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Recommended Citation

Yahner, Erich, "Annotated Bibliography: Altruism, Empathy, and Prosocial Behavior (1998-2013)" (2014). *Humane Education Bibliographies*. 9.

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**An Annotated Bibliography of Research Relevant to
Altruism, Empathy and Prosocial Behavior
1998-2013**

The Humane Society Institute for Science and Policy

**Compiled by Erich Yahner
(All Abstracts and Summaries from Authors or Publishers)**

JOURNAL ARTICLES

Arbour, R. R., Signal, T. T., & Taylor, N. N. (2009). Teaching kindness: The promise of humane education. *Society & Animals, 17*(2), 136-148.

Although the popularity of Humane Education Programs (HEP) as a method of teaching compassion and caring for all living beings is increasing, there is a need for rigorous, methodologically sound research evaluating the efficacy of HEP. Recent calls for the inclusion of HEP within broader humanistic, environmental, and social justice frameworks underline the importance of HEP beyond a simple "treatment of animals" model. Lack of methodological rigor in the majority of published HEP studies (e.g., absence of a control group) and dispersal across disparate fields (with differing indices of efficacy), however, means that there is a potential for the popular use of HEP to outstrip our understanding of the variables that impact efficacy. The current study discusses some of these issues and presents a pilot study of a literature-only HEP intervention. Comparisons with an age-matched control group indicated that the four-week HEP resulted in an increase in measures of empathy and treatment of animals, although only the increase in empathy levels was significant. This paper discusses the implications of the current results and areas in need of future consideration.

Barr, J.J., & Higgins-D'Alessandro, A. (2007). Adolescent empathy and prosocial behavior in the multidimensional context of school culture. *The Journal of Genetic Psychology, 168*(3), 231-250.

The authors investigated whether students' positive perceptions of their high school's culture were associated with higher levels of empathy and prosocial behavior. The authors collected information from 2 samples to ensure a wide range of school culture perceptions. As expected, empathy and prosocial behavior were correlated. As evidence of the validity of the measure of school culture, students in a small alternative school perceived their school culture as more positive than did students in the companion large, traditional high school. More positive perceptions of school culture were associated with higher levels of empathy but not with prosocial behavior. Results were moderated by gender but not by age. Male students with higher levels of emotional concern (one aspect of empathy) perceived peer relationships (one aspect of school culture) to be more positive than did those with lower levels of emotional concern. This study highlights the importance of using multidimensional constructs for school culture and empathy to understand the effects of schooling on youth.

Beierl, B. (2008). The sympathetic imagination and the human-animal bond: Fostering empathy through reading imaginative literature. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 21*(3), 213-220.

This article is an exploration of human attitudes toward animals as depicted in literature, with special emphasis on enhancing the human-animal bond—a psychological and emotional link generated in the text when empathy develops among humans, animals, and readers. Imaginative literature, featuring both human

and animal characters, conveys this bond to the reader through sympathetic imagination and becomes an effective vehicle through which to support both psychological shifts and cultural changes in the reader's perceptions. The psychological shifts produce greatly heightened empathy and a deepening of the human-animal bond in the individual reader; the cultural shifts result in the growth of a less anthropocentric sensibility toward animals in the larger society. In order to understand how these processes occur, a brief analysis of literary works appears in which these psychological dynamics arise: Anna Sewell's *Black Beauty*; Jack London's *The Call of the Wild and White Fang*; Arthur Vanderbilt's *Golden Days: Memories of a Golden Retriever*; Richard Adams' *Watership Down*; and William Kotzwinkle's *Dr. Rat*. The reader's emotional identification with literary characters leads, in turn, to his or her experience of sympathetic imagination—the extent to which we can think ourselves into the being of another—and achieves empathy, or simulation.

Carlo, G., & Randall, B.A. (2002). The development of a measure of prosocial behaviors for late adolescents. *Journal of Youth and Adolescence*, 31(1), 31-44.

The correlates and structure of prosocial behaviors in late adolescents were examined using a newly constructed, multidimensional measure. In Study 1, 249 college students (145 women; *M* age = 19.9 years) were administered the Prosocial Tendencies Measure (PTM) which assesses 6 types of prosocial behaviors: altruistic, compliant, emotional, dire, public, and anonymous. Measures of sympathy, perspective taking, personal distress, social desirability, global prosocial behaviors, social responsibility, ascription of responsibility, vocabulary skills, and prosocial moral reasoning were also completed. Test-retest reliability and further validity of the PTM were demonstrated in Study 2 with a sample of 40 college students (28 women; *M* age = 22.9 years). Results from both studies yielded evidence of adequate reliability and validity of the PTM and support the notion of differentiated forms of helping.

Curry, J. R., Smith, H. L., & Robinson, E. H. (2009). The development and manifestation of altruistic caring: A qualitative inquiry. *Counseling and Values*, 54(1), 2-16.

Qualitative, phenomenological research provides rich information about the constructive, life span perspectives of the manifestation and development of altruism. Using an interpretive phenomenological approach, this study investigated altruism as described by 34 older persons in a continuing care retirement community. The findings identified 13 overarching, common, emergent themes related to this construct. Implications are provided for helping professionals.

Daly, B., & Morton, L. L. (2003). Children with pets do not show higher empathy: A challenge to current views. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 16(4), 298-314.

A group of children ($n=137$) were surveyed with respect to pet ownership and pet preferences to explore the link between the human-animal bond and empathy. The most notable findings—and contrary to our predictions—were: (1) there was no difference in empathy (Bryan Empathy Index) between pet owners and non-owners; (2) there was no correlation between empathy and attachment to pets (Companion Animal Bonding Scale); and (3) higher empathy scores were not related to pet-preference indicators. A more fine-grained examination of the pet-owning group only revealed differences with respect to type of animal owned. Higher empathy was evident with dog ownership as opposed to other pet types. However, this needs to be tempered by the equally interesting observation that lower empathy was related to cat ownership. Regardless of how ownership groups are configured, there is consistent evidence that differentiates cat owners (lower empathy) from dog owners (higher empathy). When pet ownership and pet preference are combined to form new groupings, again, the cat effects and dog effects are evident. Implications extend to the need: (1) for future research on the nature of the human-animal bond; (2) to explore the relationship between personality and animal bonding; and (3) to refine the questions surrounding the animal-based links to empathy, as well as other related constructs such as prosocial behaviour, compassion, self-esteem, self-control, autonomy, affection, stress, responsibility, and perhaps even emotional intelligence, career paths and community service.

Daly, B., & Morton, L.L. (2006). An investigation of human--animal interactions and empathy as related to pet preference, ownership, attachment, and attitudes in children. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 19(2), 113-127.

A group of elementary students (n = 155) were surveyed with respect to four aspects of relationships with pets—preference, ownership, attachment, and attitude—in order to further explore the connection that appears to exist between human-animal interactions and empathy. The investigation was initiated, in part, in order to elaborate upon findings from an earlier study (Daly and Morton 2003) and focused mainly on the relationships between children and dogs and cats, although horses, birds, and fish were also included. Some of the general findings related to dogs and cats are: (1) children who preferred (Pet Preference Inventory) both dogs and cats were more empathic than those who preferred cats or dogs only; (2) those who owned both dogs and cats were more empathic than those who owned only a dog, owned only a cat, or who owned neither; (3) those who were highly attached to their pets (Lexington Attachment to Pets Scale) were more empathic than those who were less attached; and (4) empathy and positive attitude (Pet Attitude Scale) revealed a significant positive correlation. As expected, girls were significantly more empathic than boys. Moreover, while cell sizes were low with respect to pet preference and ownership, empathy was also higher for individuals who expressed a preference for birds and horses. While the earlier study (Daly and Morton 2003) indicated that higher empathy was associated with dog ownership more so than other pets, including cats, a notable finding of the present study is that empathy appears to be positively associated with individuals who prefer, and/or who own, both a dog and a cat. The implications extend to the need: (1) for continued empirical research investigating the relationship between human-animal interactions and empathy; and (2) to refine the questions that lead to a clearer explanation of this relationship.

Daly, B., & Morton, L.L. (2008). Empathic correlates of witnessing the inhumane killing of an animal: An investigation of single and multiple exposures. *Society & Animals*, 16(3), 243-255.

Seventy-five adults who reported witnessing at least 1 animal being killed inhumanely participated in a study of 5 measures of empathy from the Interpersonal Reactivity Index (IRI) (Davis, 1980) and the Animal Attitude Scale (AAS) (Herzog, Betchart, & Pittman, 1991): Perspective Taking (PT), Fantasy (FS), Emotional Concern (EC), Personal Distress (PD), and Animal Attitudes (AA). Females showed greater sensitivity (4 of 5 scales) on a 2-way MANOVA with Sex (male, female) and Witnessing Killing (never, once, multiple) as independent variables. Individuals who witnessed multiple killings were higher on PT and lower on PD scales. Lower PD for those who witnessed multiple killings suggests hardening or habituation related to exposure. Alternatively, they may lack resistance to involvement in situations leading to animal violence. Higher PT scores related to multiple killings may indicate a natural leaning toward the cognitive—rather than affective—or dissociation between cognitive and affective. A shift to the cognitive, as a defense mechanism, suggests a dissociation hypothesis. Implications extend to the need for refined research in the developmental sequence of animal abuse and empathy, and humane education.

Daly, B., & Morton, L.L. (2009). Empathic differences in adults as a function of childhood and adult pet ownership and pet type. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 22(4), 371-382.

Prompted by interesting but ambiguous findings that empathic differences in children may relate to pet preference and ownership, we extended the issue to an adult population. We investigated empathic-type responses in adults who lived with cats and/or dogs in childhood (Child-Pet) and currently (Adult-Pet), using the Interpersonal Reactivity Index (IRI), the Empathy Quotient (EQ), and the Animal Attitude Scale (AAS). Multivariate analyses of covariance, with Sex as the covariate (MANCOVA), revealed differences on the AAS, the IRI-Personal Distress scale, and the EQ-Social Skills factor. For the Child-Pet data, the Dog-Only and the Both (dog and cat) groups, compared with those in the Neither (no dog or cat) group, scored lower on the IRI-Personal Distress scale and higher on the EQ-Social Skills factor. On the AAS, all three pet groups (Dog-Only, Cat-Only, and Both) had higher ratings than the Neither group. For Adult-Pet data, the analyses revealed the Dog-Only group was lower on Personal Distress than the Neither group, and higher

on Social Skills than the Neither group and the Cat-Only group. On the AAS, the Neither group was lower than all three pet-owning groups, like the childhood data, but strikingly, adults with both dogs and cats were higher on the AAS. The findings support research linking companion animals with empathic development. They warrant the continued exploration of the nature of empathic development (i.e., nature vs. nurture) and contribute to the increasing research field exploring the value of companion animals.

Dereli, E., & Aypay, A. (2012). The prediction of empathetic tendency and characteristic trait of collaboration on humane values in secondary education students and the examining to those characteristics. *Educational Sciences: Theory & Practice*, 12, 1262-1279.

The purpose of this study was to investigate the relationships among the empathic tendency, collaboration character trait, human values of student high school and whether high school students' empathic tendency, character trait of collaboration, human values differ based on qualifications of personnel (gender, class levels, mother and father education level, income level of family and number of siblings) was investigated. The study group was composed by 504 students attending in different high schools in Adana and Eskişehir. The data were collected using the Adolescent KA-Sİ Empathic Tendency Scale, Human Values Scale and Collaboration sub-dimension of Temperament and Character Inventory (TCI). Analysis of data was used descriptive statistics, t test for independent groups, One Way Anova, multiple regression analysis. Results indicated that students' empathic tendency, collaboration subdimension character trait, human values scores significantly differed based on gender and mother education level. Students' human values scores significantly differed based on class-level. Students' collaboration character trait, human values scores significantly differed based on father education-level and income-level of family. Also empathic tendency predicted responsibility, friendship, pacifism, respect, honesty and tolerance of human values; collaboration character trait predicted responsibility, friendship, pacifism, respect, honesty and tolerance.

Eckardt Erlanger, A.C., & Tsytsarev, S.V. (2012). The relationship between empathy and personality in undergraduate students' attitudes toward nonhuman animals. *Society & Animals*, 20(1), 21-38.

The majority of research investigating beliefs toward nonhuman animals has focused on vivisection or utilized populations with clear views on animal issues (e.g., animal rights activists). Minimal research has been conducted on what personality factors influence a nonclinical or nonadjudicated population's beliefs about the treatment of animals. The purpose of the present study was to examine the role of empathy and personality traits in attitudes about the treatment of animals in 241 undergraduate students. Results indicated that those with high levels of empathy held more positive attitudes toward animals and more negative beliefs about animal cruelty than those with low levels of empathy. Some differences in participants' specific attitudes toward animals were found. Limitations and implications for future research are reviewed.

Eisenberg, N., Eggum, N.D. and DiGiunta, L. (2010), Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review*, 4, 143–180.

Empathy-related responding, including empathy, sympathy, and personal distress, has been implicated in conceptual models and theories about prosocial behavior and altruism, aggression and antisocial behavior, and intergroup relationships. Conceptual arguments and empirical findings related to each of these topics are reviewed. In general, there is evidence that empathy and/or sympathy are important correlates of, and likely contributors to, other-oriented prosocial behavior, the inhibition of aggression and antisocial behavior, and the quality of intergroup relationships. Applied implications of these findings, including prevention studies, are discussed, as are possible future directions.

Engster, D. (2006). Care ethics and animal welfare. *Journal of Social Philosophy*, 37(4), 521-536.

The dynamics of care theory and its significance to animal welfare is discussed. The author argues that humans have the inherent capacity to care for others on the basis of their dependency on the care of others, in other words, humans assume his fellow to care for him in the same manner that he is expected to

sympathize and care as well. It is on the basis of recognition of the basic biological needs and the desire for survival that care theory extends its scope to include animals despite their exclusion from the human dependency concept of care.

Fox, K. (2010). Children making a difference: Developing awareness of poverty through service learning. *The Social Studies*, 101(1), 1-9.

Service learning is an accepted practice in many middle and high schools as a means to develop empathy for others and promote character. In elementary classrooms service learning may be considered a one time a year occurrence and carried out as a school-wide project. This article addresses a more integrated approach to service learning, wherein children can participate in a yearlong approach to contributing to their community. Teachers direct them in making connections to the local community while at the same time developing lifelong habits of participation and service.

Grant, A.M., & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology*, 98(6), 946.

Although research has established that receiving expressions of gratitude increases prosocial behavior, little is known about the psychological mechanisms that mediate this effect. We propose that gratitude expressions can enhance prosocial behavior through both agentic and communal mechanisms, such that when helpers are thanked for their efforts, they experience stronger feelings of self-efficacy and social worth, which motivate them to engage in prosocial behavior. In Experiments 1 and 2, receiving a brief written expression of gratitude motivated helpers to assist both the beneficiary who expressed gratitude and a different beneficiary. These effects of gratitude expressions were mediated by perceptions of social worth and not by self-efficacy or affect. In Experiment 3, we constructively replicated these effects in a field experiment: A manager's gratitude expression increased the number of calls made by university fundraisers, which was mediated by social worth but not self-efficacy. In Experiment 4, a different measure of social worth mediated the effects of an interpersonal gratitude expression. Our results support the communal perspective rather than the agentic perspective: Gratitude expressions increase prosocial behavior by enabling individuals to feel socially valued.

Knafo, A., & Plomin, R. (2006). Prosocial behavior from early to middle childhood: genetic and environmental influences on stability and change. *Developmental Psychology*, 42(5), 771.

Prosocial behavior is important for the functioning of society. This study investigates the extent to which environment shared by family members, nonshared environment, and genetics account for children's prosocial behavior. The prosocial behavior of twins (9,424 pairs) was rated by their parents at the ages of 2, 3, 4, and 7 and by their teachers at age 7. For parent ratings, shared environmental effects decreased from .47 on average at age 2 to .03 at age 7, and genetic effects increased from .32 on average to .61. The finding of weak shared environmental effects and large heritability at age 7 was largely confirmed through the use of teacher ratings. Using longitudinal genetic analyses, the authors conclude that genetic effects account for both change and continuity in prosocial behavior and nonshared environment contributes mainly to change.

Kokko, K., Tremblay, R.E., Lacourse, E., Nagin, D.S., & Vitaro, F. (2006). Trajectories of prosocial behavior and physical aggression in middle childhood: Links to adolescent school dropout and physical violence. *Journal of Research on Adolescence*, 16(3), 403-428.

Trajectories of prosocial behavior and physical aggression between 6 and 12 years of age were identified for a sample ($N=1,025$) of males. The trajectories were then used to predict school dropout and physical violence at age 17. Using a group-based semi-parametric method, two trajectories of prosociality (low and moderate declining) and three trajectories of physical aggression (low, moderate, and high declining) were obtained. Only a small minority (3.4%) of the boys were characterized by both high aggression and

moderate prosociality. Physical aggression predicted both school dropout and physical violence, but contrary to expectations, prosocial behavior did not have additive or protective effects.

Malti, T., Gummerum, M., Keller, M. and Buchmann, M. (2009), Children's moral motivation, sympathy, and prosocial behavior. *Child Development*, 80, 442–460.

Two studies investigated the role of children's moral motivation and sympathy in prosocial behavior. Study 1 measured other-reported prosocial behavior and self- and other-reported sympathy. Moral motivation was assessed by emotion attributions and moral reasoning following hypothetical transgressions in a representative longitudinal sample of Swiss 6-year-old children ($N = 1,273$). Prosocial behavior increased with increasing sympathy, especially if children displayed low moral motivation. Moral motivation and sympathy were also independently related to prosocial behavior. Study 2 extended the findings of Study 1 with a second longitudinal sample of Swiss 6-year-old children ($N = 175$) using supplementary measures of prosocial behavior, sympathy, and moral motivation. The results are discussed in regard to the precursors of the moral self in childhood.

McCurdy, B.L., Kunsch, C., & Reibstein, S. (2007). Secondary prevention in the urban school: Implementing the behavior education program. *Preventing School Failure*, 51(3), 12-19.

Urban school officials face the challenge of a growing number of students with or at-risk for developing antisocial behavior. The school-wide positive behavior support (PBS) model provides a comprehensive structure for schools to address antisocial behavior more effectively. In this article, the authors document, in case study format, the implementation of the behavior education program (BEP) in one urban elementary school for a group of students requiring a more intensive level of intervention. The BEP is designed to serve a secondary prevention function in the three-tiered school-wide PBS model. Idiographic results showed positive gains for the majority of students. Student and teacher measures of acceptability indicated a high degree of satisfaction with the program. Discussion focuses on the application of the BEP as a secondary prevention strategy and the implications for use as an intervention as well as assessment tool.

Oleson, J.C., & Henry, B.C. (2009). Relations among need for power, affect and attitudes toward animal cruelty. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 22(3), 255-265.

Previous research has investigated the relationship between empathy with humans and attitudes toward animals. Developing a better understanding of this relationship, as well as other related variables, may assist in the prevention of antisocial behavior. The purpose of the current study was to investigate the relationship between sensitivity toward the mistreatment of animals, negative affect, and need for power. Participants were 198 Introductory Psychology students, 98 (49.5%) women and 100 (50.5%) men. They completed three questionnaires: the Need for Power (nPower) subscale of the Index of Personal Reactions (IPR); the Positive and Negative Affect Schedules-Expanded form (PANAS-X); and the Cruelty subscale of the Attitudes Toward the Treatment of Animals Scale (ATIAS). Results indicated that, among men, individual differences in the affect subscales of Sadness, Hostility, Fear, and Fatigue, in addition to nPower, were significantly correlated with cruelty attitudes. Linear regression showed that both Hostility and nPower emerged as significant predictors of cruelty attitudes. Further analyses revealed a significant Hostility x nPower interaction, with Hostility related to animal cruelty only among men with low nPower scores. Among women, only the affect subscale of Serenity was correlated with animal cruelty. Implications and recommendations for future research are discussed.

Robinson III, E.M., & Curry, J.R. (2005). Promoting altruism in the classroom. *Childhood Education*, 82(2), 68-73.

Another hypothesis comes from social learning theory, which posits that children learn to be altruistic through multiple social interactions, including adult role modeling of ideal behaviors, dialectic conversations

that stimulate cognitive formation and development of altruistic ideas, and role playing and instruction that increase children's perceptions of their own competencies for helping others (Konecni & Ebbesen, 1975). Further evidence supporting the social learning theory of altruism comes from research by Konecni and Ebbesen (1975), who found that children have a greater response to adults who behave altruistically (through role modeling) versus adults who merely make statements in favor of altruism.

Signal, T.D., & Taylor, N. (2007). Attitude to animals and empathy: Comparing animal protection and general community samples. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 20(2), 125-130.

Although a number of studies have examined a range of demographic and personality variables that may impact upon attitudes towards the treatment of non-human species, little consensus has been reached within the literature. The aim of the current study was to evaluate and assess levels of human-directed empathy and attitudes towards the treatment of animals in two diverse populations, namely the general community (n = 543) and those within the animal protection field (n = 389). Both groups of participants completed the Attitude Towards the Treatment of Animals Scale (AAS) and the Davis Interpersonal Reactivity Index (IRI), a measure of human-directed empathy. Comparisons between the two samples indicated that those within the animal protection community scored more highly on both the animal attitude and human-directed empathy measures. Correlational analyses revealed a positive relation between AAS and IRI scores for both samples, whilst the strength of the correlation was greater for those within the animal protection sample. These findings are discussed.

Skinner, C.H., Cashwell, T.H., & Skinner, A.L. (2000). Increasing tootling: The effects of a peer-monitored group contingency program on students' reports of peers' prosocial behaviors. *Psychology in the Schools*, 37(3), 263-270.

In most educational ecologies, attention and consequences are focused on inappropriate behavior. Often students observe and report peers' antisocial behavior (i.e., tattle) and teachers investigate and consequent (i.e., punish) those behaviors. In the current study, a withdrawal design was used to investigate a corollary system. Fourth-grade students were trained to observe and report peers' prosocial behaviors (i.e., tootle), and interdependent group contingencies and public posting were used to reinforce those reports. Although the first intervention phase showed much variability, subsequent phases showed that an intervention composed of public posting and interdependent group contingencies increased prosocial behavior reports. Results are discussed in terms of using this system to increase student and teacher awareness of and reinforcement for incidental prosocial behaviors.

Spinrad, T.L., Eisenberg, N., & Bernt, F. (2007). Introduction to the special issues on moral development: Part I. *Journal of Genetic Psychology*, 168(2), 101-104.

The article presents a research which contributes to the scientific understanding of moral behavior, moral affect, and moral cognition. This research gives varied approaches to studying moral development in toddlers, children, adolescents, and adults. Empirical data supports that girls outperform boys on indexes of moral development, such as empathy and prosocial behavior. Although results vary based on the method used and on the age of participants. The researchers found that girls generally exhibit more sympathy and prosocial behavior than do boys.

Taylor, N.N., & Signal, O.O. (2005). Empathy and attitudes to animals. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 18(1), 18-27.

The article focuses on the empathy and attitudes towards animals. Governments are lobbied to change or create laws to protect animal welfare; perceived infringements of animal welfare remain news and more and more people the world over indicate that companion animals play an important role in their lives and families. In short, animals are a part of the social fabric. Despite this, social scientists have been reticent at

best, and oppositional at worst, to studying human-animal relationships. Links between lack of human-directed empathy, violence towards animals and violence towards humans are beginning to emerge. Empathy has been proposed as a mediating factor in aggression to both humans and animals, with a number of authors suggesting links between deficits in empathy and antisocial behavior in children, adolescents, and adults in both clinical and non-clinical populations. Hence, humane education is being posited as one particularly effective mechanism whereby a lack of human-directed empathy may be remedied by teaching animal welfare appropriate attitudes. Therefore the links between companion animal ownership and measures of empathy and attitudes to animals deserve further attention.

Thompson, K.L. and Gullone, E. (2003), Promotion of empathy and prosocial behaviour in children through humane education. *Australian Psychologist*, 38,175–182.

While the importance of normative levels of empathy and prosocial behaviour is becoming increasingly recognised, it has been suggested that modern western industrialised society is not conducive to the promotion of empathy development in children. Related to this, it has been proposed that one method for contributing to the building of empathy is to encourage direct contact with animals. The rationale for this is the belief that by developing a bond with animals, empathy toward other living beings will be encouraged. Consequently, it has been proposed that empathy directed at non-human animals will transfer to humans. Such cross-species association has been demonstrated for animal abuse. For example, some studies have reported that childhood cruelty toward animals is related to interpersonal violence in adulthood. Humane education programs aim to intervene in the cycle of abuse by decreasing a child's potential to be abusive toward animals, and, as a consequence, to promote prosocial behaviour toward humans.

Tissen, I., Hergovich, A., & Spiel, C. (2007). School-based social training with and without dogs: Evaluation of their effectiveness. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 20(4), 365-373.

This study examined the effects of different training methods on social behavior, empathy, and aggression (open and relational) in children (third-graders) at several intervals. There were three experimental conditions: "Social training without dogs," "Social training with dogs," and "Dog attendance without social training." The project was carried out in three elementary schools—three classes per school (total of 230 children)—over a period of 10 weeks. The assignment of experimental conditions to classes within each school was random. There were ten training sessions (90 minutes each): one session per week. The class teachers and pupils filled in questionnaires before the start of training and after the completion of the 10-week program, and the pupils did so once again three weeks after that. Data were analyzed using analysis of covariance for repeated measures on one factor. The respective initial values were incorporated into the computation as covariates. The teacher's survey revealed a significant improvement in pupils' social behavior, irrespective of program. The pupils showed a significant increase in empathy, irrespective of program; however, the effect was not stable over time. A significant advantage with respect to open and relational aggression was demonstrated by the "Social training with dogs" program over the other two alternatives.

Twenge, J.M., Baumeister, R.F., DeWall, C.N., Ciarocco, N.J., & Bartels, J.M. (2007). Social exclusion decreases prosocial behavior. *Journal of Personality and Social Psychology*, 92(1), 56.

In 7 experiments, the authors manipulated social exclusion by telling people that they would end up alone later in life or that other participants had rejected them. Social exclusion caused a substantial reduction in prosocial behavior. Socially excluded people donated less money to a student fund, were unwilling to volunteer for further lab experiments, were less helpful after a mishap, and cooperated less in a mixed-motive game with another student. The results did not vary by cost to the self or by recipient of the help, and results remained significant when the experimenter was unaware of condition. The effect was mediated by feelings of empathy for another person but was not mediated by mood, state self-esteem, belongingness, trust, control, or self-awareness. The implication is that rejection temporarily interferes with emotional

responses, thereby impairing the capacity for empathic understanding of others, and as a result, any inclination to help or cooperate with them is undermined.

Vaish, A., Carpenter, M., & Tomasello, M. (2009). Sympathy through affective perspective taking and its relation to prosocial behavior in toddlers. *Developmental Psychology, 45*(2), 534.

In most research on the early ontogeny of sympathy, young children are presented with an overtly distressed person and their responses are observed. In the current study, the authors asked whether young children could also sympathize with a person to whom something negative had happened but who was expressing no emotion at all. They showed 18- and 25-month-olds an adult either harming another adult by destroying or taking away her possessions (harm condition) or else doing something similar that did not harm her (neutral condition). The "victim" expressed no emotions in either condition. Nevertheless, in the harm as compared with the neutral condition, children showed more concern and subsequent prosocial behavior toward the victim. Moreover, children's concerned looks during the harmful event were positively correlated with their subsequent prosocial behavior. Very young children can sympathize with a victim even in the absence of overt emotional signals, possibly by some form of affective perspective taking.

Zasloff, L.R., Hart, L.A., & Weiss, J.M. (2003). Dog training as a violence prevention tool for at-risk adolescents. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals, 16*(4), 352-359.

Humane education programs often target at-risk children and seek to teach empathy and gentleness with animals, but few of these have been assessed. This prospective, longitudinal study examined the effects of "Teaching Love and Compassion" (TLC), a humane education program employing educational group discussions and dog training for seventh-grade, inner city youth in Los Angeles, California. The TLC program is offered to groups of 10 to 12 students during their three-week vacation at the year-round school. Students for the experimental and control groups were selected from the pool of those scoring below the 25th percentile in reading and mathematics. The study, conducted over a two-year period, assessed four successive sessions, comprising an experimental group of 41 children and a control group of 42 children. In morning sessions, the experimental group had discussions focusing on interpersonal issues and conflict management. In the afternoons they were taught the proper care and obedience training of shelter dogs. Pre-, post-, and follow-up tests, specially developed to accommodate the children's reading ability and scheduling constraints, were given to both the experimental and control groups to assess their knowledge of animal care, conflict management skills, attitudes toward self and others, and fear of dogs. Members of the experimental group increased their understanding of pet care and the needs of animals and retained this information more than did the control group for all four TLC sessions, both at post-testing ($F=58.4, p=0.0001$) and follow-up testing ($F=18.9, p=0.0001$). At post-testing, the experimental group showed a trend toward a decreased fear of dogs ($F=3.6, p=0.062$), that was significant at follow-up testing ($F=4.2, p=0.019$). For these children who are exposed to daily violence and aggression to people and animals, these modest changes were associated with the three-week intervention.

BOOKS

Babula, M. (2013). *Motivation, altruism, personality and social psychology: The coming age of altruism*. ISBN: 9781137031280.

Motivation, Altruism, Personality, and Social Psychology takes up the debate around altruism and the acceptance in society that self-interest is a healthy guiding principle in life, and argues that altruism contributes to better states of psychological health that transcend self-actualization. In discussing altruism in relation to peace psychology, positive psychology, social and evolutionary psychology, psychotherapy, and in terms of neurobiological evidence, this book argues that the field of psychology is stuck in a 'dark age,' driving people towards a focus on the self and promoting self-interest at the expense of the 'other' and one's wider social surroundings.

Blake, S. (2007). *Promoting emotional and social development in schools: A practical guide*. London: Paul Chapman. ISBN: 9781412907309.

This accessible resource presents guidelines for creating an emotionally and socially healthy school and offers case studies that illustrate how good practice improves behavior and promotes inclusion.

Brown, D. J. (1998). *Schools with heart: Voluntarism and public education*. Boulder, Colo: Westview Press. ISBN: 9780813390840.

What are schools with heart? They are schools that invite a profusion of volunteers to work inside them. Rich in community connections, the schools and the students they serve benefit considerably from donations of time. The importance of school volunteers has been underestimated greatly as an aspect of educational policy. Often regarded as just providing "extras," their presence in public schools brings acutely needed resources, raises issues of who controls schools, and contributes to the growth of social capital among students, school personnel, and community members. The use of volunteers may be one of the key solutions to problems facing public elementary schools today. Brown explores school voluntarism by using original data gathered from 185 interviews with public school principals, teachers, and volunteers, many of whom worked in schools known for their volunteer programs. Supplementing these data from other studies, this careful inquiry finds that volunteers offer much to schools. Administrators and teachers respond to their willingness to give and thus "make them welcome." Schools with heart are voluntary public schools—ones that rely on the benevolence of many people as well as public funding. School voluntarism is seen as a special bridge between primordial institutions (such as families) and modern institutions (such as public schools). Brown shows that the use of benevolence in schools offers a vision of how education may be changed. He presents some recommendations for policies that would alter the balance between public and private support for public education.

Brunskill, K. (2006). *Developing consideration, respect and tolerance*. London, England: Paul Chapman. ISBN: 9781412919630.

This resource helps students aged 5 to 12 in cultivating their talents, proactive problem-solving, positive social orientation, and establishing a sense of belonging.

Brunskill, K. (2006). *Learning to be honest, kind and friendly*. London, England: Paul Chapman. ISBN: 9781412919623.

The four books in the series provide a whole-school value based programme for young people from five to twelve years of age. They help in the creation of wellbeing and resilience in students by introducing and developing a range of values and behaviours that will assist with social and emotional health. The series is well differentiated for the target age group and each volume follows a similar format: (1) introduction; (2) guidance on how to use the materials; (3) links to curriculum areas; (4) comprehensive teacher notes on each theme. The themes are based around stories which will engage young people and these are accompanied by worksheets and follow up activities. Each book can be used individually or together as a complete programme to promote pro-social values. All the books will help young people to: (1) have a sense of belonging; (2) identify their talents; (3) develop proactive problem solving; (4) enhance positive social orientation; (5) encourage an optimistic sense of fun.

Caselman, T. (2009). *Teaching children empathy: The social emotion : lessons, activities and reproducible worksheets (K-6) that teach how to "step into other's shoes"*. Chapin, SC: YouthLight, Inc. ISBN: 9781598500141.

Helping children develop greater empathy-related awareness and skills can help prevent negative social behaviours such as bullying, meanness, and alienation. Empathy is a fundamental social emotion because it

brings a sense of emotional connection to others. It is this awareness that is not only basic to all healthy relationships; it is the root of prosocial behaviour, altruism, kindness and peace. Empathy has cognitive, affective and behavioural components that can be learned and improved upon by children. The lessons and activities in this book are designed to: teach students the value of empathy; assist students in recognizing their own and others' feelings; help students put themselves in "someone else's shoes"; and instruct students how to exhibit understanding and acceptance. Each topic-related lesson includes five inviting worksheets that can be reproduced and used repeatedly with elementary school-aged students.

Doherty, M. J. (2009). *Theory of mind: How children understand others' thoughts and feelings*. Hove: Psychology Press. ISBN: 9781841695709.

Most of us are continually aware that others have thoughts and feelings – but are children? When? This book is a concise and readable review of the extensive research into children's understanding of what other people think and feel, a central topic in developmental psychology known as "Theory of Mind". The understanding of belief is central to this text, which explains in simple terms what representational theory of mind is all about, and shows how researchers have demonstrated this understanding in 4-year-olds. The book considers what leads to this understanding, including the role of pretend play, understanding of attention and eye direction, and other precursors to representational understanding of mind. The general relevance of theory of mind is demonstrated through coverage of the development of other mental state concepts, and the relationship between understanding mental representation and other representational media. The author also carefully summarizes current research on the relationship between theory of mind and concurrent developments in executive functioning, and the understanding of language. The book closes by considering autism. A major achievement of theory of mind research is the light it has helped throw on this puzzling developmental disorder. Providing a comprehensive overview of 25 years of research into theory of mind, the book will be of great interest to both students and researchers in psychology, philosophy and the cognitive sciences.

Gordon, M. (2005). *Roots of empathy: Changing the world, child by child*. Toronto, Ont: Thomas Allen Publishers. ISBN: 9780887621284.

Roots of Empathy – an evidence-based program developed in 1996 by longtime educator and social entrepreneur Mary Gordon – has already reached more than 270,000 children in Canada, the U.S., Japan, Australia, New Zealand, and elsewhere. Now, as *The New York Times* reports that "empathy lessons are spreading everywhere amid concerns over the pressure on students from high-stakes tests and a race to college that starts in kindergarten", Mary Gordon explains the value of and how best to nurture empathy and social and emotional literacy in all children – and thereby reduce aggression, antisocial behavior, and bullying.

Heiss, R. (2007). *Helping kids help: Organizing successful charitable projects*. Chicago: Zephyr Press. ISBN: 9781569762110.

Provides print and Web resources, specific ideas for charitable projects, and practical guidance for developing students' career and life skills through youth philanthropy.

Hoffman, M.L. (2001). *Empathy and moral development: Implications for caring and justice*. Cambridge: Cambridge University Press. ISBN: 9780521012973.

Contemporary theories have generally focused on either the behavioral, cognitive or emotional dimensions of prosocial moral development. This volume provides the first comprehensive account of prosocial moral development in children. The book's focus is empathy's contribution to altruism and compassion for others in physical, psychological, or economic distress; feelings of guilt over harming someone; feelings of anger at others who do harm; feelings of injustice when others do not receive their due. Also highlighted are the psychological processes involved in empathy's interaction with certain parental behaviors that foster moral

internalization in children and the psychological processes involved in empathy's relation to abstract moral principles.

Levine, D.A. (2005). *Teaching empathy: A blueprint for caring, compassion, and community*. Bloomington, IN: Solution Tree. ISBN: 9781932127782.

The *Teaching Empathy* resource set (book and CD) focuses on teaching the pro-social skill of empathy by naming and practicing it, and by modeling and encouraging it. The four sections of this resource set will help you build a culture of caring in your school: 1. Teaching With Empathy: Connect with students, model pro-social skills, and build trusting relationships through storytelling, symbolic teaching and other strategies. 2. Learning Empathy: Teach students empathy and its companion behaviors of listening, compassion, honor, and generosity through strategies such as Social Skills Learning, cross-training and rituals, and the Fishbowl. 3. Living Empathy: Build a school culture of empathy through the 10 intentions of the school of belonging. 4. Courageous Conversations: Focus on dilemmas, the powers of choice, and other empathic skills in the mini-empathy curriculum that combines 13 lessons with 8 thought-provoking songs including "Howard Gray."

Loar, L., Colman, L.L., & Latham Foundation. (2004). *Teaching empathy: Animal-assisted therapy programs for children and families exposed to violence*. Alameda, Calif.: Latham Foundation for the Promotion of Humane Education. ISBN: 9780967533032.

Teaching Empathy: Animal-Assisted Therapy Programs for Children and Families Exposed to Violence is a repository of practical skills and interventions. You can select from a rich menu of ideas, assessment tools, worksheets and resources to design humane education and animal-assisted therapy programs that are safe for both the human and animal participant. You will not take an animal into a classroom again and be ignorant of the possible impact of your words and the animal's behaviors on certain children. All of this knowledge is essential to safeguard the welfare of both humans and animals and to promote the best that the fields of humane education and animal-assisted therapies have to offer.

Scott, N., & Seglow, J. (2007). *Altruism*. McGraw-Hill International. ISBN: 9780335222490.

This accessible book is the first introduction to the idea of altruism. It explores how we have come to be altruistic, and considers why it is important to remain altruistic, not just for the sake of others, but in order to maintain the fragile fabric of human society. The book surveys the history of the concept of altruism and examines it from a variety of disciplinary perspectives, including moral philosophy, evolutionary biology, psychology, economics and political science. It then attempts to bring together the distinct issues and concerns of these disciplines to arrive at a unified understanding of altruism. The rational self-interested individual of economics is compared with the altruist who exhibits the virtues of empathy, compassion and benevolence. The book also discusses heroic altruism, such as that displayed by rescuers of Jews in Nazi-occupied Europe, and psychological experiments which seek to identify the altruistic trait. Scott and Seglow argue that altruism is easily extinguished and hard to nourish, but vital for a fundamentally human future. Academics and students in social sciences and philosophy will find *Altruism* of great interest. So too will professionals in the voluntary and charitable sectors and journalists involved in communicating social scientific and philosophical ideas to the public.

Shapiro, L.E. (2008). *Learning to listen, learning to care: A workbook to help kids learn self-control & empathy*. Oakland, CA: Instant Help Books. ISBN: 9781572245983.

When it comes to teaching kids to behave well, the "why" is as important as the "how." In *Learning to Listen, Learning to Care*, children learn why it is important to follow rules and behave considerately toward others. This cultivates empathy, which contributes not just to good behavior, but to academic and social success. By working through the fun and engaging exercises in this book, kids learn how to recognize the impact of their behavior on others, express emotion in appropriate ways, and compromise with family and friends.

Behavioral problems among children are at an all-time high in the US. Parents of nearly 2.7 million children say that their kids suffer from severe emotional or behavioral problems that interfere with their family life or learning. A staggering 50 percent of counseling referrals are for behavioral problems. Empathy is the antidote to many of them, according to child psychologist and author Lawrence Shapiro. In *Learning to Listen, Learning to Care*, he teaches the empathy and self-control that can reduce behavioral problems and lead to long-term success. This book is appropriate for kids between the ages of six and twelve.

Spinrad, T., & Eisenberg, N. (2009). *Empathy, prosocial behavior, and positive development in schools*. In *Handbook of positive psychology in schools*, 119-129. ISBN: 9780805863611.

National surveys consistently reveal that an inordinate number of students report high levels of boredom, anger, and stress in school, which often leads to their disengagement from critical learning and social development. If the ultimate goal of schools is to educate young people to become responsible and critically thinking citizens who can succeed in life, understanding factors that stimulate them to become active agents in their own learning is critical. A new field labeled "positive psychology" is one lens that can be used to investigate factors that facilitate a student's sense of agency and active school engagement. The purposes of this groundbreaking *Handbook* are to 1) describe ways that positive emotions, traits, and institutions promote school achievement and healthy social/emotional development 2) describe how specific positive-psychological constructs relate to students and schools and support the delivery of school-based services and 3) describe the application of positive psychology to educational policy making. By doing so, the book provides a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner.

Sussman, R.W., & Cloninger, C.R. (2011). *Origins of altruism and cooperation*. New York: Springer. ISBN: 9781441995193.

This book is about the evolution and nature of cooperation and altruism in social-living animals, focusing especially on non-human primates and on humans. Although cooperation and altruism are often thought of as ways to attenuate competition and aggression within groups, or are related to the action of "selfish genes", there is increasing evidence that these behaviors are the result of biological mechanisms that have developed through natural selection in group-living species. This evidence leads to the conclusion that cooperative and altruistic behavior are not just by-products of competition but are rather the glue that underlies the ability for primates and humans to live in groups. The anthropological, primatological, paleontological, behavioral, neurobiological, and psychological evidence provided in this book gives a more optimistic view of human nature than the more popular, conventional view of humans being naturally and basically aggressive and warlike. Although competition and aggression are recognized as an important part of the non-human primate and human behavioral repertoire, the evidence from these fields indicates that cooperation and altruism may represent the more typical, "normal", and healthy behavioral pattern. The book is intended both for the general reader and also for students at a variety of levels (graduate and undergraduate): it aims to provide a compact, accessible, and up-to-date account of the current scholarly advances and debates in this field of study, and it is designed to be used in teaching and in discussion groups. The book derived from a conference sponsored by N.S.F., the Wenner-Gren Foundation for Anthropological Research, the Washington University Committee for Ethics and Human Values, and the Anthropedia Foundation for the study of well-being.