



Empathy Assessment Plan

Overview:

The assessment of empathy will be in the context of an evaluation of a pilot program. While there is the potential in future years (or even later this year) to have this be framed as research, the current pandemic adds complexity to an already complex intervention (preschool, SEL curriculum, nature play, diverse target audience, empathy strategies, zoo setting, etc). Also it may be difficult to have comparison groups that are similar enough in terms of demographics and who are operating “normally” during this time.

This year, we will use two instruments administered by the preschool director as a pretest in fall and posttest in spring (one measuring empathy with humans and with animals, and the second measuring affinity toward nature). This will be supplemented by a parent questionnaire that measures the three dimensions of empathy, which parents will be encouraged to complete in the fall and spring. Additionally, the preschool teacher will use the SEL domain of the MN ECIP to assess where preschoolers are toward the beginning of the year, and again at the end of the year. The questions of interest are:

- Does zoo preschool participation support an increase in empathy with humans, empathy with animals (pets as well as backyard wildlife), and affinity toward nature?
- Is there a relationship among these three/four constructs?
- Does the young children’s measure of empathy (with humans) correlate with scores on the other two measures (parent rating on EM-QUE and teacher rating of ECIP SEL)?

While the focus of this pilot study is “can this multifaceted intervention work?,” ongoing and further research will be needed to investigate why and how these strategies work individually and in concert with each other. Future research might entail how these changes in and relationships among these constructs compare to changes and relationships in a farmyard nature preschool, a non-animal focused nature preschool, and a traditional non-nature preschool (which would allow a better understanding of what among the possible variables may be influential in supporting desired outcomes). In order to accomplish this, however, further research will also have to include measures of fidelity of implementation, to document and describe what teachers are doing (how the philosophies/strategies translate into on-the-ground practices) in order to better understand how the practices and strategies support empathy development.

1) Modified Young Children’s Empathy with Humans and Animals Measure (administered by the director)

Source: Poresky R. (1990). The young children's empathy measure: Reliability, validity and effects of companion animal bonding. *Psychology Report, 66(3 Pt 1)*, 931-936.

The instrument used in this pilot project is adapted from Poresky (1980). Poresky's *Young Children's Empathy with Humans and Animals* measure is comprised of four verbal vignettes for home visitors to read to preschool children to probe their cognitive understanding and affective responses to situations involving sadness, fear, anger, and happiness. For each of the four vignettes, an interviewer asks and then writes down the responses on the two aspects of empathy by asking the child "How does the child feel?" (cognitive perspective taking) and "How do you feel about this?" (affective empathy/emotional sharing). The accuracy ratings for the perspective taking responses were: 4 = exact match to the intended emotion; 3 = similar emotion; 2 = some emotion; 1 = non-emotional response; and, 0 = no response. Empathy scores were calculated by averaging the eight accuracy scores for each child. The empathy vignettes are in the original instrument are: Sadness ("A child has just lost its best friend."); Fear ("A child is chased by a big, nasty monster."); Anger ("A child really wants to go out but is not allowed."); Happiness ("A child is going to his/her favorite park to play."). Additionally, the vignettes are asked a second time in the context of a pet dog to assess empathy with animals.

The St. Louis Zoo has used a similar assessment (source is unknown). They used the questions: How does the animal feel? How do you feel? The vignettes are: The animal's/child's best friend has flown/moved away; The animal/child hears a thunderstorm with loud thunder and bright lightening; The animal/child is going to play with its favorite toy; and Another animal/child steals this animal's favorite toy.

For this pilot with LSZ Preschool, we will modify this approach to use slightly different vignettes and have a total of 12 vignettes (4 for empathy with humans, 8 for empathy with animals (4 with pet, 4 with backyard wildlife)); also, we will include the question "What would you do" (to assess empathic concern). Thus, the three questions for each vignette are:

- How would the child/animal feel? (cognitive empathy: feelings identification and perspective taking)
- How do you feel about the child's/animal's situation/scenario? (emotional empathy: emotional sharing)
- What would you do or say to the child/animal? (motivational empathy) (asked for all vignettes but the happy one).

A decision was made, based on advisory input, to use faces where gender is not clearly apparent, and refer to the child in the picture as a child (rather than girl or boy), to avoid adding in a confounding variable and having the responses potentially be influenced by degree of familiarity/similarity to the preschool participant. Because of the possibility of a child having prior negative experiences with dogs, the child will be asked if they would like to see pictures of/talk about a dog or a cat, and then based on the child's response, that set of pictures would be used (recognizing that it introduces a confounding variable, as the pictures used – cat v. dog – may not illustrate the same degree of emotion, and thus photo variability could explain differing responses, rather than differing degrees of empathy). Also, the decision was made to use an open-ended response format, where the child generates the name of the emotion in the scenario, rather than having the child choose from a set of four choices (does this child feel happy, sad, scared, or mad?). This was guided by a set of studies by Cassels and Birch (2014) that investigated the differences between open-ended and fixed choice response formats in assessing empathy in children. They found using an open-ended response option allowed young children to provide responses that captured emotional significance using age- or ability-appropriate language. Responses were unrelated to verbal ability, which would seem counterintuitive due to the verbal demands of generating words; however, if study participants reached the minimum verbal ability required to simply speak about emotions, researchers speculated that verbal ability didn't influence scores on the assessment due to the valence-based nature of the coding system (a child who responds with "Happy" to a positive-valence item would be as correct as a child with a higher verbal ability who may identify it as "Ecstatic" or "Joyful"). Verbal ability predicted differences in terms of nuanced language used within a particular valence, but not performance per se. Further, the open-ended responses allowed researchers to focus on the perceptual recognition of the expression (rather than a combination of

expression recognition and word recognition), and the researchers concluded it provided a more accurate assessment of a child's ability to read perceptual cues to emotions and consequently was a more representative of real-life emotion recognition situations and therefore also a more ecologically valid task.

Scoring will be after the assessment has been administered, using a scoring approach has been modified from what was used in the Poresky (1980) measure. For cognitive and affective empathy, scoring potentially will be as follows:

- 3 = relevant emotional response to the scenario and photo facial expression (perceiving the cues from the situation and from the facial expression combined; for example, for scenario about going to the playground, response of "happy" or "excited" or "joyful")
- 2 = emotional response that is relevant to either the scenario *or* the photo facial expression (for example, response of surprised, as it matches the scenario but not the photo)
- 1 = emotional response that doesn't fit either the scenario or the photo (for example, "scared")
- 0 = non-emotional response or no response (for example, describing what the child is doing in the picture v. a feeling/emotion; or the child telling you about a playground they like to visit).

For motivational empathy, scoring will be as follows:

- 3 = response that reflects care or concern and is relevant to the scenario and photo expression (for example, for the child who lost the toy, "I would help look for it" or "I would give the child one of my toys" or "I would try and cheer her up")
- 2 = response that reflects care or concern that is relevant to either the scenario or photo (but not both) (for example, "I would get her a band-aid" as it could be relevant to the girl with sad face but not the scenario of losing a toy)
- 1 = response that reflects care or concern that is not relevant to either the scenario or photo (for example, "I would give her a drink of water")
- 0 = response that doesn't reflect care or concern or no response.

Due to the potential subjectivity in scoring, it will be necessary to have multiple people review the responses and provide a numerical score, toward coming to an agreed upon score for each response (One advisor suggested: We can build a rubric for if a child says something that isn't an emotion, how it is coded- ie. hot=angry, sleepy=?, disappointed=sad. I think the open-ended is a more detailed and accurate account, not just of their vocabulary, but their experience in understanding the depth of emotions.) In addition to the limitation of subjectivity in scoring, another potential limitation for the emotional empathy scoring is that a preschooler who, in response to the thunderstorm scenario for example, indicates fear for the cognitive empathy question or fear for the affective empathy question, may be responding based on their own fear of storms and independent or apart from the child being described in the scenario and depicted in the photo; thus the scoring may not reflect the preschooler's true level of empathy, but instead their recognition and description of their own emotions to the event in the scenario). Another assumption being made in this instrument is that animals (specifically dogs) can feel angry, in addition to afraid, happy, and sad. It is not clear if one's empathy with dogs would be similar to one's level of empathy with other animal species, and particularly with animals that are less familiar or less liked.

Note: The human photos used in this pilot study were from the Pyramid Model (challengingbehaviors.org).

Administration notes: Photos should be on individual pieces of paper, with the child shown only the photo that matches the scenario being described (so as not to confuse or distract). Conduct this assessment separately from the affinity with nature puppet instrument, so to make duration manageable for young children. In whatever way the assessments are broken down (into the empathy vignettes and the affinity or further into 3 or 4 administration periods/child), the same should be done for all children.

Modified Young Children's Empathy with Humans and Animals Measure

Name:

Circle: Pretest Posttest

Date:

Empathy with Humans

*For each of the questions, write down the child's verbal response; if no verbal response, briefly describe the child's facial expression or body language

"How does this child feel?"

Cognitive Empathy (CE)

"How do you feel about this child who...(gets to play at their favorite playground)?"

Affective Empathy (AE)

"What would you do for or say to this child who....(can't find their toy)?"

Motivational Empathy (ME)

Scoring (do not fill in during child interview):

CE AE ME

This child gets to go their favorite playground. There are a lot of fun slides, swings, and things to play on that this child really likes. **(happy)**

n/a

n/a

This child has favorite toy that they like very much. One day the toy gets lost and the child can't find it. The toy is gone and the child can't play with it anymore. **(sad)**

It is nighttime. This child was sleeping but wakes up because they hear very loud cracks of thunder and then they sees bright flashes of lighting. **(scared)**

This child got a new toy for their birthday that they like to play with very much. While this child was playing with their new toy, another child came up and took it right out of their hands without asking and ran away with it. **(mad/angry)**

Empathy with Animals <i>*First ask: would you like to look at pictures of a dog or cat? Circle: Dog Cat</i>	<i>"How does this dog/cat feel?"</i>	<i>"How do you feel about the dog/cat who.... (gets to play with his favorite toy)?"</i>	<i>"What would you do for or say to the dog/cat who ...(has no kids to play with)?"</i>	Scoring (do not fill in during child interview):		
				CE	AE	ME
This dog/cat sees his owner coming with his favorite toy. The dog is going to get to play with his toy. (happy)			n/a			n/a
This dog/cat loves to play with kids. The kids are gone all day and the dog has no one to play with and has to sit alone all day. (sad)						
This dog/cat is hears loud thunder, and then sees lightning. The sky is dark and then there is more loud thunder. (scared/afraid)						
This dog/cat was playing with his favorite toy and another big dog came along and grabbed the toy away. (mad/angry)						
Empathy with Wildlife	<i>"How does this squirrel feel?"</i>	<i>"How do you feel about the squirrel who....?"</i>	<i>"What would you do for or say to the dog/cat who ...?"</i>	Scoring (do not fill in during child interview):		
				CE	AE	ME
This squirrel is running around in the park looking for acorns and at first can't find any. But then he looks a bit more and finds a whole pile of acorns! (happy)			n/a			n/a
This squirrel loves to play with other squirrels. But one day, all the other squirrels in						

the park are gone and the squirrel has no one to play with and has to sit alone all day. (sad)						
This squirrel hears loud thunder, and then sees lightning. The sky is dark and then there is more loud thunder. (scared/afraid)						
This squirrel was busy collecting acorns to eat and had a big pile gathered that he was going to save for winter. But then another squirrel came along and snatched all the acorns from the pile and took them away. (mad/angry)						

Empathy with humans:

Total cognitive perspective taking ____/12

Total emotional sharing ____/12

Total empathic concern ____/9

Empathy with animals (dog/cat):

Total cognitive perspective taking ____/12

Total emotional sharing ____/12

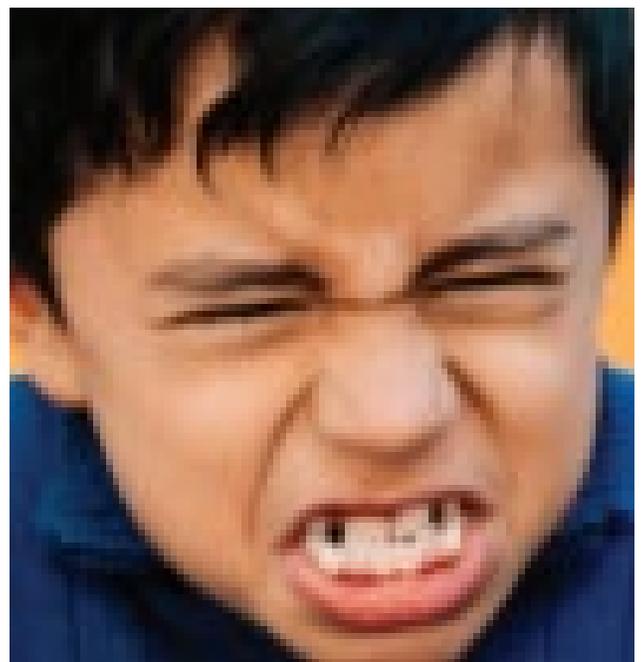
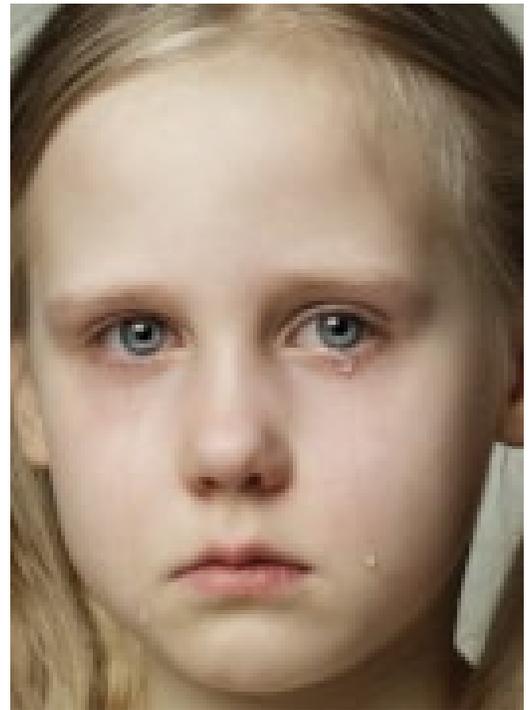
Total empathic concern ____/9

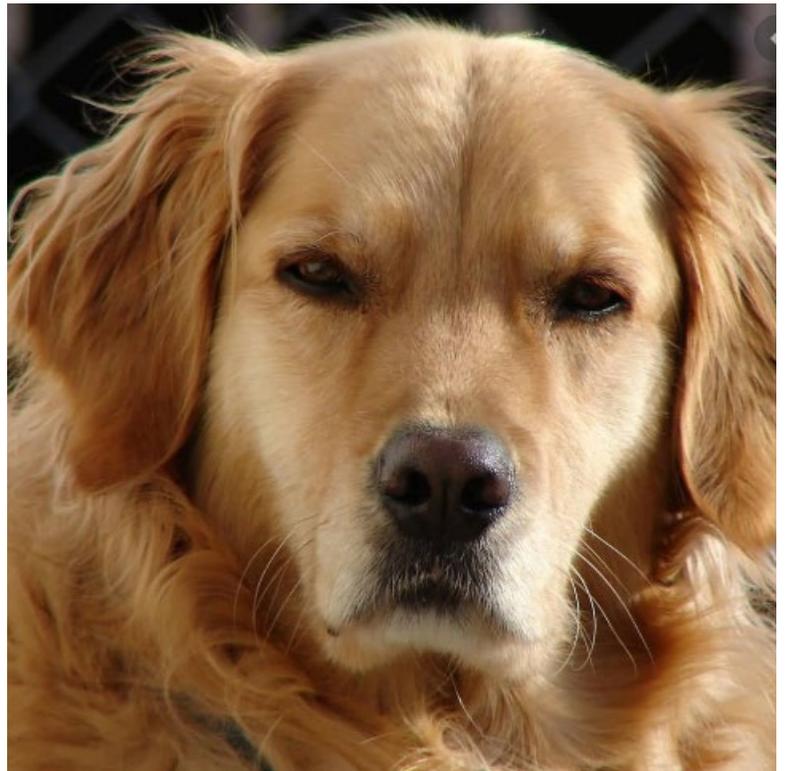
Empathy with wildlife (squirrel):

Total cognitive perspective taking ____/12

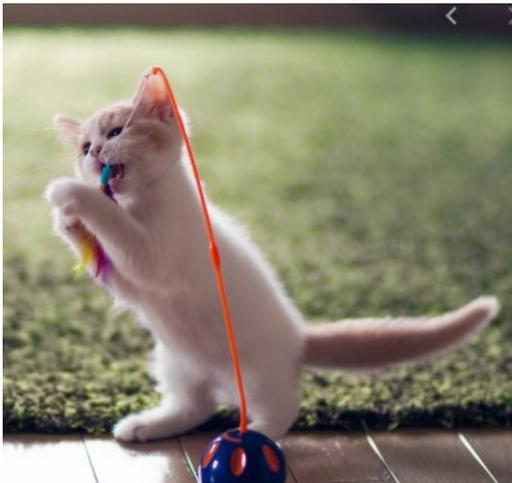
Total emotional sharing ____/12

Total empathic concern ____/9





(first four are "happy" – not sure which is best and parallel to the dog in terms of similar level of happiness shown)





2) Em-Que Parent Questionnaire (provided by director to parents, parents complete)

Source: Rieffe, C., Ketelaar, L., & Wiefferink, C.H. (2010). Assessing empathy in young children: Construction and validation of an empathy questionnaire (EmQue). *Personality and Individual Differences*, 49, 362–367.

Parents/guardians complete this questionnaire (sent home with the child for parents to fill out and return). The EmQue consists of 20 items representing three facets of empathy that should be observable in young children: (a) Emotion Contagion (items 1-7), (b) Attention to Others' Feelings (items 8-14), and (c) Prosocial Actions (items 15-20). Parents can rate the degree to which each item, reflecting a type of behavior, applied to their child over the past two months on a 3-point scale (0 = never, 1 = sometimes, 2 = often).

Dear Parents/Guardians,

Please complete the items below for your child that attends the Zoo Preschool. Please respond based on what is true for your child, not on what is true for other children or based on what you'd like to see in your child. There are not "right" answers, and responses are confidential! Thank you so much for your time!

Date: _____

Over the last two months, about how often does your child respond in the following ways to the situations described below:

Please circle one

When another child cries, my child gets upset too	Never	Sometimes	Often
My child also needs to be comforted when another child is in pain	Never	Sometimes	Often
When another child makes a bad fall, shortly after my child pretends to fall too	Never	Sometimes	Often
When another child is upset, my child needs to be comforted too	Never	Sometimes	Often
When another child gets frightened, my child freezes or starts to cry	Never	Sometimes	Often
When other children argue, my child gets upset	Never	Sometimes	Often
When another child cries, my child looks away	Never	Sometimes	Often
When my child sees other children laughing, he/she starts laughing too	Never	Sometimes	Often
When an adult gets angry with another child, my child watches attentively	Never	Sometimes	Often
My child looks up when another child laughs	Never	Sometimes	Often
When adults laugh, my child tries to get near them	Never	Sometimes	Often
My child looks up when another child cries	Never	Sometimes	Often
When another child is angry, my child stops his own play to watch	Never	Sometimes	Often
When other children quarrel, my child wants to see what is going on	Never	Sometimes	Often
When I make clear that I want some peace and quiet, my child tries not to bother me	Never	Sometimes	Often
When another child starts to cry, my child tries to comfort him/her	Never	Sometimes	Often
When another child gets upset, my child tries to cheer him/her up	Never	Sometimes	Often
When I make clear that I want to do something by myself, my child leaves me alone for a while	Never	Sometimes	Often
When two children are quarrelling, my child tries to stop them/assist	Never	Sometimes	Often
When another child gets frightened, my child tries to help him/her	Never	Sometimes	Often

3) SEL Indicators of Progress (administered by teacher)

Source: MN Early Childhood Indicators of Progress (2017)

This rating will be used with each child to measure social and emotional learning, with the teacher circling which indicator best describes the child, for each subcomponent, AFTER spending several weeks/a month getting to know the child. This same process will be used again toward the end of the preschool year. The teacher should rate based on actual observations (v. assumptions) about the child, indicating for each benchmark in the ages 2-3, 3-4, and 4-5 columns if the child doesn't show this yet, meets, or exceeds the benchmark. While this could be done more formally, this is being used more informally to supplement the other empathy measures, particularly in light of empathy being embedded within SEL.

Child's Name:

Circle: Pre Post

Date:

Self and Emotional Awareness Component of SEL

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	Not Yet = 0 Meets = 1 Exceeds = 2 S1.5: S1.6: S1.7: S1.8: S1.9: S1.10: S1.11: S1.12: S2.3: S2.4 S2.5: S2.6: S2.7: S3.5: S3.6: S3.7: S3.8: S3.9: S3.10:
SE 1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes, and I can move on"	S1.1 Independently prompts caregiver to meet basic needs S1.2 Uses voice or body to show likes and dislikes	S1.3 Independently attempts new challenges or activities that may or may not be successful S1.4 Checks with and accepts support from adult or caregiver when necessary	S1.5 Demonstrates or describes personal skills, likes, or dislikes S1.6 Seeks help from adult to meet needs or solve problems S1.7 Seeks out available social-emotional resources such as adults, peers or things for support	S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support	S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas S1.11 Engages in increasingly independent and self-directed activities S1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed	
S2 Self-Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world	S2.1 Explores the world and environment around self and how things work	S2.2 Demonstrates awareness of self as separate from others	S2.3 Identifies self as part of the family, culture, community, or group S2.4 Describes or labels self as a boy or girl	S2.5 Demonstrates knowledge of family celebrations, traditions, and expectations	S2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities	
					S2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others	
S3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors	S3.1 Expresses emotions through facial expressions, sounds, and gestures S3.2 Notices and responds to emotions displayed by others	S3.3 Expresses feelings, needs, and wants with nonverbal communication, vocalizations, and a few words S3.4 Associates emotions with words and expressions	S3.5 Recognizes and describes own emotions S3.6 Shows some understanding of others' emotional expressions	S3.7 Uses words to express emotions S3.8 Recognizes and responds to others' emotional expression	S3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions S3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors	

Self-Management Component of SEL

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	
S4 Managing thinking: Child manages attention and thoughts	S4.1 Briefly pays attention to environmental stimuli S4.2 Indicates a choice with physical or vocal response	S4.3 Focuses attention on preferred items and experiences S4.4 Expresses thoughts by responding to simple choices and limits verbally or nonverbally, S4.5 Anticipates and follows simple routines	S4.6 Frequently pays attention to both familiar and new objects and experiences S4.7 Chooses from a variety of options within the environment S4.8 Responds to soothing or redirection when playing or learning does not go as expected	S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities S4.10 Makes self-directed choices from a greater variety of options S4.11 Increasing ability to remember and follow simple two-step directions	S4.12 Sustains attention and persistence with a task of interest for at least 5 minutes S4.13 Talks through simple tasks and conflicts, seeking adult support as needed	Not Yet = 0 Meets = 1 Exceeds = 2 S4.6: S4.7: S4.8: S4.9: S4.10: S4.11: S4.12: S4.13:
S5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently	S5.1 Uses simple behaviors, objects, or movements to comfort and calm self with caregiver assistance S5.2 Communicates needs or wants to adults using simple gestures, sign language, or sounds S5.3 Uses sounds, sign language, or gestures to gain adult help to alleviate discomfort or distress S5.4 Responds to adult efforts to calm or soothe S5.5 Uses behaviors, objects, or movements to comfort self	S5.6 Expands use of sign language, gestures, and a few words or phrases to communicate needs, wants, preferences, and discomforts to adults S5.7 Actively seeks adult help using sounds, gestures, or some words when feeling strong emotions, either positive or negative S5.8 Anticipates and actively avoids or ignores situations that cause discomfort	S5.11 Uses a wide variety of self-comforting behaviors S5.12 Communicates specific needs, wants, and discomfort to adults S5.13 Anticipates the need for comfort and tries to prepare self for changes in routine	S5.16 Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance	5.21 Increasingly expresses feelings, needs, opinions and desires verbally 5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, grocery store)	S5.11: S5.12: S5.13: S5.14: S5.15: S5.16: S5.17: S5.18: S5.19: S5.20: S5.21: S5.22:
		S5.9 Follows simple routines, expectations, and boundaries to help manage own emotions and behavior S5.10 Tolerates brief delays in getting needs met	S5.14 Follows simple expectations to manage emotions and behaviors, but may require reminders or assistance, particularly during more intense feelings or circumstances S5.15 Waits briefly to obtain something desired	S5.19 Demonstrates the ability to delay gratification for longer periods of time S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and the community	5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance 5.24 Shows increasing ability to stop and think before acting	S5.23: S5.24:

Social Understandings and Relationships Component of SEL

Subcomponent	0-1 year	1-2 years	2-3 years	3-4 years	4-5 years, K Readiness	
S6 Social responsiveness: Child notices and responds to others and their emotions	S6.1 Shows interest or reacts to others' emotions	S6.3 Imitates others' emotions and expressions	S6.5 Identifies others' basic emotional cues	S6.7 Shows understanding, empathy, and compassion for others through words or gestures	S6.9 Appropriately labels increasingly complex emotions in others (e.g., pride, embarrassment, jealousy)	Not Yet = 0 Meets = 1 Exceeds = 2 S6.5: S6.6: S6.7: S6.8: S6.9: S6.10: S6.11:
	S6.2 Responds to others' emotional tone and actions	S6.4 Shows some individual response to others' emotional tone	S6.6 Shows concern for others through efforts to help or comfort	S6.8 Labels others' emotions	S6.10 Responds appropriately to others' emotions S6.11 Shows increasing understanding and appreciation of the perspectives of peers	
S7 Building relationships: Child establishes and sustains relationships with others	S7.1 Shows a preference for a trusted adult	S7.3 Shows preferences for one or more adults or children	S7.6 Seeks out familiar adults and children for conversation and play	S7.8 Shares information and participates in activities with adults and peers	S7.9 Builds friendships through play, learning activities and conversation with peers	S7.6: S7.7: S7.8: S7.9: S7.10: S8.4: S8.5: S8.6: S8.7: S8.8: S8.9: S8.10: S8.11: S8.12:
	S7.2 Notices or responds to others	S7.4 Shows some awareness or caution with unfamiliar adults S7.5 Uses trusted adult(s) as a base from which to explore	S7.7 Manages routine separations with decreasing amount of distress		S7.10 Uses trusted adults for support in diverse settings (e.g., classroom, outside) when in need of assistance.	
S8 Social skills: Child responds to and interact with others in a meaningful way	S8.1 Notices others and chooses similar materials or copies actions	S8.2 Play with others in a parallel manner	S8.4 Enters play groups using various strategies	S8.7 Initiates, joins, and sustains cooperative play and conversations with others S8.8 Shows concern, respect, care, and appreciation for others and the environment S8.9 Actively helps solve problems with others S8.10 Takes turns	S8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults	
		S8.3 Recognizes similarities and differences between self and others	S8.5 Seeks a preferred playmate S8.6 Shows flexibility in roles during play		S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed	

4) Young Children's Affinity toward Nature (administered by the director)

Source: Rice, Camilla and Julia C. Torquati (2013). "Assessing Connections between Young Children's Affinity for Nature and Their Experiences in Natural Outdoor Settings in Preschools." *Children, Youth and Environments* 23(2): 78-102

This instrument measures children's affinity toward nature and will be administered by preschool director, as a pre and post-interview. The interview items are presented to children for role-play using hand-held puppets. Each child is shown two puppets. Presented, one with a "biophilic" attitude toward nature and one with a "non-biophilic" attitude toward nature. Two sets of puppets are available, with children selecting which set to use. Then for each item, the child is asked which puppet they are like. For example, "This child likes to watch animals like squirrels and rabbits (biophilic) and this child thinks it's boring to watch animals (non-biophilic)." Next, the child was asked, "Which little child is more like you?" The person administering the assessment circles the response on the form shown below.

Child's Name:

Circle: Pretest Posttest

Date:

Score: (total the number of circled responses on left side): /10

**note, phrasing below is from original instrument is boy/girl; to align with our other instruments, we will use the phrasing 'this child' rather than boy or girl*

Which of the (boys/girls) are you like? (circle based on child's response)

- | | |
|--|--|
| 1. This boy/girl likes to play outside. | This boy/girl likes to play inside. |
| 2. This boy/girl likes to dig for worms. | This boy/girl doesn't like to dig for worms. |
| 3. This boy/girl likes to splash in puddles. | This boy/girl doesn't like to splash in puddles. |
| 4. This boy/girl likes to catch bugs and look at them. | This boy/girl doesn't like to catch bugs and look at them. |
| 5. This boy/girl likes to watch animals like birds, squirrels and rabbits. | This boy/girl doesn't like to watch animals like birds, squirrels and rabbits. |
| 6. This boy/girl likes to play in creeks and lakes. | This boy/girl doesn't like to play in creeks and lakes. |
| 7. This boy/girl likes to play with sticks, leaves, and pine cones. | This boy/girl doesn't like to play with sticks, leaves, and pine cones. |
| 8. This boy/girl likes to listen to birds singing. | This boy/girl doesn't like to list to birds singing. |
| 9. This boy/girl likes to look at the stars and moon. | This boy/girl doesn't like to look at the stars and moon. |
| 10. This boy/girl likes to learn about wild animals. | This boy/girl isn't interested in learning about wild animals. |

Parent Notification/Opt-out Form (provided to parents by director/teacher, along with the EMQUE)



Hello Parents and Guardians,

The Lake Superior Zoo School received funding as part of a larger project to support empathy toward wildlife and wildlife conservation. We would like to collect information that will help us improve our preschool programming and continue to provide programming for your child by demonstrating the effectiveness of this program. We are inviting you and your child to participate in this evaluation. Your participation involves filling out the short questionnaire included with this form. If you agree to allow your child to participate, your child will have a chance to hear the preschool teacher/director read several short scenarios and then will ask your child a few questions (for example, this dog sees his owner coming outside with the dog's favorite toy; how do you think the dog feels?) The preschool teacher also will play a short game with your child, where the child is shown two puppets (for example, playing one who likes playing outside with sticks and pinecones, and one who doesn't); the teacher will ask your child which puppet she/he is like. These short activities will be done within the classroom and during a time where your child won't miss out on other activities. We anticipate each activity will take 5 minutes or less.

You and your child's participation in this evaluation is voluntary. You are free to allow or not allow your child to participate. If you choose to allow your child to participate and if your child is willing to participate, your child can skip any of the questions he/she does not wish to answer and he/she may choose to stop participating in the evaluation at any time without consequence. You also can skip any questions on the attached questionnaire. Participation in the evaluation is not required, nor does it affect your child's ability to participate in future programming. There is no foreseeable risk nor direct benefit to participating in the evaluation. All information you and your child provide for this evaluation will be confidential. The data provided for this evaluation will be summarized across Zoo preschoolers, and neither your name nor your child's name nor identifying information will be a part of any evaluation reports.

If after reviewing this information you have questions, you can contact your child's teacher. If you **do not want your child to** participate, please sign below and return this form with your child. If you are ok with your child participating, you do **not** need to sign this form nor return it, but please complete and return the attached questionnaire).

Thank you for your consideration!

I do **not** want my child to participate in this evaluation.

Child's Name: _____ Parent signature: _____