver uses pronoun/animal's name	Uses "he/she" or animal name when talking about animal
B) Caregiver models gentle touch	Demonstrates how to touch animal gently
C) Caregiver reinforces positive behavior around animal	<i>"Great job being gentle"</i>
D) Caregiver talks about animal's emotional state	<i>"He's happy to see you."</i>

# Program Observation Instrument

Data Sheet # \_\_\_\_\_

## Age Brackets

K1=age 5-8  
K2= age 9-12  
K3 = teen  
adult 18+

Observed Activity: Empathy-Kids@Exhibit PostGNP Open

Animal(s) in program: circle one exhibit

Observer:

Date:

Vervet Monkey

Baboon

Observable Behavior or Engagement	obs. 1	obs. 2	obs. 3	obs. 4	obs. 5	Supporting evidence/notes
Who is being observed						
Time Spent						
<b>1) Understands needs of an animal</b>						
A) Talks about animal's basic needs of food and water						
B) Talks about additional animal needs						
C) Compares self to animal (similar						
D) Contrasts self to animal (different						
<b>2) Able to take perspective of animals</b>						
A) Predicts or speaks to animal's state or emotion						
B) Provides reasonable explanation for prediction of emotion						
C1) Mimics the behavior of an animal – prompted or cued by presenter						
C2) Spontaneously mimics the behavior of an animal						
<b>3) Has compassionate concern for animals</b>						
A) Shows concern for the direct well-being of an animal						
B) Expresses way to contribute to animal's direct well-being						
<b>4) Shows positive behavior towards animals</b>						
A) Touches animal gently on their own						
B) Touches animal gently with help from caregiver						
C) Self-regulates behavior to make animal feel safe or calm						
D) Adjusts or corrects own behavior to be more positive around animal						
E) Corrects behavior of others to be more positive around animal						
<b>5) Has desire/wants to help animal(s)</b>						
A) Wants to take action to directly help an animal						
B) Wants to take action to help animals in general						
C) Mentions way they can help animal						
D) Shares with others actions they can help animal						

Related Observable Emotions	obs. 1	obs. 2	obs. 3	obs. 4	obs. 5	Supporting evidence/notes
<b>6) Has interest or curiosity towards animal</b>						
A) Observes animal closely						
B) Verbalizes observations of animal						
C) Seeks information about animal						
D) Wants to observe longer or for second time						
<b>7) Has appreciation/respect for animal</b>						
A) Verbalizes appreciation, gratitude or love for animal						
B) Shows non-verbal appreciation/love towards animal						
C) Verbalizes positive feelings about animal's characteristics.						
<b>8) Recognizes animal as individual with own agency (see comments section below)</b>						
A) Comments on animal's independent movements						
B) Uses pronouns/personal name of animal						
C) Greets or says goodbye to animal						
<b>9) Engages in direct action to help animal</b>						
A) Provides care for an animal directly						
B) Protects or reduces danger to animal						
<b>10) Caregivers support positive behavior and attitudes</b>						
A) Caregiver uses pronoun/animal's name						
B) Caregiver models gentle touch						
C) Caregiver reinforces positive behavior around animal						
D) Caregiver talks about animal's emotional state						

Additional notes:

**Related Emotions 8 Continued (List Obs #)**

**D) Speaks to animal (beyond greeting):**

**E) Nonverbal soliciting animal to come closer:**