

THE EMPATHY CONTINUUM SCORING MANUAL  
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CONTENTS

Addenda to the Empathy Continuum (EC) Scoring Manual . . . . . 5

    Introducing a Stimulus Set . . . . . 5

    Confusions between Sympathy and Empathy . . . . . 5

    Scoring Sympathy and Empathy . . . . . 5

    Some Specific Questions and Answers . . . . . 7

Introduction to the Empathy Continuum Scoring Manual . . . . . 10

    References . . . . . 12

    Table 1. The EMPATHY CONTINUUM (EC) Scoring System . . . . . 13

    Table 2. EC Vignettes Used to Provide Examples. . . . . 15

EXAMPLES OF EMPATHY CONTINUUM SCORING . . . . . 16

    LEVEL I . . . . . 16

        EC SCORE 0 EXAMPLES . . . . . 16

        EC SCORE 1 EXAMPLES . . . . . 17

    LEVEL II . . . . . 18

        EC SCORE 2 EXAMPLES . . . . . 18

        EC SCORE 3 EXAMPLES . . . . . 19

        EC SCORE 4 EXAMPLES . . . . . 20

    LEVEL III . . . . . 21

        EC SCORE 5 EXAMPLES . . . . . 21

        EC SCORE 6 EXAMPLES . . . . . 22

        EC SCORE 7 EXAMPLES . . . . . 23

    LEVEL IV . . . . . 24

        EC SCORE 8 EXAMPLES . . . . . 24

        EC SCORE 9 EXAMPLES . . . . . 25

        EC SCORE 10 EXAMPLES . . . . . 26

    LEVEL V . . . . . 27

EC SCORE 11 EXAMPLES . . . . .	27
EC SCORE 12 EXAMPLES . . . . .	28
EC SCORE 13 EXAMPLES . . . . .	29
LEVEL VI . . . . .	30
EC SCORE 14 EXAMPLES . . . . .	30
EC SCORE 15 EXAMPLES . . . . .	31
EC SCORE 16 EXAMPLES . . . . .	32
LEVEL VII . . . . .	33
EC SCORE 17 EXAMPLES . . . . .	33
EC SCORE 18 EXAMPLES . . . . .	34
EC SCORE 19 EXAMPLES . . . . .	35
 SOME MORE DIFFICULT EXAMPLES OF THE EMPATHY CONTINUUM . . . . .	 36
LEVEL I EXAMPLE . . . . .	36
LEVEL II EXAMPLE . . . . .	36
LEVEL III EXAMPLE . . . . .	36
LEVEL IV EXAMPLES . . . . .	38
LEVEL V EXAMPLES . . . . .	40
LEVEL VI EXAMPLES . . . . .	41
LEVEL VII EXAMPLE . . . . .	42
 PRACTICE SECTION . . . . .	 43
Subject 1 . . . . .	43
Subject 2: . . . . .	44
Subject 3: . . . . .	45
Subject 4 . . . . .	46
Subject 5 . . . . .	47
Subject 6 . . . . .	48
Subject 7 . . . . .	49
Subject 8 . . . . .	50

Subject 9 . . . . .	51
Subject 10 . . . . .	52
Subject 11 . . . . .	53
Subject 12 . . . . .	54
Subject 13 . . . . .	56
Subject 14 . . . . .	58
Subject 15 . . . . .	60
Subject 16 . . . . .	62
Subject 17 . . . . .	64
Subject 18 . . . . .	66
Subject 19 . . . . .	68
Subject 20 . . . . .	70
Subject 21 . . . . .	72
Subject 22 . . . . .	74
Answers to Practice Items . . . . .	76
Some Specific Questions (Q) and Answers (A) Regarding Scoring Test Items . . . . .	87

Addenda to the Empathy Continuum (EC) Scoring Manual

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*Introducing a Stimulus Set:*

It may be helpful to introduce the presentation of the stimulus vignettes by stating, "What you'll be watching is about real people and things that really happened. We show this on TV so that everyone can see the same things." The intent of this instruction is to counter the "it's only a TV show" attitude that TV-wise children may bring with them.

Although many children report feeling "neutral" to some stimuli, few report this across all stimuli. When this has occurred, the children we have interviewed often indicate the "it's only TV" response. Therefore, although the Manual says not to query after neutral responses (because only the reasons for experienced emotions are scored), it may be useful to query after repeated "neutral" responses to check that the above instructions are being applied.

*Confusions between Sympathy and Empathy*

As stated in the EC Manual, sympathy is "feeling for" (typically, feeling "sorry for" a person), and empathy is 'feeling with' or along with the emotions of that person: Because sympathy usually derives from empathy, it is important NOT to score a sympathetic response as reflecting 'no empathy'. Therefore, *probe* sympathetic responses for whether the subject experienced anything like the stimulus character's emotion (as identified by the subject) while watching the tape. If subjects indicate "yes" to this probe, score their sympathy response as similar emotion (similar affect match) and code it at the mediational level appropriate for their responses to "why did you/what made you feel that?"

*Scoring Sympathy and Empathy*

Always score a sympathy response as entailing some empathy – even if the child's reported emotion is discordant with the character's reported emotion (cf. C.D. Batson, M. Hoffman). This has not occurred frequently across vignettes, but has

occurred most often in response to the present Canes vignette.

For example, the child identifies his/her own emotion as 'SAD' because of the girl's general life condition (physical disability; her efforts needed to access "normal life", typically taken for granted, etc.). The same child identifies the girl's emotion as 'HAPPY' because she is learning how to manage the stairs. Without noting a sympathy response, we would score discordant emotion between self and character as a 1. However, the explanations may reveal sympathy, as follows, and thus require empathy to be scored.

The interview might read as follows:

What made you feel sad?

*"That she couldn't do what other people could do."*

What do you think made her feel happy?

*"She probably felt pretty happy that she was learning all this new stuff that other people could do."*

These explanations indicate that the child felt sympathy/sorry for the girl's general situation but recognized the girl's happiness about her current learning. Because the study child referred to the general life context of the girl when identifying his/her own emotion, this response was scored as 14.

This rule applies most easily when the child reports self as "sad" and the character as a different or different valence emotion. It may also apply to other identified child emotions so long as the explanation indicates sympathy. Here is another example using the Canes vignette.

The child identifies his/her own emotion as 'HAPPY' but identifies the girl's emotion as 'SCARED'. Without noting a sympathy attribution, we would score this as 1 – discordant emotion for self and character. However, the explanations may reveal otherwise, as follows:

What made you feel happy?

*"That she was learning to walk and deal with her problem" (i.e., being disabled but managing; suggests child feels happy on behalf of the girl = sympathy)*

What do you think made her feel scared?

*"That she couldn't walk very well".*

In this case the explanations indicate that the study child was happy about the stimulus girl's efforts to walk by herself (reflecting her general life context of physical disability), and apprehended the girl's fear in this episode (walking down the stairs). This example suggests sympathy; but because sympathy most typically translates to "sad" emotion (see previous example), it would help to query further, for example: Can you tell me more about your feeling happy for her when she seemed to feel scared?'

*"Because it's new to her, but she'll get better and I'm happy (for that)."*

This type of response leads to a score of 14 (confirms taking into account character's general physical disability but optimism for her future).

#### Some Specific Questions and Answers (2004)

Some legitimate differences in researchers' interpretation of respondents' answers to the EC interview questions are to be expected. On occasion, differences in your scores on test items from those in the manual may not be "wrong" so much as they may reflect legitimate differences based on contextual nuances and access to respondents' full and videotaped verbal report during the EC interview. The 85% reliability criterion set for training scorers in this EC Manual reflects this fact. In writing this manual, we included only responses to the two focal EC questions: "What (if anything) did you feel" and "Why". In most cases, these answers are sufficiently clear for those using the manual in training for scoring. At the same time, some useful questions have been asked by researchers working with this manual. Although this Manual reports data in response to the two focal questions only, scorers at the time of its preparation had access to the full context of the respondent's report. Since this Manual was prepared, other researchers in training have raised questions about scoring specific items. This has led us to see where some points of difficulty arise in attaining the same scores as those reported for the EC Manual test items. We have listed (in the concluding appendix) some of these questions and our contemporary answers. A few of these answers are suggestive rather than definitive

because they are given years after the EC Manual test items were excerpted from interviews that are no longer available for full report. Given that these questions and answers are tied directly to the scoring training examples, it might be best for you to consult them after you have begun scoring the items described for yourself.

To conclude with a few points worth repeating, it will prove valuable when you conduct your own research using the EC scoring that you consider the full semi-structured interview, especially when in doubt about a particular EC score. The EC procedure (as reported in publications beginning with Strayer, 1993) entails interviewing the respondent about what was seen in each vignette, his or her identification and understanding of the reasons for the emotions of the stimulus persons, as well as the respondent's own emotion and its attribution. Although not all of this information is necessary for EC scoring, access to the full report will typically clarify scoring concerns. Furthermore, after training with this *EC Manual*, what seems most important in conducting your own research using this approach to empathy measurement is that you remain consistent to the EC Continuum Scoring System and to your own applications of this system across researchers in your lab. It will also be useful for you keep discussing items of disagreement with your co-workers when you are establishing inter-rater reliability. The scoring system can only get better as a result.

*Additional References using EC procedure since EC Manual was prepared*

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## Introduction to the Empathy Continuum Scoring Manual

This manual is intended as an aid in the training of reliable scoring using the Empathy Continuum system (Strayer, 1987; 1989). This system jointly codes both emotional and cognitive attributions in response to viewing other persons in emotionally evocative contexts. The system derives from developments in children's interpersonal understanding and empathy models stressing the joint role of both concordant emotion (e.g., affect match) and increasingly other-person-centered cognitive attribution for this emotion, as reviewed elsewhere (cited above). It is intended for use with both children and adults. It is also anticipated that the scoring system should be applicable to a fairly wide range of investigations in which interviews with individuals can be conducted after their viewing or witnessing of relevant stimuli (films, TV, or witnessed live events).

The material to follow is divided into two main sections. The first section consists of Table 1, summarizing the Empathy Continuum (EC) Scoring System. Table 2 provides a brief description of the stimulus vignettes eliciting the responses serving as examples in this section. These tables are followed by a fairly extensive and representative set of Examples fitting each of the EC scores. These examples were taken from the responses of children and adults who participated in our investigations. For examples in which more than one emotion was reported, the one underlined received the highest EC score. Familiarity with this section should help to establish inter-scorer reliability. In our work, reliability typically has been based on at least 85% inter-scorer agreement. This level of agreement has not been difficult to achieve. We expect that this manual should aid you in achieving similar levels of agreement with a moderate amount of training. The second section consists of Practice Items, with Answers provided at the end of this section. Some of these items are based on examples that led to initial inter-scorer disagreement, either because something critical was overlooked by one scorer, or because of a disagreement over interpretation. Practice with these items should be useful in establishing at least 85% inter-scorer agreement before proceeding with your application of the Empathy

Continuum to your own stimuli and investigation.

It may also be helpful for you to adapt a procedure that we found useful in our scoring of subjects' interviews. Transcripts from the verbal (and tape recorded) record of each interviewed participant were entered into categories relevant for scoring purposes. These categories were: (a) subject's reported emotion (neutral or, for example, happy, sad, angry, afraid, surprised); (b) why she or he felt this emotion (i.e., the attribution for this emotion); (c) character's identified emotion; and (d) why she or he felt this emotion. Although only (a), (b), and (c) are necessary for EC scoring, entering (d) is sometimes useful as a check, especially when responses occur to more than one character in a stimulus vignette. Knowledge of the scoring system also should help to indicate when judicious probes, such as "tell me more about that", may be used.

We have developed this scoring manual in response to the increasing interest in using the Empathy Continuum scoring system outside of our lab. This manual is our initial attempt to respond to this interest in a manner that we hope will be most useful to you in your work, and that we expect will help us to continue to refine our work as well.<sup>1</sup>

*Please note that we do not distribute the stimulus vignettes.* These were in part selected with the assistance of the National Film Board of Canada (Vancouver office). Furthermore, we advise that stimuli should be suited to the sample of people studied and appropriate to their age range, culture, etc. Most important is that the vignettes selected portray an adequate range of different emotions. The vignettes should be pretested so the emotions under study can be reliably identified by most of the sample group. This ensures that the scope of empathy across emotions (and not just to one emotion or context) can subsequently be assessed. Be assured that, over the years, different researchers have developed different sets of stimulus vignettes to

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which they have productively applied the Empathy Continuum method and scoring system described in this manual.

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Table 1. The EMPATHY CONTINUUM (EC) Scoring System

EC Score	EC Level (Cognitive Attribution)	Affect Match	Description
0	I	0	No emotion for self (S) OR inaccurate emotion for character (C)
1		0	Accurate character's emotion, but no, or discordant emotion for self
NO CONCORDANT EMOTIONS AT THIS LEVEL			
2	II	1	S and C: similar emotion
3		2	S and C: same emotion, different intensity
4		3	S and C: same emotion, same intensity
NO ATTRIBUTION, OR IRRELEVANT ATTRIBUTION FOR OWN EMOTION : "I just didn't like it."			
5	III	1	S and C: similar emotion
6		2	S and C: same emotion, different intensity
7		3	S and C: same emotion, same intensity
ATTRIBUTION BASED ON EVENTS ONLY: "I was scared of that creepy house."			
8	IV	1	S and C: similar emotion
9		2	S and C: same emotion, different intensity
10		3	S and C: same emotion, same intensity
ATTRIBUTION REFERS TO A CHARACTER'S SPECIFIC SITUATION: "I was scared when he went up that house."			
11	V	1	S and C: similar emotion
12		2	S and C: same emotion, different intensity
13		3	S and C: same emotion, same intensity

(Table continues)

ATTRIBUTION INDICATES TRANSPOSITION OF SELF INTO SITUATION AND/OR ASSOCIATION WITH OWN EXPERIENCE: "Scared – I wouldn't hang around with a guy like that."

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14	VI	1	S and C: similar emotion
15		2	S and C: same emotion, different intensity
16		3	S and C: same emotion, same intensity

ATTRIBUTION INDICATES RESPONSIVENESS TO CHARACTER'S INTERNAL STATE (FEELINGS, THOUGHTS) OR GENERAL LIFE SITUATION: "I was sad because she felt so put down"; "...happy she could accept her handicap so well"; "... sad because a child shouldn't be mistreated."

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17	VII	1	S and C: similar emotion
18		2	S and C: same emotion, different intensity
19		3	S and C: same emotion, same intensity

ATTRIBUTION INDICATES SEMANTICALLY EXPLICIT ROLE TAKING: "If I were her, I'd feel just as angry at him."

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Table 2. EC Vignettes Used to Provide Examples.

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*Old House:* Three children sneak into a yard at night. A boy climbs up creaking stairs to peer through a window into the house. A looming shadow of a man appears above him, and the children run away. (Source: commercial film.)

*Spilled Milk:* A husband and wife have an angry exchange while their daughter watches TV. The man leaves and the woman shouts at the girl to come to dinner; the girl accidentally knocks over a glass of milk and the mother slaps her. (Source: "12½ Cents", National Film Board of Canada.)

*Jeannie:* A young woman talks directly to the viewer about the difficult life she and her children had with her abusive husband. (Source: "Loved, Honoured, and Bruised", National Film Board of Canada.)

*Skates:* A girl and boy argue over taking turns on her new skates. The boy calls her names and threatens to tattle. She pushes him down; he runs crying to her parents. The boy lies; the father believes his story and gives the girl's skates to the boy as her punishment. (Source: "Our Vines Have Tender Grapes"; obtained from Dorothy Flapan, who used it in a 1968 study.)

*Canes:* A girl talks pleasantly about her life and the fun she has despite her physical disability. Source: "I'll Find A Way", National Film Board of Canada.)

*Circus:* A father and daughter go to see the circus train. The elephant performs some tricks. The girl jumps and laughs excitedly, and is lifted up on the elephant's trunk. (Source: "Our Vines Have Tender Grapes".)

*Son's Room:* A woman's son comes up to her unexpectedly while she is looking through a room.

*Teacher:* A physically disabled teacher tries to communicate with a teenage student with conduct problems.

*Runaway:* After a woman and runaway boy befriend each other, she calls a social agency and he flees.

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Please note that we do not distribute these stimulus vignettes – see page 11.

EXAMPLES OF EMPATHY CONTINUUM SCORING

LEVEL I

*EC SCORE 0 EXAMPLES:*

- (a) *4-5 year old subject reported feeling: happy a lot.*

*Reason: none.*

*Subject reported the character felt: mad a little.*

*(Inaccurate emotion for character, score 0.)*

- (b) *4-5 year old subject reported feeling: nothing.*

*Reason: none.*

*Subject reported nothing about how the character felt.*

*(No emotion picked for character, score 0. Typically, emotions are attributed to characters.)*

- (c) *Adult reported feeling: disgusted a little*

*Reason: Because the actress didn't portray her story very well.*

*Subject reported the character felt: nervous a little.*

*(Irrelevant reason for scoring empathy, score 0.)*

- (d) *Subject reported feeling: O.K.*

*Reason: No reason given by subject.*

*Subject reported the character felt: nothing.*

*(No emotion reported for character, score 0. Typically, emotions are attributed to character.)*



LEVEL I

*EC SCORE 1 EXAMPLES*

- (a) *4-5 year old subject reported feeling: happy a lot*

*Reason: none given.*

*Subject reported that the character felt: sad a lot.*

(Accurate emotion for character but discordant emotion for self, score 1.)

- (b) *11-12 year old subject reported feeling: normal.*

*Reason: none given.*

*Subject reported that the character felt: scared a little.*

(Accurate emotion for character but no emotion for self, score 1.)

- (c) *Adult reported feeling: normal*

*Reason: none given.*

*Subject reported that the character felt: scared a lot.*

(Accurate emotion for character but no emotion for self, score 1.)

LEVEL II

*EC SCORE 2 EXAMPLES*

- (a) *4-5 year old subject reported feeling:* surprised a little

*Reason:* none given.

*Subject reported the character felt:* sad a lot.

(Similar emotion for self and character but no attribution, score 2.)

- (b) *7-8 year old subject reported feeling:* angry a lot

*Reason:* I didn't like it when she just stands there talking.

*Subject reported that the character felt:* worried a lot.

(Similar emotion for self and character but an irrelevant reason was given, score 2.)

- (c) *Adult reported feeling:* concerned a little

*Reason:* Because the women seemed really healthy and didn't show marks of being abused. I thought she may be an actress.

*Subject reported that the character felt:* scared a little

(Similar emotion for self and character but an irrelevant reason was given, score 2.)

LEVEL II

*EC SCORE 3 EXAMPLES*

- (a) *4-5 year old subject reported feeling: happy a little.*

*Reason: Not scary.*

*Subject reported that the character felt: happy a lot.*

(Same emotion, different intensity, but an irrelevant reason was given, score 3.)

- (b) *7-8 year old subject reported feeling: happy a little*

*Reason: none given.*

*Subject reported the character felt: happy a lot*

(Same emotion, different intensity for self and character, but no reason was given, score 3.)

- (c) *Adult reported feeling: sad a little*

*Reason: I saw the movie. I was trying to figure it out.*

*Subject reported the character felt: sad/startled a lot*

(Same emotion, different intensity for self and character, but an irrelevant reason was given.)

LEVEL II

*EC SCORE 4 EXAMPLES*

- (a) *4-5 year old subject reported feeling:* happy a lot.

*Reason:* Just wanted to be happy.

*Subject reported the character felt:* happy a lot.

(Same emotion and intensity for self and character but an irrelevant reason was given, score 4.)

- (b) *7-8 year old subject reported feeling:* happy a little

*Reason:* Not too yucky or anything.

*Subject reported the character felt:* happy a little.

(Same emotion, same intensity, but an irrelevant reason was given, score 4.)

- (c) *Adult reported feeling:* happy a lot

*Reason:* Because the dad was a nice guy.

*Subject reported that the character felt:* happy a lot because he (boy) got the skates.

(Same emotion, same intensity, but an irrelevant reason was given in terms of not being related back to the boy character or skate - event, score 4. Interviewer might query subject: "What made you happy about that?")

LEVEL III

*EC SCORE 5 EXAMPLES*

- (a) *4-5 year old reported feeling:* afraid a lot

*Reason:* 'Cause of the shadow.

*Subject reported the character felt:* sad a little.

(Similar emotion for self and character, attribution based on story event/situation, score 5.)

- (b) *11-12 year old reported feeling:* surprised a little

*Reason:* Shadow came out.

*Subject reported the character felt:* afraid a lot

(Similar emotion for self and character, attribution based on story event/situation, score 5.)

- (c) *Adult reported feeling:* concerned a lot

*Reason:* Because of the music and all of the sneaking around.

*Subject reported the character felt:* surprised/afraid a lot.

(Similar emotion for self and character, attribution based on story event/situation, score 5.)

LEVEL III

*EC SCORE 6 EXAMPLES*

- (a) *4-5 year old reported feeling:* scared a little

*Reason:* Thought shadow was a werewolf.

*Subject reported the character felt:* scared a lot.

(Same emotion, different intensity for self and character, attribution based on story event/situation, score 6.)

- (b) *11-12 year old reported feeling:* scared a little

*Reason:* When the shadow came.

*Subject reported the character felt:* scared and worried a lot.

(Same emotion, different intensity for self and character, attribution based on story event/situation, score 6.)

- (c) *Adult reported feeling:* concerned a little

*Reason:* Because of the appearance of the shadow.

*Subject reported the character felt:* concerned a lot

(Same emotion, different intensity for self and character, attribution based on story event/situation, score 6.)

LEVEL III

*EC SCORE 7 EXAMPLES*

- (a) *4-5 year old reported feeling:* happy a lot  
*Reason:* Lots of happy things in the story.  
*Subject reported the character felt:* happy a lot.

(Same emotion, same intensity for self and character, attribution based on story event/situation, score 7.)

- (b) *11-12 year old reported feeling:* happy a lot  
*Reason:* Everything going O.K.  
*Subject reported the character felt:* happy a lot.

(Same emotion, same intensity for self and character, attribution based on story event/situation, score 7.)

- (c) *Adult reported feeling:* happy a little  
*Reason:* Everything seemed to be fine.  
*Subject reported the character felt:* happy a little.

(Same emotion, same intensity for self and character, attribution based on story event/situation, score 7.)

LEVEL IV

*EC SCORE 8 EXAMPLES*

- (a) *7-8 year old reported feeling:* worried a little  
*Reason:* Something bad might happen to the girl.  
*Subject reported the character felt:* afraid a lot.

(Similar emotion, attribution refers to a specific character's situation, score 8.)

- (b) *11-12 year old reported feeling:* sad a little  
*Reason:* Because of the lady getting hit in the face.  
*Subject reported the character felt:* scared and worried a lot.

(Similar emotion, attribution refers to a specific character's situation, score 8.)

- (c) *Adult reported feeling:* worried a little  
*Reason:* The fact that the kid had no place to go.  
*Subject reported the character felt:* desperate and scared a lot

(Similar emotion, attribution refers to a specific character's situation, score 8.)



LEVEL IV

*EC SCORE 9 EXAMPLES*

- (a) *7-8 year old reported feeling:* happy a little

*Reason:* When he was saying, "Nice to hear your voice again."

*Subject reported the character felt:* happy a lot.

(Same emotion, different intensity, attribution refers to a specific character's situation, score 9.)

- (b) *11-12 year old reported feeling:* happy a little

*Reason:* Girl got to see elephant.

*Subject reported the character felt:* happy a lot.

(Same emotion, different intensity, attribution refers to a specific character's situation, score 9.)

- (c) *Adult reported feeling:* happy a little

*Reason:* The fact that the kid had found a place to go.

*Subject reported the character felt:* happy a lot

(Same emotion, different intensity, attribution refers to a specific character's situation.)

LEVEL IV

*EC SCORE 10 EXAMPLES*

- (a) *7-8 year old reported feeling:* fine, happy a lot

*Reason:* Girl got to ride on elephant.

*Subject reported the character felt:* happy a lot.

(Same emotion, same intensity, attribution refers to a specific character's situation, score 10.)

- (b) *11-12 year old reported feeling:* angry a lot

*Reason:* Because the boy didn't get in trouble for what he was doing and the girl did.

*Subject reported the character felt:* angry, sad a lot

(Same emotion, same intensity, attribution refers to a specific character's situation, score 10. Of the two emotions reported for the character, score the *highest* EC value.)

- (c) *Adult reported feeling:* happy a little

*Reason:* The father took his daughter to the circus.

*Subject reported the character felt:* happy a little

(Same emotion, same intensity, attribution refers to a specific character's situation, score 10.)

LEVEL V

EC SCORE 11 EXAMPLES

- (a) *11-12 year old reported feeling:* afraid a little

*Reason:* I'd never want to be in the position he was in.

*Subject reported the character felt:* depressed (= sad), angry a lot.

(Similar emotion, attribution indicates transposition of self into situation and/or association to one's own experiences, score 11.)

- (b) *11-12 year old reported feeling:* scared

*Reason:* If I were in that situation, I'd be scared. I wouldn't hang around.

*Subject reported the character felt:* freaked out (= scared).

(Similar emotion, no intensity measure. Attribution indicates transposition of self into *situation* and/or association to one's own experiences, score 11.)

- (c) *12-13 year old reported feeling:* afraid a little

*Reason:* Because I thought if I was in that position, I would have been in trouble.

*Subject reported the character felt:* bored, disgusted a lot.

(Similar emotion, attribution indicates transposition of self into situation and/or association to one's own experiences, score 11.)

- (d) *Adult reported feeling:* angry a lot

*Reason.* I remember when it happened to me.

*Subject reported the character felt:* sad a lot

(Similar emotion, attribution indicates transposition of self into situation and/or association to one's own experiences, score 11.)

LEVEL V

EC SCORE 12 EXAMPLES

- (a) 12-13 year old reported feeling: hurt, *angry*, surprised a little

*Reason.* I was hurt 'cause he hit the girl just for knocking a glass down 'cause I've hit a glass down. Like, it's not your fault or anything.

*Subject reported the character felt:* angry a lot

(Same emotion, different intensity, attribution indicates transposition of self into situation and/or association to one's own experiences, score 12.)

- (b) 12-13 year old reported feeling: sad, angry a lot, *afraid* a little

*Reason.* Because I know that would hurt if someone did that and it would be frightening.

*Subject reported the character felt:* frightened a lot

(Same emotion, different intensity, attribution indicates transposition of self into situation and/or association to one's own experiences, score 12.)

- (c) *Adult reported feeling:* sad a little

*Reason.* I would get *sad* and upset, just like the woman, about that kind of treatment.

*Subject reported the character felt:* sad a lot.

(Same emotion, different intensity, attribution indicates transposition of self into situation and/or association to one's own experiences, score 12.)

LEVEL V

*EC SCORE 13 EXAMPLES*

- (a) *7-8 year old reported feeling:* happy a lot  
*Reason.* I'd like to go on the elephant's trunk.  
*Subject reported the character felt:* happy a lot.

(Same emotion, same intensity, attribution indicates transposition of self into situation and/or association to one's own experiences, score 13.)

- (b) *12-13 year old reported feeling:* mad a lot  
*Reason.* I was on the girl's side. I felt mad at the boy.  
*Subject reported the character felt:* mad a lot.

(Same emotion, same intensity, attribution indicates transposition of self into situation and/or association to one's own experiences, score 13.)

LEVEL VI

EC SCORE 14 EXAMPLES

(a) *12-13 year old reported feeling:* surprised a little

*Reason.* Because she was; he freaked her out.

*Subject reported the character felt:* scared a little.

(Similar emotion, attribution indicates responsiveness to character's feelings or internal state, score 14.)

(b) *12-13 year old reported feeling:* happy a lot

*Reason:* That the child was so excited when she saw the elephant.

*Subject reported the character felt:* excited a lot

(Similar emotion, attribution indicates responsiveness to character's internal state, score 14.)

(c) *Adult reported feeling:* disgusted a lot.

*Reason:* I hate men who beat up their wives.

*Subject reported the character felt:* afraid a lot

(Similar emotion, attribution indicates responsiveness to general life situations, score 14.)

LEVEL VI

EC SCORE 15 EXAMPLES

- (a) *11-12 year old reported feeling:* happy, a little  
*Reason:* Dad tried to make up to girl. Girl really liked it.  
*Subject reported the character felt:* happy, excited a lot.

(Same emotion, different intensity, attribution indicates responsiveness to character's feelings or internal state, score 15.)

- (b) *12-13 year old reported feeling:* happy a little  
*Reason:* The way Selma must have been happy now and her father had kind of forgiven her by taking her to this.  
*Subject reported the character felt:* happy a lot.

(Same emotion, different intensity, attribution indicates responsiveness to character's feelings or internal state, score 15.)

- (c) *Adult reported feeling:* sad a little  
*Reason:* The woman seemed to be sad.  
*Subject reported the character felt:* sad a lot

(Same emotion, different intensity, attribution indicates responsiveness to character's feelings or internal state, Score 15.)

LEVEL VI

EC SCORE 16 EXAMPLES

- (a) *11-12 year old reported feeling:* happy a lot  
*Reason:* The girl felt happy about what was happening.  
*Subject reported the character felt:* happy a lot.

(Same emotion, same intensity, attribution indicates responsiveness to character's feelings or internal state, score 16.)

- (b) *11-12 year old reported feeling:* happy a lot  
*Reason:* She seemed happy.  
*Subject reported the character felt:* happy a lot.

(Same emotion, same intensity, attribution indicates responsiveness to character's feelings or internal state, score 16.)

- (c) *Adult reported feeling:* happy a lot  
*Reason:* She seemed happy and well adjusted.  
*Subject reported the character felt:* happy a lot

(Same emotion, same intensity, attribution indicates responsiveness to character's feelings or internal state, score 16.)



LEVEL VII

*EC SCORE 17 EXAMPLES*

- (a) *13-14 year old reported feeling:* sorry, angry a lot, sad a lot, *afraid* a lot.

*Reason:* I was mad at the guy. I was kind of sad. I felt sorry for her. I'd be afraid if I was her...you're scared what he's going to do.

*Subject reported the character felt:* angry a lot, sad a lot, *worried* (= afraid) a lot.

(Similar emotion, attribution indicates semantically explicit role taking, score 17.)

- (b) *Adult reported feeling:* sad a lot

*Reason:* I'd be sad if I was her.

*Subject reported the character felt:* concerned a lot

(Similar emotion, attribution indicates semantically explicit role taking, score 17.)

LEVEL VII

EC SCORE 18 EXAMPLES

- (a) 11-12 year old reported feeling: scared a little

*Reason:* I'd be scared too if I was little and the shadow came out.

*Subject reported the character felt:* scared a lot.

(Same emotion, different intensity, attribution indicates semantically explicit role taking, score 18.)

- (b) 13-14 year old reported feeling: happy a little

*Reason:* I'd be happy if I was her and getting a ride on the elephant.

*Subject reported the character felt:* happy a lot

(Same emotion, different intensity, attribution indicates semantically explicit role taking, score 18.)

- (c) Adult reported feeling: sad a little

*Reason:* If I were Selma, I'd be upset (= angry, sad) because my skates were taken away.

*Subject reported the character felt:* sad a lot

(Same emotion, different intensity, attribution indicates semantically explicit role taking, score 18.)

LEVEL VII

*EC SCORE 19 EXAMPLES*

- (a) *13-14 year old reported feeling:* mad a lot

*Reason:* I'd probably go up to my mom and tell her to...mad if my mom did that to me. I didn't feel mad – I was thinking I'd be mad if that ever happened to me.

*Subject reported the character felt:* mad a lot.

(Same emotion, same intensity, attribution indicates semantically explicit role taking, score 19.)

- (b) *Adult reported feeling:* angry a lot

*Reason:* Well, if it were me being in her place, getting hit, I wouldn't like it.

*Subject reported the character felt:* angry a lot

(Same emotion, same intensity, attribution indicates semantically explicit role taking, score 19.)

- (c) *Adult reported feeling:* worried a lot

*Reason:* If I was the woman, I'd be worried about the boy's welfare, too.

*Subject reported the character felt:* worried a lot

(Same emotion, same intensity, attribution indicates semantically explicit role taking, score 19.)

SOME MORE DIFFICULT EXAMPLES OF THE EMPATHY CONTINUUM

*LEVEL I EXAMPLE*

- (a) *Subject reported feeling:* surprised a little

*Reason.* I didn't think he would have gone and done that, like pay all that money.

*Subject reported the character felt:* happy a lot

(Accurate emotion reported for character. Interviewer should have identified whether "surprised" conveys a positive or negative valence. If negative, then it's a discordant emotion for self, score 1. If positive, score 5.)

*LEVEL II EXAMPLE*

- (a) *Subject reported feeling:* mad a lot

*Reason:* That was an annoying story.

*Subject reported the character (the boy) felt:* mad a lot

(Same emotion, same intensity but the reason is irrelevant for empathy with the boy character, score 4.)

*LEVEL III EXAMPLE*

- (a) *Subject reported feeling:* surprised a little (indicates a positive/“good” surprise)

*Reason:* That they'd let the elephants come out when they were just passing by.

*Subject reported the character felt:* happy a lot

(Similar emotion, attribution based on story events/situation, score 5.

Difficult because it's a rare reason and doesn't focus on main characters; but it relates to the cause of the girl's happiness.)

*LEVEL IV EXAMPLES*

- (a) *Subject reported feeling:* happy, surprised (reason indicates a negative/ “bad” surprised)

*Reason:* She's going around the haystack or thing that carries the grain (happy relates to girl). That she wouldn't let him have a turn on the skates (surprised relates to boy).

*Subject reported the character (boy) felt:* angry a lot, glad a lot.

(Example of two reported reasons. Go for the highest EC. Similar emotions: “surprised” and “angry” and the attribution is based on a specific character's (boy's) situation, score 8. It is best to consider empathy scoring separately for each character.)

- (b) *Subject reported feeling:* disgusted a little.

*Reason:* Because I know it was unfair of her father to do that to her and I know that her father wasn't really sure of his decision. He didn't seem really mean.

*Subject reported the character (girl) felt:* angry a lot

(Similar emotions: “disgusted” and “angry” and the attribution is based on a specific character's situation. Focus on the reason for the “disgust”, although ameliorating factors are added, score 8.)

- (c) *Subject reported feeling:* happy, surprised (negative)

*Reason:* She's going around the haystack or thing that carries the grain (for happy). That she wouldn't let him have a turn on the skates (for surprised).

*Subject reported the character (girl) felt:* happy a lot, sad a lot.

(No intensity was recorded for the subject, therefore score at lower intensity. The attribution is based on specific character's situation, so score 9. Of the emotion and attributions given, happy provides the best concordance between subject and character.)

- (d) *Subject reported feeling:* happy a little

*Reason:* In a way, it was good 'cause he tried to make it up to the girl, but still there's no excuse for the way he treated her in the first place.

*Subject reported the character (girl) felt:* happy a lot

(Same happy emotion but different intensity and the attribution is based on specific character's situation, so score 9. Focus on the reason given for subject's report of "happy a little".)

- (e) *Subject reported feeling:* sorry for her (= sad) a lot

*Reason:* Because she has that problem and can't do much and people probably tease her about it.

*Subject reported the character (girl) felt:* sad a lot, mad a little.

(Same emotion, same intensity and attribution refers to a specific character's situation, score 10.)

*LEVEL V EXAMPLES*

- (a) *Subject reported feeling:* afraid a little

*Reason:* Because I thought if I was in that position I would have been in trouble – I'd never want to be in the position he was in.

*Subject reported the character (girl) felt:* bored, disgusted a lot.

(Similar emotion and attribution indicates transposition of self into situation, score 11.)

- (b) *Subject reported feeling:* disgusted a lot

*Reason:* With the family life. It's such an extreme from what I came from, so when I see it, it's so disgusting.

*Subject reported the character felt:* sad a lot

(Similar emotion and attribution indicates transposition of self into situation – relation to one's own past life experiences – so score 11.)



*LEVEL VI EXAMPLES*

- (a) *Subject reported feeling:* concerned a little

*Reason:* I feel that some (students) are hopeless and will be on welfare with that attitude. The ones who fall through the education system might have problems at home, not fed properly or beat up by parents.

*Subject reported the character felt:* angry a lot

(Similar emotion in self and character and attribution refers to general life situation, score 14.)

- (b) *Subject reported feeling:* angry a lot.

*Reason:* I feel like the husband and wife should consider and treat each other as well as they can, otherwise what's the point in getting married? Better have a divorce.

*Subject reported the character felt:* sad a lot

(Similar emotion in self and character and attribution refers to general life situation, score 14.)

- (c) *Subject reported feeling:* angry, a little

*Reason:* The behaviour of the student is very rude and disrespectful. When you think of the teacher as disabled, it's all the more...and the teacher is more desperate about his job.

*Subject reported the teacher felt:* angry a little

(Same emotion, different intensity and attribution indicates response to life situation (the teacher is disabled) and internal state (the teacher is desperate), so score 15.)

(d) *Subject reported feeling:* happy a lot

*Reason:* She's a cheerful kid who is taking her disability in stride.

*Subject reported the character felt:* happy a lot

(Same emotion, same intensity, and attribution indicates responsiveness to internal state (cheerful kid) and general life situation (taking her disability in stride), so score 16.)

*LEVEL VII EXAMPLE*

(a) *Subject reported feeling:* angry a little

*Reason:* When the mother hit the girl. If it were me, I would have felt bad and rejected.

*Subject reported the character felt:* surprised (bad) a lot

(Similar emotion in self and character and attribution indicates semantically explicit role taking, so score 17.)

PRACTICE SECTION

Subject 1:

Vignette A:

*Subject reported feeling:* happy a lot

*Reason:* Because it was scary.

*Subject reported the character(s) felt:* mad a little

Vignette B:

*Subject reported feeling:* O.K.

*Reason:* No reason given by subject.

*Subject reported the character(s) felt:* nothing

Vignette C:

*Subject reported feeling:* happy a lot

*Reason:* No reason provided.

*Subject reported the character(s) felt:* mad a lot

Vignette D:

*Subject reported feeling:* happy a lot

*Reason:* No reason provided.

*Subject reported the character(s) felt:* mad a lot

Vignette E:

*Subject reported feeling:* happy a lot

*Reason:* Girl was laughing.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* Just wanted to be happy.

*Subject reported the character(s) felt:* happy a lot

Subject 2:

Vignette A:

*Subject reported feeling:* scared a little

*Reason:* big black ghost

*Subject reported the character(s) felt:* scared a lot

Vignette B:

*Subject reported feeling:* happy a lot

*Reason:* No reason given.

*Subject reported the character(s) felt:* sad a lot

Vignette C:

*Subject reported feeling:* afraid a lot

*Reason:* getting hit in face.

*Subject reported the character(s) felt:* sad a little

Vignette D:

*Subject reported feeling:* mad a lot

*Reason:* Boys that, "I'm a pig and I slap."

*Subject reported the character(s) felt:* sad and mad a lot

Vignette E:

*Subject reported feeling:* surprised and happy a lot

*Reason:* up on elephant.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* she jumped around.

*Subject reported the character(s) felt:* happy a lot

Subject 3:

Vignette A:

*Subject reported feeling:* good

*Reason:* no reason provided

*Subject reported the character(s) felt:* none reported

Vignette B:

*Subject reported feeling:* good

*Reason:* no reason provided

*Subject reported the character(s) felt:* none reported

Vignette C:

*Subject reported feeling:* happy & surprised a little

*Reason:* the movie

*Subject reported the character(s) felt:* worried a lot

Vignette D:

*Subject reported feeling:* happy a lot

*Reason;* no reason provided

*Subject reported the character(s) felt:* mad a lot

Vignette E:

*Subject reported feeling:* happy a lot

*Reason.* She didn't want to go on the elephant and the man wanted her to.

*Subject reported the character(s) felt:* mad a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* She could stand on the canes.

*Subject reported the character(s) felt:* happy a lot

Subject 4

Vignette A:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* scared a lot

Vignette B:

*Subject reported feeling:* surprised a little

*Reason:* They spanked her Just for breaking a bowl.

*Subject reported the character(s) felt:* sad, angry little

Vignette C:

*Subject reported feeling:* surprised a little

*Reason:* Way he acted when he phoned; he was weird doing that.

*Subject reported the character(s) felt:* happy, afraid

Vignette D:

*Subject reported feeling:* surprised a little

*Reason:* That the husband would punch her in the face.

*Subject reported the character(s) felt:* sad/angry a lot

Vignette E:

*Subject reported feeling:* no feeling

*Reason:* no reason given

*Subject reported the character(s) felt:* afraid, sad, angry

Vignette F:

*Subject reported feeling:* : happy a little, worried a little

*Reason:* Same reasons as girl; happy to ride on elephant and she didn't know what would happen to her on the elephant.

*Subject reported the character(s) felt:* happy a lot, worried a lot

Subject 5

Vignette A:

*Subject reported feeling:* scared a little

*Reason:* When the big giant came.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* angry a little

*Reason:* Girl dropped her dish.

*Subject reported the character(s) felt:* afraid a lot

Vignette C:

*Subject reported feeling:* happy a little

*Reason:* When he was saying, "Hello. Nice to hear your voice again."

*Subject reported the character(s) felt:* happy a lot

Vignette D:

*Subject reported feeling:* surprised, O.K., nothing really

*Reason:* no reason Provided

*Subject reported the character(s) felt:* none reported

Vignette E:

*Subject reported feeling:* angry a lot

*Reason:* Fighting for skates; he was calling her names.

*Subject reported the character(s) felt:* sad/angry a lot

Vignette F:

*Subject reported feeling:* happy, worried, a little.

*Reason:* Why did she go on the trunk and not the back?

*Subject reported the character(s) felt:* happy, worried a little

Subject 6

Vignette A:

*Subject reported feeling:* worried a little.

*Reason:* If they got caught, what might happen.

*Subject reported the character(s) felt:* angry a little

Vignette B:

*Subject reported feeling:* worried a little

*Reason:* Something bad might happen to girl.

*Subject reported the character(s) felt:* afraid a lot

Vignette C:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* happy a lot

Vignette D:

*Subject reported feeling:* angry a little

*Reason:* She was telling about this; I was mad that it happened.

*Subject reported the character(s) felt:* sad a little

Vignette E:

*Subject reported feeling:* worried a little

*Reason:* She might get into really big trouble.

*Subject reported the character(s) felt:* sad a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* Everything going O.K.

*Subject reported the character(s) felt:* happy a lot



Subject 7

Vignette A:

*Subject reported feeling:* excited a little

*Reason:* Going there and what happened.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* sad a little

*Reason:* When lady hit girl...

*Subject reported the character(s) felt:* worried, sad a lot

Vignette C:

*Subject reported feeling:* happy a little

*Reason:* no reason given

*Subject reported the character(s) felt:* worried a lot

Vignette D:

*Subject reported feeling:* sad a lot

*Reason:* Because she got beat up.

*Subject reported the character(s) felt:* sad angry a lot

Vignette E:

*Subject reported feeling:* angry a lot

*Reason:* Because the boy didn't get in trouble for what he was doing and the girl did.

*Subject reported the character(s) felt:* angry, sad a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* The girl felt happy about what was happening.

*Subject reported the character(s) felt:* happy a lot

Subject 8:

Vignette A:

*Subject reported feeling:* worried (- afraid) a little

*Reason:* About characters, about what happened to them.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* surprised (sad) a little

*Reason:* When the man got mad when she accidentally hit her glass on the floor.

*Subject reported the character(s) felt:* afraid a lot

Vignette C:

*Subject reported feeling:* : yuck a lot

*Reason:* Just didn't like it.

*Subject reported the character(s) felt:* worried a lot

Vignette D:

*Subject reported feeling:* sad a little

*Reason:* Because the lady was getting hit in the face.

*Subject reported the character(s) felt:* scared, worried alot

Vignette E:

*Subject reported feeling:* sad a little

*Reason:* When girl got skates taken away.

*Subject reported the character(s) felt:* angry, sad a lot

Vignette F:

*Subject reported feeling:* happy a little

*Reason:* Girl got to see elephant.

*Subject reported the character(s) felt:* happy a lot

Subject 9:

Vignette A:

*Subject reported feeling:* No feeling.

*Reason:* It was half realistic, half unrealistic.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* angry a little

*Reason:* At Mom for hitting child for something she didn't mean to do.

*Subject reported the character(s) felt:* angry a little

Vignette C

*Subject reported feeling:* no feeling

*Reason:* reason not given

*Subject reported the character(s) felt:* nervous, happy, good a lot

Vignette D

*Subject reported feeling:* angry a lot

*Reason:* That the guy would do that sort of stuff to the lady.

*Subject reported the character(s) felt:* sad a lot, angry a little.

Vignette E:

*Subject reported feeling:* surprised, angry, sad a lot

*Reason:* Angry: boy lied. Sad: girl had to give up skates.

*Subject reported the character(s) felt:* angry, Bad a lot

Vignette F:

*Subject reported feeling:* happy a little

*Reason:* Trainer let girl ride on elephant.

*Subject reported the character(s) felt:* happy a lot

Subject 10:

Vignette A:

*Subject reported feeling:* confused, negative surprised a lot

*Reason:* Didn't know what they were looking at when they were at the window.

*Subject reported the character(s) felt:* worried a little

Vignette B:

*Subject reported feeling:* sorry for girl and mom; sad for lady a lot

*Reason:* It looked like an accident when the girl knocked over the glass. And the man to his wife, it was his attitude.

*Subject reported the character(s) felt:* afraid & sad a lot

Vignette C:

*Subject reported feeling:* surprised a lot

*Reason:* He probably felt a little surprised. The way he was thinking of how to say something and the girl just said, "That's stupid, start again."

*Subject reported the character(s) felt:* surprised a lot

Vignette D:

*Subject reported feeling:* angry, sad a lot

*Reason:* I don't know how anyone could go around abusing people and hitting them and stuff like that. I was sad for the lady.

*Subject reported the character(s) felt:* angry, afraid a lot

Vignette E:

*Subject reported feeling:* sad a lot

*Reason:* Sorry for the girl because the boy was lying.

*Subject reported the character(s) felt:* angry a lot

Vignette F:

*Subject reported feeling:* good, happy a lot

*Reason:* I guess Dad thought of what he did wrong in the one story and decided to take his daughter out.

*Subject reported the character (Dad) felt:* happy a lot

Subject 11:

Vignette A:

*Subject reported feeling:* tense a little, surprised, worried

*Reason:* When he looked in the window and back. You didn't know what he saw.

*Subject reported the character(s) felt:* scared a lot

Vignette B:

*Subject reported feeling:* angry a lot

*Reason:* That they'd do that, even if they are that bad off.

*Subject reported the character(s) felt:* afraid a lot

Vignette C:

*Subject reported feeling:* normal

*Reason:* no reason given

*Subject reported the character(s) felt:* worried a lot

Vignette D:

*Subject reported feeling:* angry a lot

*Reason:* That it was happening all the time and it shouldn't be happening.

*Subject reported the character(s) felt:* afraid and angry (inside) a lot what her husband was doing to her.

Vignette E:

*Subject reported feeling:* : surprised a little"

*Reason:* Dad would think that girl was lying and being greedy when the boy was standing there laughing.

*Subject reported the character(s) felt:* sad a lot

Vignette F:

*Subject reported feeling:* happy a little

*Reason:* That he did that for her.

*Subject reported the character(s) felt:* happy a little

Subject 12:

Vignette A:

*Subject reported feeling:* excited: happy a little; worried/concerned a little

*Reason:* What was going to happen next, who the person was that came up on them. Like, he was peeking in the window, who the person was.

*Subject reported the character(s) felt :* brave: proud, happy a little, afraid a little, worried/concerned a little

Vignette B:

*Subject reported feeling:* mad a little, sad a little

*Reason:* Cause the mother slapped her just for getting the milk and cracking a cup.

*Subject reported the character(s) felt:* sad a lot (girl); mad a lot (mom)

Vignette C:

*Subject reported feeling:* mad a little

*Reason:* I was mad that he did that to the mother and baby.

*Subject reported the character(s) felt:* sad a lot, mad a little

Vignette D:

*Subject reported feeling:* mad a lot

*Reason;* That the man would actually take the present he gave to the girl and give it to the boy 'cause she didn't want the boy to have a turn.

*Subject reported the character(s) felt:* sad a lot, mad a lot (girl); mad a lot, happy a lot (boy); mad a lot, sad a little (father)

Vignette E:

*Subject reported feeling:* sorry for the girl, sad a little happy a lot

*Reason:* That she was crippled and She had to use the cane and she wouldn't walk up the stairs that good.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a little

*Reason:* That the father would be nice to the girl and that they let the elephant loose for her and that she got a ride on the elephant and that she felt happy.

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* happy a little

*Reason:* That the man said sorry for surprising her, nothing really, happy about it.

*Subject reported the character(s) felt:* surprised a lot (she screamed, negative feeling)

Vignette H:

*Subject reported feeling:* mad a little

*Reason:* That the girl was acting mean and she wasn't behaving in school.

*Subject reported the character(s) felt:* mad a lot (girl); mad a lot (teacher)

Vignette I:

*Subject reported feeling:* happy a little

*Reason:* The lady picked the boy up and wasn't mean and wasn't lying that she wouldn't hurt the boy in any way.

*Subject reported the character(s) felt:* happy a lot, then - mad a lot (boy)- sad a lot (woman)

Subject 13:

Vignette A:

*Subject reported feeling:* happy a little"

*Reason:* could relate to it - when I was young, I would do same thing too  
- be curious and peek in homes.

*Subject reported the character(s) felt:* afraid a little

Vignette B:

*Subject reported feeling:* angry a little

*Reason:* That the man was so mean; she's helpless and she lets her frustration out on her kids; that something like that happened and if that happened a lot in that family.

*Subject reported the character(s) felt:* afraid a lot (girl) - angry a lot (mom)

Vignette C:

*Subject reported feeling:* angry, a little; sad a little

*Reason:* That something like that happened; that she didn't seek help and confront the situation.

*Subject reported the character(s) felt:* afraid a little, sad a little (girl)

Vignette D:

*Subject reported feeling:* surprised (bad) a little

*Reason:* That such a small boy would be so cunning. Name calling; first couldn't get what he wanted so he had to do what he did to get what he wanted - told parents.

*Subject reported the character(s) felt:* angry a lot; sad a lot (girl)- happy a lot (boy)- sad a lot (father)

Vignette E:

*Subject reported feeling:* happy a lot

*Reason:* 'Cause she's a cheerful kid; happy for her, is taking her disability in stride. Her being happy made me happy.

*Subject reported the character(s) felt:* happy a lot



Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* Touched by the father's action: that something so small could make a child so happy.

*Subject reported the character(s) felt:* excited (good) a lot; afraid a little

Vignette G:

*Subject reported feeling:* concerned a little

*Reason:* Was trying to figure out both the mom and son's relationship; was a little artificial, as if they both tried to put up a front.

*Subject reported the character(s) felt:* afraid a little; sad a little

Vignette H:

*Subject reported feeling:* concerned a little

*Reason:* For the girl and the teacher. Didn't know why she was acting that way. And he doesn't understand why she's acting that way - won't get her to admit it.

*Subject reported the character(s) felt:* afraid a little (girl)- concerned a lot (teacher)

Vignette I:

*Subject reported feeling:* happy a little

*Reason:* To see both of them; their unique relationship.

*Subject reported the character(s) felt:* afraid a lot (boy)" -concerned a lot; surprised (bad) a lot (teacher)

Subject 14:

Vignette A:

*Subject reported feeling:* concerned a little

*Reason:* Because they were children (in that context).

*Subject reported the character(s) felt:* excited (good) a lot; afraid a lot

Vignette B:

*Subject reported feeling:* sad a little; angry a lot

*Reason:* Thought it was an insignificant thing to get violent about; felt sorry for the girl 'cause it was an accident; felt sorry for the mother: she's going through a lot and broken glass made her reach a breaking point and she took it out on the kid.

*Subject reported the character(s) felt:* afraid a lot (girl)- angry a lot (mom)

Vignette C:

*Subject reported feeling:* sad a lot; happy a lot.

*Reason:* That she was strong enough to leave him.

*Subject reported the character(s) felt:* happy a lot

Vignette D:

*Subject reported feeling:* disgusted a little

*Reason:* 'cause I know it was unfair of her father to do that and I know that her father wasn't really sure of his decision. He didn't seem really mean.

*Subject reported the character(s) felt:* angry; sad a lot (girl); happy a lot (boy); worried/concerned a lot (father)

Vignette E:

*Subject reported feeling:* happy a lot; excited (good) a lot

*Reason:* For her; that she's progressing.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* From watching Selma; she was really happy, excited.

*Subject reported the character(s) felt:* happy a lot; excited (good) a lot

Vignette G:

*Subject reported feeling:* afraid a lot

*Reason:* For her. All these images of violence against women came into my mind.

*Subject reported the character(s) felt:* nothing

Vignette H:

*Subject reported feeling:* sad a little; concerned a little

*Reason:* For the teacher: is trying to teach them and give them a better future; 'cause the ones (students) who fall through the education system might have problems at home, not fed properly or beaten by parents.

*Subject reported the character(s) felt:* angry a lot; disgusted a lot (girl); angry a lot, worried a lot; concerned a lot (teacher)

Vignette I:

*Subject reported feeling:* sad a lot

*Reason:* When I found out he was a runaway and at the end when the woman told the boy someone was coming and he slapped her - indicated to me something had gone wrong.

*Subject reported the character(s) felt:* afraid a lot (boy); worried, concerned a lot (woman)

Subject 15:

Vignette A:

*Subject reported feeling:* surprised (good) a little

*Reason:* When monster came out; at end 'cause he didn't attack the children.

*Subject reported the character(s) felt:* scared a little

Vignette B:

*Subject reported feeling:* angry a lot

*Reason:* At the man first and then the woman. I felt bad for the woman and daughter. You don't have to be that mad and hit her...cause of the heat between the mom and daughter.

*Subject reported the character(s) felt:* angry a lot (girl); sad a little (mom)

Vignette C:

*Subject reported feeling:* angry a lot

*Reason:* Felt husband and wife should consider and treat each other as well as they can. Otherwise, what's the point in getting married? Otherwise, get a divorce.

*Subject reported the character(s) felt:* sad a lot

Vignette D:

*Subject reported feeling:* angry a lot

*Reason:* At boy 'cause, in order to get love/anything, he tried to put his sister aside and used the parents' power. Not fair to the girl.

*Subject reported the character(s) felt:* sad a lot (girl); happy a lot (boy); sad a lot (father)

Vignette E:

*Subject reported feeling:* sad a lot

*Reason:* Looking at her way of walking: she tries so hard to walk. We can never feel her sadness.

*Subject reported the character(s) felt:* nothing

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* Feeling the father and daughter relationship: they are very close and the father loved her very much.

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* sad a little

Vignette H:

*Subject reported feeling:* angry a lot

*Reason:* At the student. He's naughty and impolite.

*Subject reported the character(s) felt:* angry a lot (girl); sad a lot (teacher)

Vignette I:

*Subject reported feeling:* worried a lot

*Reason:* What is he going to do next? What is his future?

*Subject reported the character(s) felt:* afraid a lot (boy); surprised (bad) a lot; angry a little (woman)

Subject 16:

Vignette A:

*Subject reported feeling:* afraid a little

*Reason:* For them: that they'd get in trouble for sneaking around.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* angry a lot

*Reason:* At the mom: is stupid for hitting the little kid; didn't mean to do it.

*Subject reported the character(s) felt:* afraid a lot (girl); angry a lot (mom)

Vignette C:

*Subject reported feeling:* sad a lot

*Reason:* That someone would be subjected to that...

*Subject reported the character(s) felt:* sad a lot; afraid a lot

Vignette D:

*Subject reported feeling:* angry a lot

*Reason:* 'Cause they were being unfair to her: not letting her tell her side of the story.

*Subject reported the character(s) felt:* angry a lot; sad a lot (girl); happy a lot (boy); sad a lot (father)

Vignette E:

*Subject reported feeling:* happy a lot

*Reason:* 'Cause she had such a good attitude. She turned it around and made the best of it.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* Cause he'd realized he'd been harsh on her before; sort of happy ending.

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* surprised (bad) a lot

Vignette H:

*Subject reported feeling:* sad a little

*Reason:* For the teacher: nothing he can do about it.

*Subject reported the character(s) felt:* afraid a lot (girl); sad a lot (teacher)

Vignette I:

*Subject reported feeling:* angry a little; at first worried a little

*Reason:* That he wouldn't accept help and try to solve his problem.

*Subject reported the character(s) felt:* angry a lot; scared a lot (boy);  
scared a little; worried a lot (woman)

Subject 17:

Vignette A:

*Subject reported feeling:* afraid a little

*Reason:* I've been in a situation where the brother tries to persuade me. I was scared the way the boy was tense.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* sad a lot

*Reason:* To see that. Because you could tell the way the husband treats the wife, she took it out on the kids.

*Subject reported the character(s) felt:* surprised (bad) a lot (girl); angry a lot (mom)

Vignette C:

*Subject reported feeling:* sad a little

*Reason:* For her. To see someone talking about being abused by her husband.

*Subject reported the character(s) felt:* sad a lot

Vignette D:

*Subject reported feeling:* angry a lot

*Reason:* It made me mad at the boy...little kids do that, lie and get other people in trouble. It's unfair because the other person doesn't have a chance.

*Subject reported the character(s) felt:* angry a lot (girl); happy a lot (boy); concerned a lot (father)

Vignette E:

*Subject reported feeling:* happy a little

*Reason:* About the way she was able to be positive about her situation.

*Subject reported the character(s) felt:* happy a lot



Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* ...she was really happy.

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* sad a lot

*Reason:* For the fact that the son who comes in is treated differently; can tell there is an underlying tension between them.

*Subject reported the character(s) felt:* sad a lot

Vignette H:

*Subject reported feeling:* sad a little

*Reason:* "Cause she has problems and that's why she's like that. For him 'cause he's in a wheelchair and for her 'cause she probably has problems and that's why she acts like that: so angry.

*Subject reported the character(s) felt:* angry a lot (girl); concerned a lot (teacher)

Vignette I:

*Subject reported feeling:* concerned a lot

*Reason:* For the boy: what would happen to him when he ran away?

*Subject reported the character(s) felt:* happy a lot (boy); concerned a lot (woman)

Subject 18:

Vignette A:

*Subject reported feeling:* afraid a little

*Reason:* When man showed up: see his shadow.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* : sad a lot

*Reason:* 'Cause it wasn't her fault...it was an accident.

*Subject reported the character(s) felt:* sad a little; concerned a lot (girl);  
angry a lot (mom)

Vignette C:

*Subject reported feeling:* angry a lot"

*Reason:* At her husband 'cause he sounds like a terrible husband and he did it to her for a long time.

*Subject reported the character(s) felt:* afraid a little

Vignette D:

*Subject reported feeling:* angry a little

*Reason:* Sorry for her 'cause it wasn't all her fault; angry at boy because he lied and she got in trouble.

*Subject reported the character(s) felt:* angry a lot (girl); angry a lot; happy a lot (boy); concerned a little (father)

Vignette E:

*Subject reported feeling:* sad and concerned a lot; happy a lot

*Reason:* Pity for her 'cause it looked so hard for her to walk.

*Subject reported the character(s) felt:* afraid a little

Vignette F:

*Subject reported feeling:* happy a little

*Reason:* 'Cause she was having so much fun.

*Subject reported the character(s) felt:* excited (good) a lot

Vignette G:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* surprised (bad) a lot

Vignette H:

*Subject reported feeling:* angry a lot

*Reason:* Mad at her 'cause she's being stupid.

*Subject reported the character(s) felt:* angry a little (girl); mad a lot (teacher)

Vignette I:

*Subject reported feeling:* sad a lot

*Reason:* 'Cause boy had nowhere to go and he must not like it at home.

*Subject reported the character(s) felt:* angry a little (boy); sad a lot for boy (woman)

Subject 19:

Vignette A:

*Subject reported feeling:* afraid a lot

*Reason:* At end with creaking of the gate and heightened anxiety when shadow appeared.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* disgusted a lot

*Reason:* At the mom's reaction: that she'd kick up a big fuss over...what she did.

*Subject reported the character(s) felt:* afraid and worried a lot (girl); nothing (mom)

Vignette C:

*Subject reported feeling:* surprised (bad) a lot

*Reason:* That she waited so long to do what she did: to have courage to leave her husband.

*Subject reported the character(s) felt:* sad a lot

Vignette D:

*Subject reported feeling:* angry a lot

*Reason:* Unfair that she had to give up skates.

*Subject reported the character(s) felt:* afraid and disgusted a little (girl); happy a lot (boy); sad a lot (father)

Vignette E:

*Subject reported feeling:* surprised (good) a lot; sad a lot

*Reason:* Amazed at how cheerful and optimistic she was; pity for her that she was born with something like that.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* That the girl was having so much fun and watching the elephant play.

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* surprised (good) a little

*Reason:* no reason given.

*Subject reported the character(s) felt:* nothing

Vignette H:

*Subject reported feeling:* sad a little; disgusted a lot

*Reason:* His efforts at trying to reach out to the student failed. Her reaction toward the teacher.

*Subject reported the character(s) felt:* nothing (girl); sad a lot (teacher)"

Vignette I:

*Subject reported feeling:* sad a lot

*Reason:* That he's a nice kid and that it was really sad that a kid so young had to run away from home. Curious as to what motivated him to do that.

*Subject reported the character(s) felt:* worried a lot (boy); surprised (bad) a little; concerned a lot (woman)

Subject 20:

Vignette A:

*Subject reported feeling:* afraid a little

*Reason:* Part of shadow: the atmosphere, sound effects, the sudden appearance of the shadow.

*Subject reported the character(s) felt:* afraid a lot

Vignette B:

*Subject reported feeling:* disgusted a little

*Reason:* The brutality; the poverty; the environment of the home.

*Subject reported the character(s) felt:* afraid a lot (girl); angry a lot (mom)

Vignette C:

*Subject reported feeling:* disgusted, a lot

*Reason:* The treatment was appalling, with the husband: the way he treated his wife. I think that's so wrong.

*Subject reported the character(s) felt:* sad a lot

Vignette D:

*Subject reported feeling:* sad a little

*Reason:* Boy got off without punishment; rebelliousness of the girl made me sad;...and when she gave up the skates, his father's facial expressions were quite sad, too.

*Subject reported the character(s) felt:* angry a little; sad a lot (girl); happy a lot (boy); sad a lot; angry a little (father)

Vignette E:

*Subject reported feeling:* happy a lot; worried a little

*Reason:* That she was getting help and was quite jovial; 'cause of conditions...but she projected being very happy. -

*Subject reported the character(s) felt:* happy a lot; sad a little

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* Her Joy...

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* surprised (bad) a little

*Reason:* At his sudden appearance.

*Subject reported the character(s) felt:* surprised (bad) a lot

Vignette H:

*Subject reported feeling:* angry a lot; sad a lot

*Reason:* The class of kids not listening and rebellious. I could feel the teacher's frustration.

*Subject reported the character(s) felt:* angry a lot (girl); angry and sad a lot (teacher)

Vignette I:

*Subject reported feeling:* happy a lot; afraid a little; sad a lot; disgusted a lot

*Reason:* Happy: 'cause of boy's personality; Afraid: 'cause he was lonely. It was late and she had a worried expression... Sad: 'cause social worker was coming. Disgusted: at how social worker tried to get the boy to go back.

*Subject reported the character(s) felt:* happy a lot; surprised (bad) a lot; angry and afraid a little (boy); happy a little and sad a lot (woman)

Subject 21:

Vignette A:

*Subject reported feeling:* happy a little

*Reason:* When spitting on the fence.

*Subject reported the character(s) felt:* fear a lot

Vignette B:

*Subject reported feeling:* angry a little

*Reason:* I kind of understand what she was going through. She had a bad marriage. She was frustrated, so she took it out on the kid. To see abuse, especially of a child - I work with children through the ministry - it's one of those things you don't do.

*Subject reported the character(s) felt:* surprised (bad) a lot (girl); unhappy a lot (mom).

Vignette C:

*Subject reported feeling:* anger a little

*Reason:* At husband. Some things aren't acceptable. You have to protect certain groups: like children or battered wives.

*Subject reported the character(s) felt:* angry a little

Vignette D:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* angry a lot (girl); happy a lot (boy); unhappy a lot (father)

Vignette E:

*Subject reported feeling:* happy a lot

*Reason:* Cause I work with kids who have disabilities. It's good to see someone who is well adjusted.

*Subject reported the character(s) felt:* happy a lot



Vignette F:

*Subject reported feeling:* disgusted a little

*Reason:* no reason given

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* surprised (bad) a lot

Vignette H:

*Subject reported feeling:* happy a little; surprised (good) a little; angry a little (felt this one the most)

*Reason:* B. Angry at the kid, cause I work with people with disabilities. I don't know why people are uncomfortable. If I had been that teacher, I would have told her to get back in the room.

*Subject reported the character(s) felt:* scared a lot (girl); angry a lot (teacher).

Vignette I:

*Subject reported feeling:* normal

*Reason:* no reason given.

*Subject reported the character(s) felt:* scared a little (boy); concerned a little (woman)

Subject 22:

Vignette A:

*Subject reported feeling:* happy a little

*Reason:* no reason given

*Subject reported the character(s) felt:* excited (bad) a lot

Vignette B:

*Subject reported feeling:* angry a lot

*Reason:* Because the mom was abusive.

*Subject reported the character(s) felt:* scared a lot (girl); angry a lot (mom)

Vignette C:

*Subject reported feeling:* concerned a little

*Reason.* Because the woman seemed really healthy and didn't show marks of being abused. I thought she maybe an actress.

*Subject reported the character(s) felt:* scared a little

Vignette D:

*Subject reported feeling:* angry a lot

*Reason:* When the father took away the skates from the girl.

*Subject reported the character(s) felt:* angry and sad a lot (girl); happy a lot (boy); sad a little; worried and concerned a lot

Vignette E:

*Subject reported feeling:* happy a little"

*Reason:* She was fighting the disease and not letting it get to her.

*Subject reported the character(s) felt:* happy a lot

Vignette F:

*Subject reported feeling:* happy a lot

*Reason:* 'Cause the girl seemed happy.

*Subject reported the character(s) felt:* happy a lot

Vignette G:

*Subject reported feeling:* nothing"

*Reason:* no reason given

*Subject reported the character(s) felt:* sad a little

Vignette H:

*Subject reported feeling:* angry a little

*Reason:* The girl's attitude towards the teacher was uncalled for.

*Subject reported the character(s) felt:* disgusted a lot (girl); sad a lot (teacher)

Vignette I:

*Subject reported feeling:* nothing

*Reason:* no reason given

*Subject reported the character(s) felt:* angry a lot (boy); sad a little; concerned a lot (woman)

## Answers to Practice Items

Vignette	Subjects										
	1	2	3	4	5	6	7	8	9	10	11
A:	1	6	0	1	6	8	5	9	1	8	8
B:	0	1	0	8	8	8	9	8	10	10	8
C:	1	5	1*	8	9	1	1	2	1	16	1
D:	1	10	1	8	0	8	10	8	9	16	16
E:	16	7	1	1	10	8	10	9	10	8	14
F:	4	10	10	15	10	7	16	9	9	16	10

\* query accuracy of emotion

Vignette	Subject 12	Comments
A:	10	
B:	9	girl
	1	“mad” at mom
C:	10	
D:	10	girl
	1	boy; subject’s response does not indicate a <i>shared</i> emotion <i>with</i> the boy
	1	father, same reason
E:	1	
F:	15	
G:	1	need reason for “happy”
H:	1	girl; “mad” <i>at</i> , not <i>with</i>
	9	teacher
I:	9	boy
	1	woman

Vignette	Subject 13	Comments
A:	1	
B:	14	girl; general situation – lot in life
	15	mom – internal state
C:	10	
D:	8	girl
	1	boy
	1	father
E:	16	
F:	14	
G:	14	
H:	8	girl
	15	teacher
I:	1	boy
	1	woman

Vignette	Subject 14	Comments
A:	8	
B:	8	girl
	16	mom; internal state, same emotion and intensity
C:	16	internal state, same emotion and intensity
D:	8	girl
	1	boy
	1	father
E:	16	
F:	16	
G:	0	
H:	14	girl
	15	teacher; internal state
I:	8	boy
	8	woman

Vignette	Subject 15	Comments
A:	1	
B:	10	girl
	2	mom; interviewer it needs to query; no reason given for “felt bad for women”
C:	14	
D:	8	girl
	1	boy
	1	father
E:	0	
F:	16	feelings
G:	1	
H:	1	girl
	8	teacher
I:	8	boy
	8	woman

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Vignette	Subject 16	Comments
A:	9	
B:	8	girl
	1	mom
C:	16	
D:	10	girl
	1	boy
	1	father
E:	16	
F:	10	
G:	1	
H:	1	girl
	9	teacher
I:	14	boy



Vignette	Subject 17	Comments
A:	15	internal state “tense”
B:	14	girl
	14	mom
C:	9	
D:	16	girl
	1	boy
	1	father
E:	15	
F:	16	
G:	16	
H:	14	girl
	14	teacher – general lot in life
I:	1	boy
	10	woman

Vignette	Subject 18	Comments
A:	6	
B:	9	girl
	1	mom
C:	14	general lot in life
D:	9	girl
	1	boy
	1	father
E:	8	character situation
F:	8	
G:	1	
H:	1	girl
	10	teacher
I:	14	boy; feelings "must not like it..."
	15	woman

Vignette	Subject 19	Comments
A:	7	
B:	8	girl
	0	mom
C:	14	
D:	8	girl
	1	boy
	1	father
E:	14	
F:	16	internal state: "having fun"
G:	0	
H:	0	girl
	15	teacher; internal state: "trying to reach out to"
I:	8	boy
	8	woman

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Vignette	Subject 20	Comments
A:	6	
B:	8	girl
	8	mom
C:	8	
D:	15	girl
	1	boy
	15	father
E:	16	
F:	16	
G:	9	
H:	1	girl
	16	teacher
I:	16	boy
	14	woman

Vignette	Subject 21	Comments
A:	1	
B:	14	girl
	14	mom
C:	16	
D:	1	girl
	1	boy
	1	father
E:	13	
F:	1	
G:	1	
H:	1	girl
	18	teacher
I:	1	boy
	1	woman

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Vignette	Subject 22	Comments
A:	1	
B:	8	girl
	1	mom
C:	2	
D:	10	girl
	1	boy
	1	father
E:	15	girl
F:	16	
G:	1	
H:	1	girl
	8	teacher
I:	1	boy
	1	woman

*Some Specific Questions (Q) and Answers (A) Regarding Scoring Test Items*

Subject 7 a:

Q: I wouldn't have said 'excited' and 'afraid' are similar emotions, so would have scored this example as 1.

A: But the respondent did, upon being asked to pick a similar emotion from a restricted list. This is a reasonable procedure to follow when emotions outside a "basic" set are mentioned. Then, if a person notes "happy" is the most similar to "excited", use that identification. Excited/aroused may have "bad" or "good" connotations. This procedure is noted in the manual and should be specified for this example.

Subject 11 b:

Q: In the reason given for the emotion, it says 'that they'd do that, even if they are that bad off '. I wasn't sure whether 'they are that bad off' could be taken to indicate an understanding of their general life situation, in which case it would have been scored at a level VI?

A: Whenever you don't feel sure, ask the respondent to clarify. I think we'd need a bit more support from the EC interview to infer that this descriptive statement is inferring to a general life situation or present circumstance.

Subject 12 d:

Q: In the reason given, I thought that "cause she didn't want the boy to have a turn' would be taken as a responsiveness to the girl's internal feelings, and so score at level VI rather than level IV?

A: That seems to be treating "want" as an internal inference. In this case I think it is more likely that the respondent is merely describing the episode in which the children are arguing about turn-taking and the girl overtly states and shows her unwillingness to give the boy a turn.

Subject 14 b (girl):

Q: I don't understand why empathy for the girl is scored at 14. I don't see where in the reason given for the subject's emotion, there is any reference to the girl's internal feelings or general life situation?

A: This scoring was based on the entire context reported in which the mother and girl are caught together in a negative family context. The respondent seems to appreciate the girl being a victim in this.

Subject 14 c:

Q: I thought the reason 'that she was strong enough to leave him' indicates more a responsiveness to the character's specific situation rather than to their internal thoughts and feelings?

A: We viewed "strong enough" as a reflection on the character of the stimulus person; it therefore entails more inference to the stimulus person than would a situation-specific response.

Subject 14 h:

Q: Empathy for the teacher is marked as 15, is this because the words 'the teacher is trying to teach them' indicates a responsiveness to his internal feelings?

A: Yes. To be sure, I think this would be more effectively conveyed during the live interview.

Subject 15 i (boy):

Q: I thought that the reason 'What is he going to do next? What is his future?' indicates a responsiveness to his general life situation and so would be scored at level VI rather than level IV?

A: I tend to agree with you, given the second statement. At the time, I'm guessing that we understood these comments to be specifically situation-focused. The present lesson is: if you consider answers such as those above to be "tags" for Level VI reflectiveness, then include a list of them in reliability training.



Subject 16 f:

Q: I would have scored this as 16 rather than 10, since I thought that "cause he'd realized that he'd been harsh on her before" indicates a level VI score rather than level IV? But is the thing to focus on ... More 'sort of happy ending'?

A: It does. Yes, on both counts. It's the reason for the empathic response.

Subject 17 d:

Q: Is the girl scored at a level VI because of the words 'It's unfair'? Otherwise, I don't understand why she is given this level score.

A: Yes, because of this statement.

Subject 18 c:

Q: The subject is feeling angry 'at' rather than angry 'with' and so would score a much lower empathy score?

A: I see your point. But I would endorse the manual's score because the subject reports anger at the person mistreating the stimulus woman – i.e., it is anger "on her behalf". This is the form empathic anger often takes – it occurs on behalf of a victim (who herself may not feel anger so much as fear. Keep in mind "on the behalf of" to help clarify the "angry at" versus "angry along with"

Subject 18 h:

Q: Doesn't 'mad at her' indicate a responsiveness to the teacher's internal feelings, and so have a level VI score for the teacher instead of a level IV score?

A: It may, but I think this one needs inquiry of the respondent (or the full report record). Ask, for example: "in what way is she being stupid?" to determine if the reason is as you think.

Subject 18 i (woman):

Q: I don't understand why the subject is given a level VI score for empathizing with the woman, as I think he is empathizing with the boy, but not the woman?

A: The respondent is reporting the same reason for his/her own response as the response given for why the woman felt sad. This question raises a good point. For economy, we only included the reasons for the subject's own emotion. But this takes place in the context of a larger interview (including asking attributions for the stimulus persons' emotions). When you do your own interviews, consider the entire transcript if in doubt.

Subject 20 b:

Q: I'm not sure why this is scored as they are. The subject seems to be more responding to the situation rather than to the characters?

A: I don't think so. The "brutality" refers to the interactions of people in the home (general home environment). Again, it would benefit to query this with the respondent.

Subject 21 e:

Q: I thought that the reason 'to see someone well adjusted' would have given a score of a level VI response as this indicates a responsiveness to her life situation?

A: You could be right. Our take on it at the time was to focus on the respondent's framing his/her response to the stimulus girl by associating it to his/her own experience. This could be an example of "legitimate" inter-scorer disagreement, permissible so long as it does not exceed the criterion for inter-scorer reliability.