

The ASPCA's Feline Spectrum Assessmentsm

A tool to identify the socialization level in cats



Training Manual and Guide

ASPCApro.org

ASPCA
WE ARE THEIR VOICE.[®]

Table of Contents

Page 3: Introduction to FSAsm

Page 5: Using the Feline Spectrum Assessmentsm

Page 6: Facility Requirements & Equipment

Page 8: Storing Supplies, Cleaning Protocols & Feeding Instructions

Page 9: Assessment Room & Tools

Page 13: Checklist

Page 14: Who Should Assess & Be Assessed?

Page 15: Overview of Behavior Checklist & Points

Page 16: Details of Behaviors

Page 18: Body Postures

Page 22: When to Use Which Score Sheet

Page 23: The Four Assessment Items

Page 38: Putting it All Together

Page 41: Recap and Tools for Tracking FSA Data

Please note: Tools for Tracking pages at the end of the manual are in landscape mode

Introduction to FSA

The ASPCA's Feline Spectrum Assessment (FSA) is a four-item behavior assessment that identifies a cat's comfort level with people by interactions with an evaluator and through touch, reaction to movement and sounds, and behavior around toys and food.

The cat's behavioral responses to these assessment items and the organization's current placement resources determine the next steps to be taken with the cat.

Why utilize an assessment to identify the socialization status in cats?

- Shelters are often presented with free-roaming cats whose history is largely unknown. Such cats may appear scared when they enter a shelter regardless of their underlying socialization status. Staff members need to decide if the cat is socialized and is best suited for placement into a home environment or return to an outdoor environment following spay/neuter.
- This tool helps staff better assess a cat's socialization status within the first three days in a shelter and to make placement decisions that are in the cat's best interest.

FSA demands staff time, facility space and a few supplies; and at times, it can raise controversy.

Why should you assess your cats?

- Short answer: It's the prudent thing to do. A prudent shelter employs good judgment and common sense. It is prudent to have a validated scientific tool to back up that "gut feeling" that has identified the cat as potentially feral or socialized but frightened. This provides the highest probability for live release and successful outcome for that cat.
- It is prudent to determine which cats will flourish when given some behavior modification based on the results of the assessment. It is prudent to put in place a consistent assessment procedure when determining which cats will most likely be at risk for euthanasia so next-step discussions will center around what to do with the cat, based on science and knowledge. These are the reasons to find staff time and spend money necessary to employ an assessment to identify the socialization level of cats.

What does the scoring mean?

When a cat scores a "One and Done" or at least four "Four or More" Checklist Behaviors on his assessment, he is Extremely Likely or Likely to be Socialized (Extremely/Likely) cat and is accustomed to being around people. Through a process of discovery during four different sessions, cats will continue to be scored for Checklist Behaviors and their level of socialization can be determined.

Some cats will be assessed to be Unlikely or Extremely Unlikely to be Socialized (Extremely/Unlikely). After going through all the assessment sessions, some of these cats will have Point Behaviors that will further assist in determining an outcome. Some cats don't show any behaviors during the FSA and are deemed to be Extremely Unlikely to be Socialized.

What happens next?

If all assessment items were performed by the book, cats who score a “One and Done” or at least four “Four or More” Checklist Behaviors should then be evaluated by the shelter’s standard methods for potential adoption or transfer (while keeping in mind there may be cats who are deemed social but still may need more time to acclimatize—or could be aggressive toward people or may never adjust to shelter living). Other options may need to be considered for these cats.

Cats who only score on Point Behaviors and do not earn enough points to be considered Extremely/Likely to be Socialized should be handled as the shelter normally would. The FSA may help supervisors make euthanasia decisions, but the assessment alone should never be the only input considered.

Relinquishment surveys done at intake by the caregivers, veterinary reports from the health check, input from animal care technicians, volunteers and foster parents can provide more insight into the socialization level of a cat.

We anticipate that FSA will only be utilized for those cats who cannot be identified as obviously socialized to humans when they arrive at your facility. This tool can provide considerable insight into specific cats’ socialization level and help with making determinations for their outcomes.

Notes:

Using the Feline Spectrum Assessment

FSA generally takes no more than five minutes per cat per session to complete. It may take up to four repetitions across three days (20 minutes total per cat) to complete this assessment; however, some cats will be identified as Likely to be Socialized or Extremely Likely to be Socialized after only one or two repetitions and will not need additional evaluation.

This estimate does not include the time necessary to prepare for the assessment items, cleaning or feeding. The carefully planned sequence of items in the assessment tool builds from least intrusive to most intrusive and stimulating, in order to determine a cat's level of acclimation towards people while avoiding unnecessary fear and stress for the cat. The assessment must follow the sequence as written; failure to do so may cause the evaluator to miss important cues from the cat and skew the results as well as place unnecessary stress on the cat.

In addition, to maximize the chance for the cats to show their true natures, the assessment tool is used up to four times per cat across three days, or until the cat shows that h/she is accustomed to people. The assessment items are designed so that if cats respond at any time during the assessment item by showing one of a particular list of behaviors (One and Done), then they are immediately able to be classified as accustomed to humans (Extremely/Likely to be Socialized). No additional assessments items or assessment times are then needed.

If cats show four or more of certain other behaviors (Four or More) at any time during the assessment items, then they are also determined to be accustomed to humans. No additional assessment items or assessment sessions are then needed.

Finally, cats who have not clearly shown that they are accustomed to people may show a complementary set of behaviors (Point Behaviors) in the morning assessment items that provide additional insight into the likely level of acclimatization to people.

The FSA can be used after intake for all shelters (limited and open admission) to determine a cat's level of acclimation towards people. The assessment can begin after letting the cat settle in the shelter environment for a night. This assessment tool can assist in determining whether a cat is accustomed enough to people to be considered for adoption, a possible candidate for foster -care (for rehabilitation and socialization), or if the cat is better suited for a trap-neuter-return or return to field program.

Facility Requirements and Equipment

FSA items demand little in the way of special equipment or space. Most tools can be found in the average shelter. The assessment items were designed to be used in a standard type of individual housing cage.

When cats enter the shelter they should each receive an examination and vaccinations at the time of intake. At that time cats who are not obviously socialized may be identified as candidates for FSAsm. The day of intake is considered to be Day 1 of the cat's shelter stay. Once the intake examination is complete, cats should be placed in their holding cages and be allowed to settle.

If the cat came in early enough in the day, a first assessment that same afternoon can be extremely helpful in starting to learn more about the cat's behavior. If the cat comes into the shelter too late in the day, an overnight rest period is needed (this process is further explained on page 23 in the **Which Score Sheet to Use** section of this manual)

What Do You Need?

- The holding cage should contain a litterbox, bed, and food and water bowls.
- A raised bed (as shown below) or a shelf is required.
- It is important that cats are not given a place to hide so they are visible during the assessment items. (We recognize that a hiding place can substantially reduce stress for cats, but the FSAsm can only be performed if the entire cat is visible. Removing the hiding place just for the assessments is too dangerous and stressful.)

We recommend the cage be set up as in this picture:



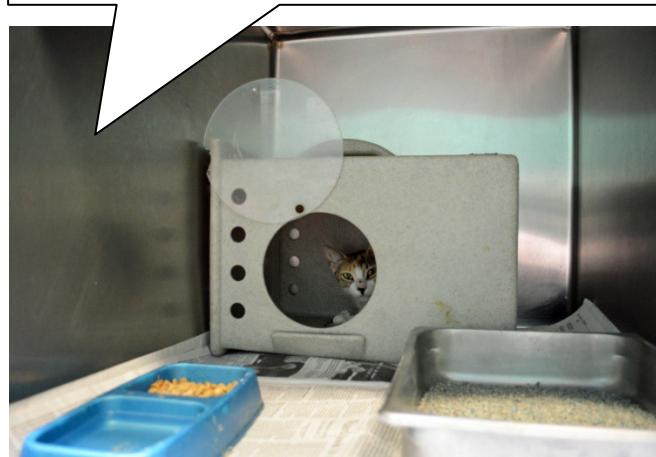
During our study, the ASPCA only held cats for three days at a spay/neuter clinic and therefore the cat behavior study cage size was 24" W x 29"D x 24"H. **This size is not recommended for cats who are housed longer than three days.** The ASPCA recommends that cats be housed in cages at least 4 feet wide for cats housed in shelters, as per the Association of Shelter Veterinarians (2011). Also, as length of stay increases, so should the size of the cage for cats, as per the ASV guidelines.

If you use feral dens in the cages, we recommend the den be positioned as in the left-hand photo below, without the plexiglass barrier in place. If you use feral dens you need not worry about a shelf, as the den will act as a level for the cat to rest. It is important to be able to fully view the cat during the assessment items.

Correct: The plexiglass is removed and the cat is in view of the evaluator



Incorrect: Plexiglass is placed on the widest opening of the den and cat is not in full view.



Please note: When performing the assessment items, the round plexiglass opening should remain open, as the cat should be allowed to choose if he or she would like to exit the feral den.

Notes:

Storing Supplies

As basic as it sounds, we recommend that all supplies and equipment be assigned to specific storage spots and that a specific person is made responsible replenishing supplies when needed. A large plastic tub is ideal for storing assessment supplies in the assessment room.

Cleaning Protocols

We recommend spot cleaning while the cat remains in the cage unless the cage is quite dirty. This will lower the cat's stress and thus the probability of disease. Acclimation will take longer if cats are removed daily for cleaning.

We suggest cleaning **after** morning assessments and **before** afternoon assessments. This includes changing/cleaning litter boxes. Whatever time you do decide to clean, please make sure the cats have an hour to rest and recover without disturbances before beginning assessments.

Feeding Instructions

Cats will be fed in the evening of all three days while in the FSA program. It is especially important for the cats to receive food on the evening of Day 1 and for the food to be left in their cage until the Day 2 Morning assessment is complete. This is because the evaluator will need to score whether the "cat ate," "did not eat" or if it was "impossible to tell."

The food bowl should be quietly placed in the cage after the evaluator has completed assessment item #4. We recommend feeding the cats both wet and dry food because some may have a food type preference. If a cat has come into the shelter too late in the day to be assessed on Day 1, the cat should still receive food in the evening, and it should be left in the cage until the Day 2 Morning assessment is complete. This process is further explained on page 24-25 in the **Four Assessment Items** section of this manual.

Notes:

Assessment Room & Tools

The room you choose for assessments should be a safe and comfortable place to house cats. We prefer that this room house only cats and is as far away from noise and distractions as possible, as these can affect assessment results.

If the assessment room contains windows and too many people pass by, cats will be distracted. These windows should be covered. It is up to you to determine your needs and requirements for how many cages and/or cats will be assessed in this particular room. Please note that ample lighting is important, as the evaluator will be observing subtle behaviors.



White noise machine

Sometimes called a sound machine, this can be used during assessments to mask outside noise if necessary. It is important to provide cats with quiet times, so this machine should be turned off when assessments are not being performed.



Please note that music should not be played in the room for cats at anytime.

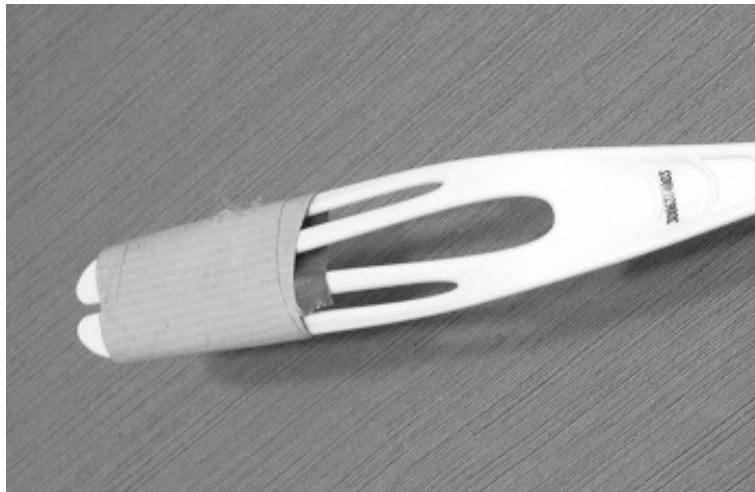
Interactive toys

We recommend that you create your own interactive toys out of non-porous material that is easily disinfected. The ASPCA evaluator created her own interactive toy with a Swiffer duster handle with duct tape wrapped around the tip as a sticky surface to attach string. (The duct tape would lose its stickiness after a number of assessments and need to be replaced.)

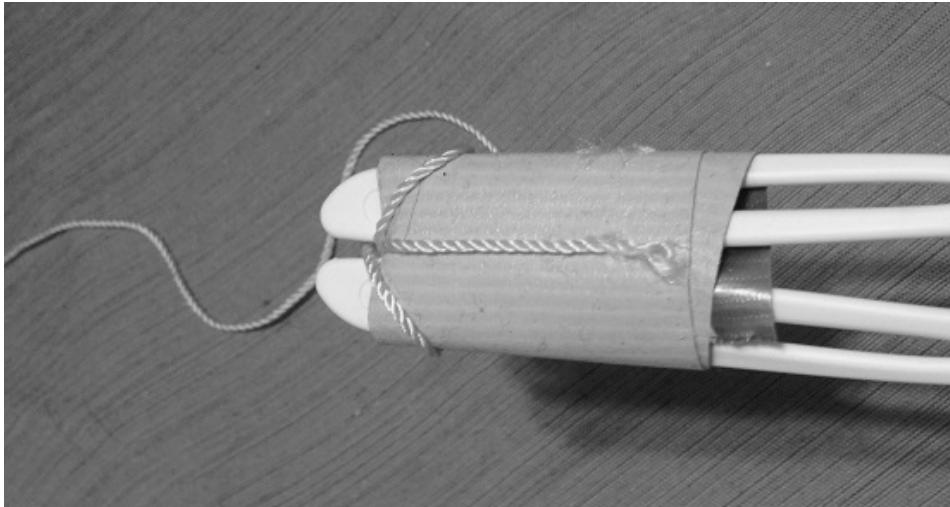
Swiffer duster



Swiffer with inverted duct tape



Swiffer with string wrapped around tape



String



String will be used as the interactive toy during assessment item #3. The length of string should be from 6-10 inches long.

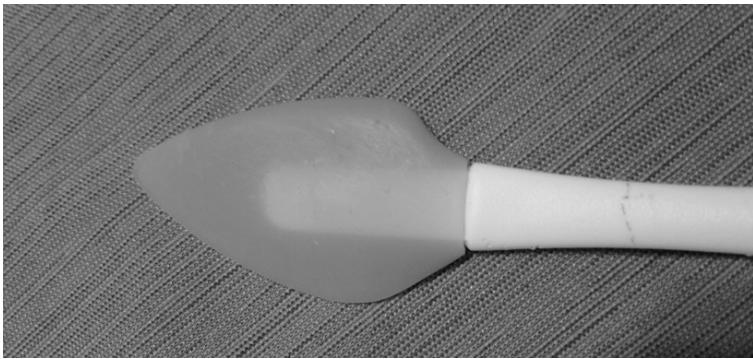
A new piece of string must be used for each cat assessed.

Wand

The wand will be used during the wand assessment item. A stable pole that is at least 2 feet long is needed to create a wand. The pole should be non-porous and easily disinfected. A smaller size rubber spatula is suitable as the wand tip. The ASPCA evaluator created her own wand by using a metal curtain rod and a small size rubber spatula with a rounded tip.

Spatula with rounded rubber tip





Stop watch

A stop watch—or a clock with a second hand—will be used to time the assessment items. Each is required to be administered for a specific amount of time and a stopwatch or clock is needed. It is important that the stopwatch be silent so you can avoid distracting the cat during the assessment item.

Bowls and food

Stainless steel food bowls or disposable bowls can be used to hold food for cats during feeding. We like to provide wet and dry food to tempt all cats to eat (as cats may have a food type preference).

It is important to note at one point during scoring whether a cat eats during the night or not.



Stool

A stool will be required if the assessment room has cages that are low. The evaluator will need to sit on the stool to properly observe cats in bottom cages.



Clipboard

This will hold scoring sheets that the assessor will use during the FSA.

Disinfectant

This will be used to disinfect the wand between cats. It is better if you use a product that disinfects within a short period of time after application and does not have a strong odor, as cats can react negatively to a wand that has a strong disinfectant.

Be sure to allow a long enough contact time for disinfection to be completed based on the product chosen. We also made two wands so that one could disinfect while the other was in use. We suggest rinsing the wand after the disinfectant has taken affect and before using the wand for the cat's assessment item.



Notes:

Checklist

- ✓ Assessment room with enough light to make observations
- ✓ White noise machine
- ✓ Interactive toy (wand and string)
- ✓ Wand (with soft tipped spatula)
- ✓ Stop watch or clock with second hand
- ✓ Food bowls with dry and wet cat food
- ✓ Clipboard
- ✓ Stool
- ✓ Disinfectant



Who Should Assess?

FSA is a tool that requires a very basic understanding of basic feline behaviors. While FSA training can assist in skill development, ideally the evaluator already has the following skills before learning the assessment:

- Ability to objectively observe and record specific behaviors
- Feline communication knowledge
- Physical ability to bend and kneel in front of cages for prolong periods of time
- Ability to carry out assessment items as instructed in this guide—some items are very specific and will require the evaluator to be able to incorporate changing body position and coordinating movements while being able to focus on the behavior of the cat being assessed
- Finesse and coordination to manipulate wand-type objects in and around a cat cage
- Basic experience in cat handling, as there may be potential for some cats to escape during the assessment items

Who Should Be Assessed?

- Cats must be at least 6 months old (by best estimate)
- Cats should appear in good health
- Cats can participate if they have a chronic physical issue that does not affect their normal behavior, such as one leg missing or one eye missing

What Health or Behavior Issues Would Exclude a Cat from Assessment?

- Any white, yellow, or green ocular or nasal discharge (a minimal amount of serous or clear ocular discharge is acceptable)
- Squinting (may indicate eye infection or corneal injury)
- Conjunctivitis
- Head tilt (may indicate neurologic disease or severe ear mite infection)
- More than one episode of sneezing
- More than one episode of vomiting and/or diarrhea
- Severe lethargy (unable to pick up head)
- Cat is on medication or a special diet for a health problem that could influence behavior and response to people

Cats with potentially serious illnesses will be affected as they will not be showing their typical behaviors. The following are common indicators for serious illness:

- Visibly pregnant, nursing or obviously in heat
- Enlarged mammary glands
- Obvious evidence of estrus (lordosis with tail to one side, or some combination of licking genitalia, yowling, spraying urine)
- Enlarged abdomen which may indicate advanced pregnancy

In general, any illness, injury or reproductive state that will prevent the cat from showing typical behaviors will decrease the accuracy of the assessment. These cats may be assessed after recovery if necessary.

Ideally, any cat displaying disruptive defensive aggression, a cat in heat, a cat displaying other distracting behaviors, or illness/injuries should be relocated from the assessment room, as these cats may affect others being assessed. If cats cannot be moved, it is preferred that these cats be covered and not assessed.

Overview of Behavior Checklist and Points

Behavior Checklist

There are 15 unique behaviors to watch for within the four-item assessments. Within the time allotted for each item, the specific list of behaviors must be recognized, noted and subsequently checked off. The evaluator must keep watching the cat during the full time of the observation period for each item. The list on the left is the “One and Done” behaviors; on the right are the “Four or More” behaviors.

- Play
- Touch
- Rub
- Chirp
- Knead
- At front of cage
- Tail up
- Reach
- Show underside
- Sniff
- Approach
- Yawn
- Groom/Shake body
- Standing
- Still Moving

Point Behaviors

Point behaviors are important to collect because a cat you are assessing may not show you a Checklist Behavior that can deem him or her to be socialized during any of the time periods. These behaviors must be collected as the cat is evaluated since there are Point Behaviors that should be identified during Day 2 Morning and Day 3 Morning Sessions. Each morning includes seven behaviors from the list below:

- Did the cat eat overnight?
- Any affiliative behaviors (Play, Touch, Rub, Chirp, Knead, At front of cage, Tail up, Reach, Show underside, Sniff, Approach, Yawn, Groom/Shake Body, Standing, Still moving) during Greet
- Lick lips
- Head facing forward
- Attention to toy is more than 50% of the assessment time
- Sniffs wand at first presentation during Wand assessment item
- Any affiliative behaviors during stroking (Play, Touch, Rub, Chirp, Knead, At front of cage, Tail up, Reach, Show underside, Sniff, Approach, Yawn, Groom/Shake Body, Standing, Still moving) during Wand assessment item
- Any affiliative behaviors during pressing (Play, Touch, Rub, Chirp, Knead, At front of cage, Tail up, Reach, Show underside, Sniff, Approach, Yawn, Groom/Shake Body, Standing, Still moving) during Wand assessment item
- Any affiliative behaviors during toy (Play, Touch, Rub, Chirp, Knead, At front of cage, Tail up, Reach, Show underside, Sniff, Approach, Yawn, Groom/Shake Body, Standing, Still moving)
- Eye contact is less than 50% of the assessment time
- Alertness
- Withdraws or at back of cage
- Head location in cage

Details of Behaviors

Behavior Checklist	"One and Done" Behaviors
Affiliative behavior	Literally defined, it means to <i>connect oneself to</i> . Behaviors such as blinking are called affiliative because the cat uses them to make a positive social connection with the evaluator or other human. Examples include Play, Touch, Rub, Chirp, Knead, At front of cage, Tail up, Reach, Show underside, Sniff.
Chirp	An affiliative vocal behavior that sounds like brrrt. Mouth is usually closed for this behavior.
Rub	A distance-reducing behavior, in which the cat presses head, cheek, chin and/or neck against the cage, bedding, wand or any other part of the cat's own body.
Knead	One or more paws alternatively flexing in a push-pull motion.
Touch	The cat's paw makes contact with the assessor, toy or wand inside the cage or through the bars of the cage in a distance-reducing behavior.
Play	The cat approaches and then interacts with the string with any body part. Three or more touches of the string are considered playing.
At front	The cat is at the front one-third of the cage or cannot approach any closer due to the cage bars.
Tail up (at end of assessment)	Tail is erect or upright.
Behavior Checklist	"Four or More" Behaviors
Distance-reducing	These behaviors are those meant to close the distance between the cat and another subject to encourage social contact. Head butting and rubbing facilitates social interaction. Example would be for a cat to approach.
Distance-enhancing	These behaviors are displayed in order to increase space between the cat and a perceived threat. Pilo-erection, hissing, growling, swatting, charging and light warning bites that do not break skin are meant to scare away or stop a particular interaction.
Aggression escalation	Aggression (biting, fighting, using claws to protect oneself) is risky behavior. When a cat engages in aggression, he risks serious physical injury. To avoid injury, the cat employs warning signals to prevent an aggressive interaction. Aggression escalation refers to those warning behaviors a cat will utilize when trying to increase the distance between himself and a threat. These behaviors might include pilo-erection (hair standing on end, giving the appearance of being a much larger foe) hissing, swatting, and charging.
Sniff	The cat takes air into the nose in a set of short, quick inhales and exhales very near the toy, or wand or while facing the assessor, toy, or wand.
Showing underside	The cat turns the body to show the belly and/or underside of the chin in a distance-reducing behavior.
Reaching	The cat extends a paw purposefully in an attempt to touch but does not make contact. This is often through the bars of the cage, or toward the assessor, toy, or wand. This is different than a swat in which the cat extends a paw purposefully striking or hitting with a quick motion.
Approach	The cat reduces the distance between him/herself and the front of the cage. The cat may do this by leaning most of his/her body forward or by stepping closer.
Yawn	Cat opens the mouth widely with a prolonged inhalation or exhalation.
Groom/shake body	Cat uses tongue to clean him/herself and/or cat "shakes off" or shimmies entire body.
Body position (at the end of assessment)	Cat is upright, standing or moving on all four legs.
Still Moving (at the end of assessment)	Cat is walking around the cage at the end of the assessment.

Point Behaviors	Day 2 Morning Point Behaviors
Eat during the night	The Evaluator to determine if the cat did not eat or it is impossible to determine.
Lick lips/nose	The cat touches his/her mouth, lips or nose with his/her tongue.
Head facing (at the end of assessment)	The cat's head is oriented directly toward the front of the cage. OR the cat's head isn't visible.
Attention to string toy (throughout)	The cat is interested, focused and looking directly at the string (or reflection of the string) for at least half of the assessment.
Point Behaviors	Day 3 Morning Point Behaviors
Limited eye contact (throughout)	The cat makes eye contact with the observer for less than half the duration of the assessment. OR the cat is not able to be seen clearly enough to tell.
Lack of alertness (at end of assessment)	The cat does NOT appear to be fully awake and aware of his/her surroundings and does not have eyes fully open. OR the cat is not able to be seen clearly enough to tell.
Moving away	The cat walks away from the observer or toy once or repeatedly. OR the cat is already at the back of the cage.
Sniff wand at first presentation	Cat orients his/her nose and sniffs towards the wand the first time the wand is offered (five-second period) before cat is petted with the wand for the first time. Definition of "Sniff" is the same as before.
Head position in the cage (at end of assessment)	The top of the cat's head is located in the front 2/3s of the cage.

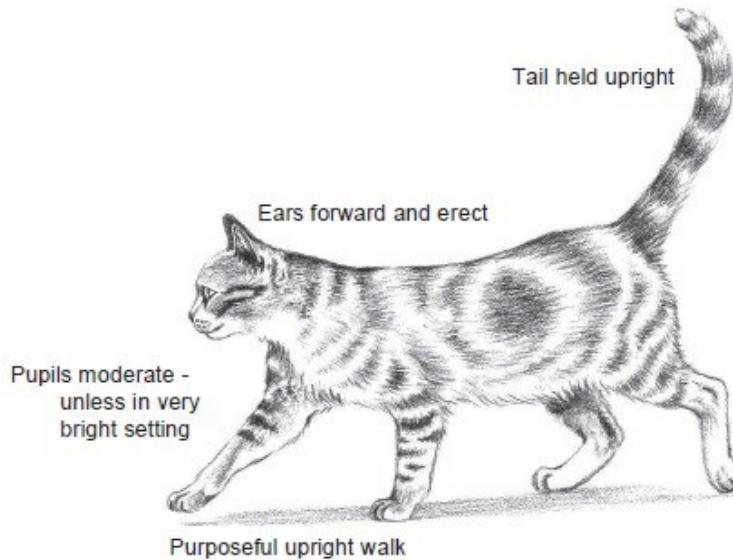
Notes:

Body Postures

The confident cat

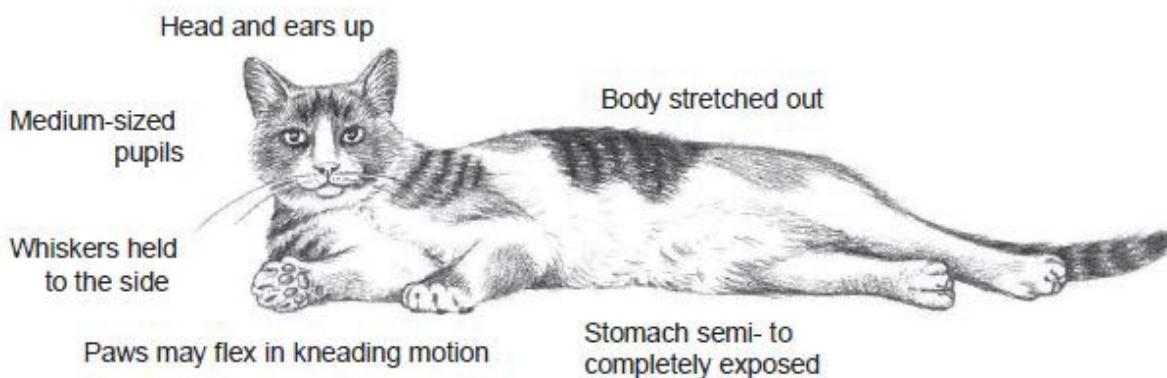
The confident cat purposefully moves through space, standing straight and tall with tail erect. He is ready to explore his environment and engage those he meets along the way.

His upright tail signifies his friendly intentions, while his ears are forward and erect adding to the cat's alert expression.



The confident cat at ease

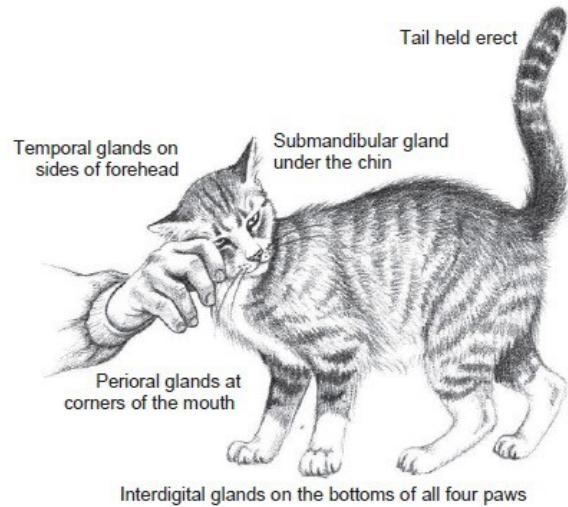
When relaxed, a confident cat stretches out on his side or lies on his back exposing his belly. He is in a calm but alert state and accepts being approached. His entire posture is open and at ease; but beware, not every cat that exposes his abdomen will respond well to a belly rub. Some will grasp your hand with their front paws, rake your forearm with their hind feet and bite your hand.



Distance-reducing behaviors

Distance-reducing behaviors encourage approach and social interaction and are meant to telegraph to others that the cat means no harm.

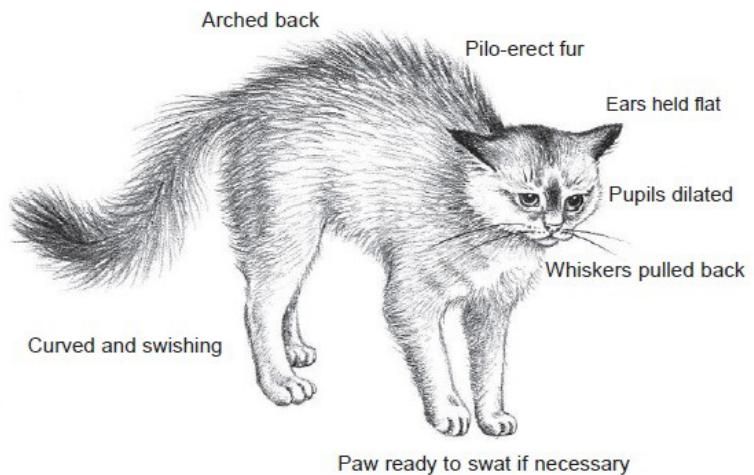
The act of rubbing against a person's hand or another cat (scent marking) to distribute glandular facial pheromones from the forehead, chin or whisker bed is calming and seems to guarantee friendly interaction immediately afterward. The tail is usually held erect while the cat is scent-rubbing.



Distance-increasing behaviors

The goal of distance-increasing behaviors is to keep others from coming closer. Aggressive interactions are avoided when the warnings are heeded.

Conflicted cats lack the confidence to stare down and charge others. Instead, they assume a defensive threat posture, warning others away by appearing as formidable as possible by arching their backs, swishing their tails, and standing sideways and as tall as possible.

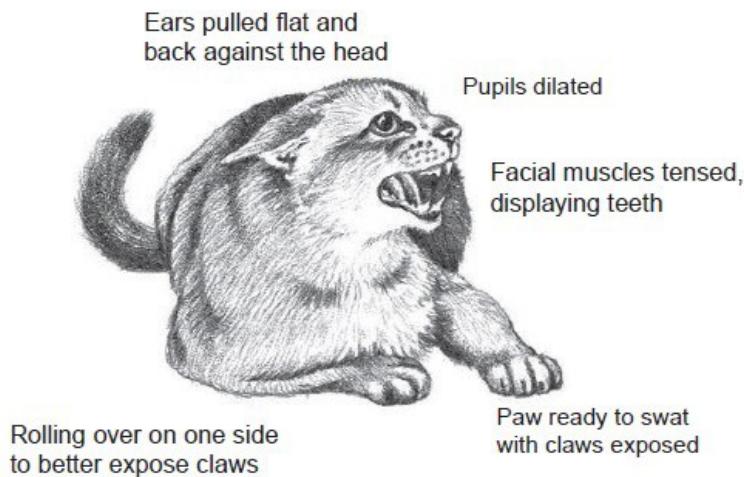


Fear and arousal causes their fur to stand on end (pilo-erection) and pupils to dilate.

Defensive aggression

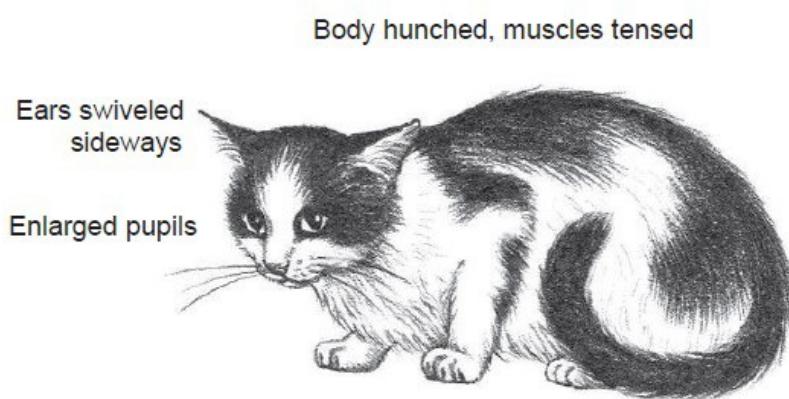
The pariah threat is another distance-increasing posture. When a cat determines that he cannot escape an unwanted interaction with a more dominant animal, he prepares to defend himself.

The ears are pulled back and nearly flat against the head for protection and the head and neck are pulled in tight against the body. Facial muscles tense, displaying one weapon: teeth. The cat rolls slightly over to one side in order to expose the rest of his arsenal: claws. He is now ready to protect himself.



The anxious cat

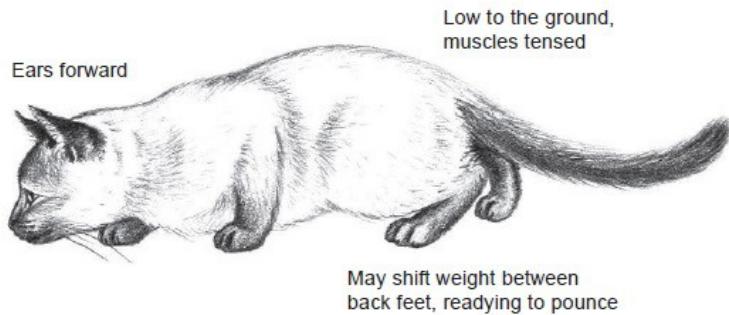
When a cat becomes anxious, he crouches into a ball, making himself appear smaller than usual. Muscles are tensed and the cat is poised to flee if necessary. The tail is held close to the body, sometimes wrapped around the feet. The head is held down and pulled into the shoulders.



The predator

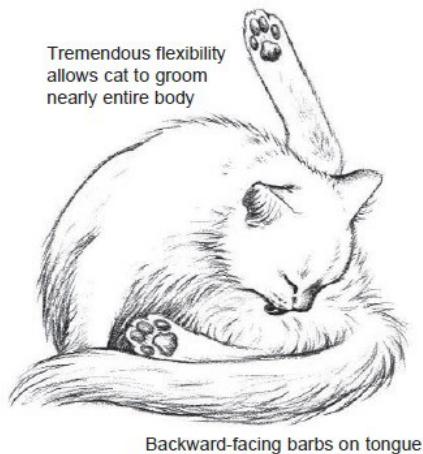
Even when fed two meals a day, cats are still predators. The predatory sequence is stalk, pounce, kill, remove, and eat. When stalking prey, a cat may stealthily move forward or lie in wait, shifting his weight between his hind feet. When movement is detected, the cat pounces on his prey and delivers a killing bite. He may then take the fresh-killed prey to a quiet place to eat—or a female may take it to her kittens.

Even cats who don't hunt for their meals still enjoy chasing moving objects, including toys and, in some cases, human body parts.



The groomer

Cats spend 30 to 50 percent of their waking time grooming. Backward-facing barbs on the tongue act as a comb to loosen tangles and remove some parasites. Beyond maintaining the cat's coat, grooming also relieves tension and promotes comfort. Licking also facilitates cooling off in warm weather.



When to Use Which Score Sheet

The evaluator will use a separate score sheet for each of the four sessions. The first assessment session will depend on when the cat arrives at the shelter and when the first assessment time is. A designated data score sheet will be used for each particular session.

Day 1 is the day the cat arrives at the shelter. Session 1 assessments should begin only **after** the cat has been through the shelter's intake process and has had at least an hour to settle. However, if the cat comes into the shelter too late in the day to be assessed on Day 1, then the Session 1 assessment will begin in the morning on Day 2.

Here is a chart depicting when the session assessments will occur depending on what time of day the cat arrives at the shelter.

Please note that the Morning Session score sheet is different than the Afternoon.

Cats evaluated on the afternoon of the first day of arrival will follow the assessment schedule below:

	Day 1	Day 2	Day 3
Morning	Cat arrives in the shelter	Session 2	Session 4
Afternoon	Session 1	Session 3	

Cats evaluated for the first time on the morning of the second day of arrival will follow the assessment schedule below:

	Day 1	Day 2	Day 3
Morning		Session 1	Session 3
Afternoon	Cat arrives in the shelter	Session 2	Session 4

Please note that the Behavior Checklist will be administered during all time periods.

Each of the four assessment Items is scored right after the evaluator performs that Item. Point Behaviors are collected in the Morning sessions **only** but different point behaviors are collected on each day.

The Four Assessment Items

Let's examine each assessment item in sequence. We will focus on how each item is conducted, what behaviors the item is meant to identify and what those might mean in regards to the cat's sociability profile. We will also focus on the evaluator's body position and controlling the assessment tools in order to accurately conduct the assessment.

Item # 1: Greet

The Greet item is the cat's first interaction with the evaluator for that time period. It can evoke a friendly interaction in cats more acclimated towards people. It can also give more frightened cats a chance to get used to the evaluator and begin to relax a bit. It was designed to be the least intrusive of the assessments so as not to frighten the cat.

Insights from Item 1

- The greeting determines acclimation toward strangers when the cat is in stressful surroundings. This item helps us determine social response and may elicit vocal or distance reducing behaviors.
- We found that cats who were Extremely/Likely to be Socialized tended **not** to eat during the night or to have the food bowl somewhere we couldn't tell if the cat had eaten.
- We also found that cats who were Extremely/Likely to be Socialized tended to show less eye contact during the greeting on the third day; they didn't seem as focused on the evaluator as the Extremely/Unlikely to be Socialized cats.

Greet process

- The evaluator stands 1 foot in front of the cage, body slightly at an angle, making indirect eye contact
- Holding one hand out, palm up, the evaluator holds their hand relative to the cat's head, then speaks a "baby talk" phrase to the cat.
- Example phrase, "Hi Kitty. Whatcha doin'? What a pretty kitty...whatcha doin'? Come here."

Duration

15-20 seconds

Record behavior

Fill out the scoring sheet for item #1

How to feed

- Quietly place food bowl in cage after all assessment items (#1-4) are completed.
- We suggest that facilities doing these assessments use a standardized size bowl for every cat evaluated (can be disposable or reusable).
- If possible, marking the inside of food bowls to the line where filling these bowls with a standard, consistent basis amount of your typical quantity of food will make it easier for the evaluator to see if the cat has eaten.
- We suggest providing both wet and dry food, as cats have different preferences for food and may be more likely to eat one type of the other. However, this is not required.
- The next morning, the evaluator will refer to this standard amount of food (and to the line in the bowl if available) to determine if a cat ate overnight.



Scoring if the cat ate overnight Greet Morning Day 2 only:

Cats will be fed in the evening of all three days while in FSAsm program. Feeding instructions are pertinent because knowing whether or not the cat ate on the morning of Day 2 is part of the Greet assessment item. Extremely/Unlikely to be Socialized cats tend to take advantage of the food supply and darkness and are more likely to eat overnight on this first night (the cat's Day 1).

It is important to feed the cats directly after their last assessment item (#4) on the evening of Day 1 and for the food bowls to be left in the cage until the Day 2 Morning assessment is complete. This is so the evaluator can determine whether the "cat ate" or the "cat did not eat" or if it is "impossible to tell". "Impossible to tell" may looklike or include:

- the bowl being dumped
- the bowl is buried under the bed or other items in the cage
- the food has been smashed or stepped on and the evaluator cannot tell if any was eaten
- the food was merely licked and cannot tell if the food was eat
- any other factor where the evaluator cannot definitively decipher if the cat has eaten

Common Errors

- Evaluator speaks too loudly, stares at the cat, or otherwise intimidates the cat with her body posture
- Evaluator does not continue "baby talk" throughout the entire item
- Evaluator does not hold hand palm up during entire item
- Palm is below or above the cat's head; evaluator should always hold their hand at the level of the cat's head, therefore if the cat is on the shelf of their cage you will want to accommodate accordingly

Things to keep in mind while scoring Item 1	
Touch	Swatting is not Touch
Showing underside	This should not be a distance reducing behavior
Reach	This behavior does not include stretching
At front of cage	Cat must be able to move about the cage and not be blocked by the cage contents
Approach	Cat must be able to move about the cage and not be blocked by the cage contents

Image of score sheet for Greet item

A: GREET	
Play	<input type="checkbox"/>
Touch	<input type="checkbox"/>
Rub	<input type="checkbox"/>
Chirp	<input type="checkbox"/>
Knead	<input type="checkbox"/>
At front of cage	<input type="checkbox"/>
Reach	<input checked="" type="checkbox"/>
Show underside	<input checked="" type="checkbox"/>
Sniff	<input checked="" type="checkbox"/>
Approach	<input checked="" type="checkbox"/>
# Checked:	

After the evaluator performs the assessment, the evaluator will check off whatever behaviors the cat displays. The evaluator will then add the number of checkmarks for the gray and white columns.

*For Morning Sessions, the evaluator will also be looking for Point Behaviors. Point behaviors for the Greet Item are below:

Day 2 Morning Session			Day 3 Morning Session		
A: GREET		POINTS	A: GREET		POINTS
Play	<input type="checkbox"/>		Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>		Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>		Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>		Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>		Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	Enter "7" if cat did NOT eat, or can't determine: Enter "9" if affiliative behaviors at any time:	At front of cage	<input type="checkbox"/>	Enter "7" if eye contact is less than 50% or can't tell: Enter "9" if eye contact is less than 50% or can't tell:
Reach			Reach		
Show underside	<input type="radio"/>		Show underside	<input type="radio"/>	
Sniff	<input type="radio"/>		Sniff	<input type="radio"/>	
Approach	<input type="radio"/>		Approach	<input type="radio"/>	
# Checked:			# Checked:		

Item # 2: Hand on Cage and Cracking the Cage Door

This item provides a bit more stimulation for the cat than the Greet item. It can evoke a friendly interaction in cats more acclimated towards people. It can also give more information about a cat's level of sociability towards people as opening the cage door may signal an opportunity for cats to interact.

Insights Gained from Item 2

The crack cage door item determines level of acclimation towards strangers when a hand is placed on the cage and while opening the cage door. The sound of the door opening and closing can startle cats and potentially reveal more about the cat's comfort level. We can also determine levels of acclimation towards people and anxiety when attempting to interact with the cat without touching him/her. Extremely/Likely to be Socialized cats tended to be less alert and vigilant and lick their lips or nose during this item than the Extremely/Unlikely to be Socialized cats. Extremely/Likely to be Socialized cats also tended to be at the back of the cage or walk to and from the back of the cage on the third morning.

Crack cage door

- The evaluator stands 1 foot in front of the cage, making indirect eye contact, body slightly at an angle but still facing the cat
- The evaluator places hand on or near the handle of the cage door and says, "Hi, Kitty!" in a friendly and soft voice. Evaluator should place hand on the cage door at a consistent level with each cat. Locks on cages need to be removed before the assessment begins to

open the cage door

- Hand is held on or near the handle of the cage door for 30 seconds
- The door is then cracked open 1-2 inches then immediately closed again. The cage door should be closed at a normal volume; the cage door should not be slammed shut nor does the Evaluator need to quietly close the cage door

Duration

Approximately 30 seconds

Record behavior

Fill out the scoring sheet for item #2



Common Errors

- The evaluator speaks too loudly, stares at the cat, or otherwise intimidates the cat with her body posture
- Evaluator slams hand on cage when placing the hand on cage
- Evaluator is inconsistent with where they place their hand on the cage throughout cats
- Cage doors are opened too wide or for too long and frightened cats are able escape
- Cage door is slammed shut potentially affecting behavior in following items

Things to keep in mind while scoring Item 2

Touch	Swatting is not Touch
Showing underside	This should not be a distance reducing behavior
Reach	This behavior does not include stretching
At front of cage	Cat must be able to move about the cage and not be blocked by the cage contents
Approach	Cat must be able to move about the cage and not be blocked by the cage contents

Image of score sheet for Item 2

B: CRACK DOOR		
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Reach		<input type="radio"/>
Show underside		<input type="radio"/>
Sniff		<input type="radio"/>
Approach		<input type="radio"/>
# Checked:		

After the evaluator performs the assessment item, the evaluator will check off whatever behaviors the cat displays. The evaluator will then add the number of checkmarks for the gray and white columns.

*For Morning Sessions, the evaluator will also be looking for Point Behaviors. Point behaviors for the Crack Cage Door Item are below:

Day 2 Morning Session

B: CRACK DOOR		POINTS
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Reach		<input type="radio"/>
Show underside		<input type="radio"/>
Sniff		<input type="radio"/>
Approach		<input type="radio"/>
# Checked:		

Day 3 Morning Session

B: CRACK DOOR		POINTS
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Reach		<input type="radio"/>
Show underside		<input type="radio"/>
Sniff		<input type="radio"/>
Approach		<input type="radio"/>
# Checked:		

Item # 3: Interactive Toy

Following the guide of least to most invasive, this item may inspire some cats to now interact with the evaluator when they may not have had enough encouragement in previous assessment items. This Item can also provide more insight as to the cat's level of acclimation towards people.

Insights Gained from Item 3

The interactive toy Item may be able to stimulate the cat's playfulness or motivate some cats to interact with people. If a cat does play, this may reveal that they have settled a bit more into the environment or with the Evaluator. Extremely/Likely to be Socialized cats tended to be vigilant and pay attention to the toy more than 50% of the assessment time and face their heads forward (or cannot tell) than Extremely/Unlikely to be Socialized cats. They also tended to display affiliative behaviors during this time on the third morning. We may also be able to determine a cat's level of comfort or ability to relax around people.

Toy

- The Evaluator stands 1 ft in front of the cage, body slightly angled, making indirect eye contact
- A cotton string attached to a pole is threaded through the cage bars and jiggled just inside the door of the cage to coax the cat to play for 30 seconds. Encourage the cat to play by tossing the string towards the cat, through the bars, top and bottom of the cage, or wiggling the string along the cage floor. Do not use string that is treated (wax, catnip, etc.)
- If the cat is asleep or eyes are closed during the item, tap the cage only once for the cat to notice the toy. If the cat sees the toy but chooses to close their eyes, allow the cat to continue
- A new string is used for each cat

Durati

on 30

seconds

Record behavior

Fill out the scoring sheet for item #3



Common Errors

- The toy is not near the evaluator from the previous item and the Evaluator has to walk away from the cage to retrieve the toy
- Evaluator moves string too quickly for the cat to see
- Evaluator moves string too quickly and intimidates the cat
- Evaluator does move the toy in a manner to encourage the cat to play
- Evaluator does not pay attention to time during the item (item is only 30 seconds)
- Evaluator does not replace string after every cat

Tips for success during the toy item

Before ever attempting this item, practice the toy item with an empty cage. Tossing the string into the cage takes some coordination and practice. Practice to ensure you do not bang on the cage with the toy on accident, that your motions mimic play and are not threatening, and that you are able to use the toy along all the levels of the cage door.

Things to keep in mind while scoring Item 3

Touch	Swatting is not Touch
Showing underside	This should not be a distance reducing behavior
Reach	This behavior does not include stretching
At front of cage	Cat must be able to move about the cage and not be blocked by the cage contents
Approach	Cat must be able to move about the cage and not be blocked by the cage contents

Image of score sheet for Interactive Toy Item

C: TOY	
Play	<input type="checkbox"/>
Touch	<input type="checkbox"/>
Rub	<input type="checkbox"/>
Chirp	<input type="checkbox"/>
Knead	<input type="checkbox"/>
At front of cage	<input type="checkbox"/>
Tail Up	<input type="checkbox"/>
Reach	<input checked="" type="radio"/>
Show underside	<input checked="" type="radio"/>
Sniff	<input checked="" type="radio"/>
Approach	<input checked="" type="radio"/>
Yawn	<input checked="" type="radio"/>
Groom/ Shake body	<input checked="" type="radio"/>
Standing	<input checked="" type="radio"/>
Still Moving	<input checked="" type="radio"/>
# Checked:	

After the evaluator performs the assessment item, the evaluator will check off whatever behaviors the cat displays. The evaluator will then add the number of checkmarks for the gray and white columns.

*For Morning Sessions, the Evaluator will also be looking for Point Behaviors. Point Behaviors for the Interactive Toy Item are below:

Day 2 Morning Session			Day 3 Morning Session		
C: TOY		POINTS	C: TOY		POINTS
Play	<input type="checkbox"/>		Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>		Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>		Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>		Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>		Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>		At front of cage	<input type="checkbox"/>	
Tail Up	<input type="checkbox"/>		Tail Up	<input type="checkbox"/>	
Reach		O	Reach		O
Show underside		O	Show underside		O
Sniff		O	Sniff		O
Approach		O	Approach		O
Yawn		O	Yawn		O
Groom/ Shake body		O	Groom/ Shake body		O
Standing		O	Standing		O
Still Moving		O	Still Moving		O
# Checked:			# Checked:		
Enter "11" if cat's head is facing forward or cannot determine at end of assessment:			Enter "9" affiliative behaviors at any time:		

Item # 4: Touch with Wand

The wand is our way of physically touching the cat without risk to the person, possible transmission of disease between cats or opening the cage door enough for the cat to try to escape. We also wanted to encourage the cat to respond to the wand by the pressing section.

Insights gained from Item 4

Some previously unresponsive cats will enjoy the physical contact and display some important behaviors. A few cats may become very upset or aggressive and the item may need to be halted, revealing the cat's level of comfort/tolerance with physical stimulation from a human. We found that Extremely/Likely to be Socialized tended to be toward the front of the cage and to sniff the wand at the first presentation. They also tended to show more affiliative behaviors during this item than Extremely/Unlikely to be Socialized cats.

Touch with wand

- The evaluator stands 1 foot in front of the cage, body slightly angled, making indirect eye contact and slowly extends a wand toward the cat through the bars toward the cat
- When the wand is 2-3 inches from the cat's face, allow the cat to sniff it if s/he chooses for 5 seconds. If the cat's eyes are closed, tap the wand on the cage or shelf floor (the wand is still 2-3 inches from the cat's face)
- Then the evaluator attempts to pet the cat gently on the cheek for 10 seconds
- The evaluator then pulls the wand 2-3 inches away from the cat's face to allow sniffing again (5 seconds)
- Then the evaluator attempts to pet the cat gently on the cheek for another 10 seconds
- Moving directly from the cat's cheek, the evaluator will trace the wand along the side of the neck then onto the top of the shoulder blades, never allowing the wand to leave contact from the cat's body
- Between the shoulder blades, the evaluator then applies gentle but steady pressure on the cat's shoulders for 10 seconds
- The rod is disinfected between cats
- Reactions to the wand by the cat are learned over time so evaluator's may see an increase in positive reactions throughout assessment periods; allow the cat to rub, sniff, investigate the wand as they see fit until the press portion of the item

Duration

45 – 60 seconds

Record behavior

Fill out the scoring sheet for item #4



	<p>If the cat has a severe reaction to the wand and/or the cat may hurt himself during the assessment:</p> <p>STOP the item</p> <p>Example behaviors that may indicate a severe reaction during the wand item:</p> <ul style="list-style-type: none">• The cat repeatedly swats the wand where the evaluator cannot continue the item• The cat begins hyperventilating, coughing, foaming at the mouth/profuse drooling, or seems physically in distress• The cat is frantically making attempts to escape the wand and may hurt herself• The cat bites the wand more than once or bites the wand with enough pressure to hurt himself
---	---

Common Errors

- Wand is placed into the cage too quickly or too aggressively where it intimidates the cat
- While stroking the cat with the wand, evaluator does not allow the cat the choice to escape if they choose
- Evaluator “chases” the cat around the cage with the wand; evaluator should allow the cat to settle after the cat chooses to escape and approach the cat with the wand slower than before
- If the cat chooses to rub or interact with the wand, the evaluator continues to attempt to pet; always allow the cat to interact with the wand as they choose for the time allotted
- After the second check stroke period, the evaluator will not move the wand directly to the shoulder blades and allows the cat to sniff for a third time. The transition from cheek to shoulders should be fluid and the wand should stay in contact with the cat
- Evaluators pin the cat during the “press” portion of the item
- Evaluator forgets to disinfect the wand between cats

Tips for success during the wand item

- The pace of moving the wand toward the cat will vary according to the comfort levels of the cat. The cat should not flee when you are approaching them with the wand
- Coordination with the wand takes time, so do not be discouraged
- The cage bars/cage floor can be used for leverage when maneuvering the wand
- Be receptive to the cat’s reaction to the wand
- Reactions to the wand by the cat are learned over time so Evaluator’s may see an increase in negative reactions throughout assessment periods (as with positive reactions to the wand)

Things to keep in mind while scoring Item 4

Touch	Swatting is not Touch
Showing underside	This should not be a distance reducing behavior
Reach	This behavior does not include stretching
At front	Cat must be able to move about the cage and not be blocked by the cage contents
Approach	Cat must be able to move about the cage and not be blocked by the cage contents.
We count indicators of social behaviors from the beginning of the assessment to the end (when we pull the wand out of the cage)	
Sniff is an affiliative behavior that is scored during the stroke portion of the assessment item, the press portion of the assessment item, and then any other time during the assessment. The behavior can occur during any portions of this assessment and should be scored as such.	
Sniff at First Presentation behavior is NOT the Sniff scored here and is ONLY during the presentation of the wand to the cat before stroking	

Image of score sheet for Touch with Wand Item

D: WAND		
ANY TIME	Chirp	<input type="checkbox"/>
	At front of cage	<input type="checkbox"/>
	Approach	<input type="radio"/>
	Yawn	<input type="radio"/>
	Groom/ Shake Body	<input type="radio"/>
WHILE STROKING	Play	<input type="checkbox"/>
	Touch	<input type="checkbox"/>
	Rub	<input type="checkbox"/>
	Knead	<input type="checkbox"/>
	Reach	<input type="radio"/>
	Show underside	<input type="radio"/>
	Sniff	<input type="radio"/>
WHILE PRESSING	Play	<input type="checkbox"/>
	Touch	<input type="checkbox"/>
	Rub	<input type="checkbox"/>
	Knead	<input type="checkbox"/>
	Reach	<input type="radio"/>
	Show underside	<input type="radio"/>
	Sniff	<input type="radio"/>
# Checked:		

After the evaluator performs the assessment item, the evaluator will check off whatever behaviors the cat displays. The evaluator will then add the number of checkmarks for the gray and white columns.

*For Morning Sessions, the evaluator will also be looking for Point Behaviors. Point Behaviors for the Interactive Toy Item are below:

Day 2 Morning Session				Day 3 Morning Session				
D: WAND			POINTS	D: WAND			POINTS	
ANY TIME	Chirp	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Chirp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enter "5" if head location is at front or middle:
	At front of cage	<input type="checkbox"/>	<input checked="" type="checkbox"/>		At front of cage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Approach		<input checked="" type="checkbox"/>		Approach		<input checked="" type="checkbox"/>	
	Yawn		<input checked="" type="checkbox"/>		Yawn		<input checked="" type="checkbox"/>	
	Groom/ Shake Body		<input checked="" type="checkbox"/>		Groom/ Shake Body		<input checked="" type="checkbox"/>	
WHILE STROKING	Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enter "4" if sniffs wand on first presentation:	Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enter "7" if affiliative behaviors during stroking:
	Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Reach		<input checked="" type="checkbox"/>		Reach		<input checked="" type="checkbox"/>	
	Show underside		<input checked="" type="checkbox"/>		Show underside		<input checked="" type="checkbox"/>	
	Sniff		<input checked="" type="checkbox"/>		Sniff		<input checked="" type="checkbox"/>	
WHILE PRESSING	Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enter "7" if affiliative behaviors during pressing:	Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enter "5" if sniffs wand at first presentation:
	Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Reach		<input checked="" type="checkbox"/>		Reach		<input checked="" type="checkbox"/>	
	Show underside		<input checked="" type="checkbox"/>		Show underside		<input checked="" type="checkbox"/>	
	Sniff		<input checked="" type="checkbox"/>		Sniff		<input checked="" type="checkbox"/>	
	# Checked:		<input checked="" type="checkbox"/>		# Checked:		<input checked="" type="checkbox"/>	

Putting it All Together

Most healthy cats over the age of six months (by best estimates) should ideally be assessed after at least 1 hour of being in the shelter. Any cats who are, at this time, showing overt signs of social behavior, such as those listed in the Behavior Checklist, **do not** need to be assessed and should be handled as you normally would.

Females obviously in heat or obviously pregnant should not be assessed and should be removed from the room as their hormones and behavior can affect the behavior of other cats in the room. Other exclusions for cats are described in Cat Eligibility Requirements for FSAsm on page 14.

Behavior Checklist

There are 15 unique behaviors to watch for within the Four Item Assessment (the white and gray behaviors on the score sheet). Within the time allotted for each Item, the specific list of behaviors must be noted and subsequently checked off. The evaluator must keep watching the cat during the full time of the observation period for each Item so that the behaviors to watch for must be very familiar.

Point Behaviors

During our research we had cats in our study that were gray zone cats, so to speak, or scored as somewhat socialized by their caregivers. These cats did not show us any “One and Done” behaviors, nor did they show us any “Four or More” behaviors from the Behavior Checklist. We needed a way to be able to distinguish these cats and therefore developed the Point Behavior list. The behaviors we asked the evaluators to collect for the Point Behaviors were identified as important responses during our research and are defined in the glossary and measured either throughout or at end of an assessment item. These are behaviors that are **not** unique to Extremely/Likely to be Socialized cats but the responses listed are more common for these cats.

Point behaviors are important to collect because a cat you are assessing may not show you a Checklist Behavior that can deem him or her to be socialized during any of the time periods. These behaviors must be collected as the cat is evaluated since there are Point Behaviors that should be identified during Day 2 Morning and Day 3 Morning.

Interpreting Points

We have provided guidance on the interpretation of the points that each cat earns. However, the interpretation of Behavior Points is going to be dependent on several factors. First, performing the assessment as closely as possible to our instructions will give you the most accurate information about the cats. The cats the points apply to will be those cats from whom it is harder to draw out and elicit behaviors so the evaluator’s quiet approach and patience will be crucial.

Second, the interpretation of the points is dependent on the general types of cats who come into your shelter. If you tend to admit cats who, with time, are likely to be socialized, then the interpretation of the points will be more accurate on the Likely to be Socialized end of the point behaviors. If you tend to admit cats with very little interaction with humans, then the interpretation of the points will be more accurate on the Unlikely to be Socialized end of the point behaviors.

We will give each Morning's point interpretations first and then provide information on how to interpret the points together.

Day 2 Morning Interpretation

As a reminder, here are the point behaviors that were collected during assessment items on Day 2 Morning:

Behavior	Assessment	Responses that receive points	Number of points
Eat during the night	Greet	None or Can't determine	7
Affiliative	Greet	Any affiliative behavior	9
Lick lips/nose	Crack cage door	Yes	7
Head facing	Toy	Towards or Can't determine	11
Attention to toy	Toy	Eye contact with the toy greater than 50% of the total assessment item time	5
Sniff wand first presentation	Wand	Yes	4
Affiliative	Press with wand	Any affiliative behavior	7
Total points possible			50

Point range from 0 to 50. More points means that the cat shows more of the behaviors more commonly associated with being accustomed to humans and is more likely to be socialized.

The cutoff for less and more socialized cats is <20 and ≥ 20 points. However, cats' behaviors occur along a spectrum of socialization and acclimatization to humans. This cutoff is therefore our best effort to provide guidance on the level of cat socialization.

Day 3 Morning Interpretation

As a review, here are the point behaviors that will be collected during the assessment items on Day 3 Morning:

Point range from 0 to 51. More points means that the cat shows more of the behaviors more commonly associated with being accustomed to humans and is more likely to be socialized.

Behavior	Assessment	Response that gets points	Number of points
Eye contact with observer	Greet	Less than 50% of time or can't tell	7
Alert	Crack cage door	Not alert, semi-alert or can't tell	9
Withdraw	Crack cage door	Yes or already at back	9
Affiliative behaviors	Toy	any affiliative behavior	9
Head location	Wand	At front or middle	5
Sniff wand first presentation	Wand	Yes	5
Affiliative behaviors	Stroke with wand	any affiliative behavior	7
Total points possible			51

The cutoff for less and more socialized cats is <12 and \geq 12 points.

After the evaluator completes the assessment items for each cat, the point totals will be placed for the cat in this Matrix:

MATRIX: Using Day 2 AM and Day 3 AM Points Together				
<i>Circle ALL that apply:</i>				
	DAY 2 AM:	DAY 3 AM:	Interpretation:	
If	19 or LESS	11 or LESS	then	Extremely Unlikely to be socialized
If		12 - 17	then	Default to interpretation of Day 2 AM POINTS only
If	20 - 31	Or And 18 - 26	then	Likely to be socialized
			then	Extremely Likely to be socialized
If	32 - 50	27 - 51	then	Extremely Likely to be socialized

Recap

1. The evaluator will assess cats in four different time periods
2. The Assessment Items will always be the same but the scoring sheet will be dependent on when the cat arrives at the shelter as well as if it is morning or afternoon (see page 21)
3. Cats will need to be assessed in each session unless and until they have 1 white (One and Done) or 4 gray (Four or More) behaviors recorded which will identify them as Likely or Extremely Likely to be Socialized. That may happen at **any time** during the three days of assessment.
4. Once the cat has 1 One and Done behavior or 4 Four or More cumulative behaviors of the four sessions, this cat is considered Extremely Likely or Likely to be Socialized. **The evaluator will stop the assessment at this time!**
5. Point behaviors will be collected throughout both Morning sessions as the cat is going through the Assessment Items
6. If the cat goes through every session and does not acquire a One and Done behavior or 4 Four or more behaviors, the cat's point totals will determine the cat's level of socialization.

We have tried to design a tool that will be simple enough to be practical for shelters while still being relatively accurate. On occasion, FSA will incorrectly identify a socialized cat as Extremely/Unlikely to be Socialized during the 3 day assessment. However, it is unlikely that a cat who scores as Extremely/Likely to be Socialized will be unaccustomed to being around humans.

We wish you the best of luck in applying the Feline Spectrum Assessment in your facility and look forward to hearing about your experiences!

Tools for Tracking FSA Data

The following pages contain views of what the scoring sheets will look like. The first is for any afternoon session while the second and third are for Day 2 Morning or Day 3 Morning. Both Day 2 Morning and Day 3 Morning have similar layouts but differing Point Behaviors. The final two pages are for the Points Scale, which is used to interpret the Point Behaviors from Day 2 Morning and Day 3 Morning.

Please note the following pages are in landscape mode for ease of use.

GREET: Stand 1 foot in front of cage, body slightly angled, making indirect eye contact. Hold hand out, palm up, then speaks a "baby talk" phrase. Example phrase, "Hi Kitty. Whatcha doin'? What a pretty kitty...whatcha doin'? Come here."

CRACK DOOR: Stand 1 foot in front of cage, making indirect eye contact, body slightly at an angle but still facing the cat. Place hand on or near handle of the cage door and say, "Hi, Kitty!" in a friendly, soft voice. Hand is held on the handle for 30 seconds. Crack door open 1-2 inches then immediately close.

TOY: Stand 1 ft in front of the cage, body slightly angled, making indirect eye contact. A string attached the pole is threaded through the cage bars and jiggled just inside the door of the cage to coax the cat to play for 30 seconds.

WAND: Stand in front of cage, body angled, indirect eye contact. Slowly extend wand to cat thru bars. When 2-3 in from face, allow cat to sniff (3 sec). Try to pet on cheek (10 sec). Put wand 2-3 in from face to allow sniffing again (3 sec). Try to pet on cheek (10 sec). Trace wand along side of neck to top of shoulders then apply pressure (10 sec).

A: GREET		
Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chirp	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>
At front of cage	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Show underside	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sniff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approach	<input checked="" type="checkbox"/>	<input type="checkbox"/>
# Checked:		

B: CRACK DOOR		
Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chirp	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>
At front of cage	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Show underside	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sniff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approach	<input checked="" type="checkbox"/>	<input type="checkbox"/>
# Checked:		

C: TOY		
Play	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Touch	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rub	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chirp	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knead	<input type="checkbox"/>	<input checked="" type="checkbox"/>
At front of cage	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tail Up	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Show underside	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sniff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approach	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yawn	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Groom/ Shake body	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Still Moving	<input checked="" type="checkbox"/>	<input type="checkbox"/>
# Checked:		

D: WAND		
ANY TIME	Chirp	<input type="checkbox"/>
	At front of cage	<input type="checkbox"/>
	Approach	<input checked="" type="checkbox"/>
	Yawn	<input checked="" type="checkbox"/>
	Groom/ Shake Body	<input checked="" type="checkbox"/>
WHILE STROKING	Play	<input type="checkbox"/>
	Touch	<input type="checkbox"/>
	Rub	<input type="checkbox"/>
	Knead	<input type="checkbox"/>
	Reach	<input checked="" type="checkbox"/>
	Show underside	<input type="checkbox"/>
	Sniff	<input checked="" type="checkbox"/>
WHILE PRESSING	Play	<input type="checkbox"/>
	Touch	<input type="checkbox"/>
	Rub	<input type="checkbox"/>
	Knead	<input type="checkbox"/>
	Reach	<input checked="" type="checkbox"/>
	Show underside	<input type="checkbox"/>
	Sniff	<input checked="" type="checkbox"/>
	# Checked:	

CUMULATIVE CHECK-MARKS		
SESSION	white (□)	gray (○)
1st = Day ___ AM/PM		
2nd = Day ___ AM/PM		
3rd = Day ___ AM/PM		
4th = Day ___ AM/PM		
TOTAL:		
<i>NOTE: If at any time, the cat receives a check-mark in the white (□) column, discontinue assessment. This cat is social.</i>		

NOTE: If the cat accumulates 1 check-mark in the white (□) column and/or 4 check-marks in the gray (○) column, discontinue assessment. This cat is social.

ANIMAL INFORMATION		
INTAKE DATE:	TIME:	
ID #:	KENNEL #:	
DESC.:		
INTAKE TYPE:		
START FSA on (DATE)	AM/PM	

- Day 1/Session 1
- Day 2/Session 2
- Day 2/Session 3
- Day 3/Session 4

:PM

GREET: Stand 1 foot in front of cage, body slightly angled, making indirect eye contact. Hold hand out, palm up, then speaks a "baby talk" phrase. Example phrase, "Hi Kitty. Whatcha doin'? What a pretty kitty...whatcha doin'? Come here."

CRACK DOOR: Stand 1 foot in front of cage, making indirect eye contact, body slightly at an angle but still facing the cat. Place hand on or near handle of the cage door and say, "Hi, Kitty!" in a friendly, soft voice. Hand is held on the handle for 30 seconds. Crack door open 1-2 inches then immediately close.

TOY: Stand 1 ft in front of the cage, body slightly angled, making indirect eye contact. A string attached to the pole is threaded through the cage bars and jiggled just inside the door of the cage to coax the cat to play for 30 seconds.

WAND: Stand in front of cage, body angled, indirect eye contact. Slowly extend wand to cat thru bars. When 2-3 in from face, allow cat to sniff (5 sec). Try to pet on cheek (10 sec). Put wand 2-3 in from face to allow sniffing again (5 sec). Try to pet on cheek (10 sec). Trace wand along side of neck to top of shoulders then apply pressure (10 sec).

A: GREET		POINTS
Play	<input type="checkbox"/>	Enter "7" if cat did NOT eat, or can't determine:
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	Enter "9" if affiliative behaviors at any time:
Reach	<input checked="" type="checkbox"/>	
Show underside	<input checked="" type="checkbox"/>	
Sniff	<input checked="" type="checkbox"/>	
Approach	<input checked="" type="checkbox"/>	
# Checked:		

B: CRACK DOOR		POINTS
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	Enter "7" if cat licks lips or nose:
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Reach	<input type="checkbox"/>	
Show underside	<input type="checkbox"/>	
Sniff	<input type="checkbox"/>	
Approach	<input type="checkbox"/>	
# Checked:		

C: TOY		POINTS
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	Enter "11" if cat's head is facing forward or cannot determine at end of assessment:
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Tail Up	<input type="checkbox"/>	
Reach	<input type="checkbox"/>	Enter "5" if cat paid attention to toy more than 50% of the time:
Show underside	<input type="checkbox"/>	
Sniff	<input type="checkbox"/>	
Approach	<input type="checkbox"/>	
Yawn	<input type="checkbox"/>	
Groom/ Shake body	<input type="checkbox"/>	
Standing	<input type="checkbox"/>	
Still Moving	<input type="checkbox"/>	
# Checked:		

D: WAND		POINTS
Chirp	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Approach	<input type="checkbox"/>	0
Yawn	<input type="checkbox"/>	0
Groom/ Shake Body	<input type="checkbox"/>	0
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
Reach	<input type="checkbox"/>	0
Show underside	<input type="checkbox"/>	0
Sniff	<input type="checkbox"/>	0

WHILE STROKING		Enter "4" if sniffs wand on first presentation:
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
Reach	<input type="checkbox"/>	0
Show underside	<input type="checkbox"/>	0
Sniff	<input type="checkbox"/>	0

WHILE PRESSING		Enter "7" if affiliative behaviors during pressing:
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
Reach	<input type="checkbox"/>	0
Show underside	<input type="checkbox"/>	0
Sniff	<input type="checkbox"/>	0

CUMULATIVE CHECK-MARKS		
SESSION	white (□)	gray (○)
1st = Day ___ AM/PM		
2nd = Day ___ AM/PM		
3rd = Day ___ AM/PM		
4th = Day ___ AM/PM		
TOTAL:		

NOTE: If at any time, the cat receives a check-mark in the white (□) column, discontinue assessment. This cat is social.

NOTE: If the cat accumulates 1 check-mark in the white (□) column and/or 4 check-marks in the gray (○) column, discontinue assessment. This cat is social.

ANIMAL INFORMATION		
INTAKE DATE:	TIME:	
ID #:	KENNEL #:	
DESC.:		
INTAKE TYPE:		
START FSA on (DATE)	AM/PM	

AM DAY 2:
or
 Session 1
 Session 2

AM DAY 2 POINTS
TOTAL

GREET: Stand 1 foot in front of cage, body slightly angled, making indirect eye contact. Hold hand out, palm up, then speaks a "baby talk" phrase. Example phrase, "Hi Kitty. Whatcha doin'? What a pretty kitty...whatcha doin'? Come here."

CRACK DOOR: Stand 1 foot in front of cage, making indirect eye contact, body slightly at an angle but still facing the cat. Place hand on or near handle of the cage door and say, "Hi, Kitty!" in a friendly, soft voice. Hand is held on the handle for 30 seconds. Crack door open 1-2 inches then immediately close.

TOY: Stand 1 ft in front of the cage, body slightly angled, making indirect eye contact. A string attached to the pole is threaded through the cage bars and jiggled just inside the door of the cage to coax the cat to play for 30 seconds.

WAND: Stand in front of cage, body angled, indirect eye contact. Slowly extend wand to cat thru bars. When 2-3 in from face, allow cat to sniff (5 sec). Try to pet on cheek (10 sec). Put wand 2-3 in from face to allow sniffing again (5 sec). Try to pet on cheek (10 sec). Trace wand along side of neck to top of shoulders then apply pressure (10 sec).

A: GREET		POINTS
Play	<input type="checkbox"/>	Enter "7" if eye contact is less than 50% or can't tell:
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Reach	<input checked="" type="checkbox"/>	
Show underside	<input checked="" type="checkbox"/>	
Sniff	<input checked="" type="checkbox"/>	
Approach	<input checked="" type="checkbox"/>	
# Checked:		

B: CRACK DOOR		POINTS
Play	<input type="checkbox"/>	Enter "9" if cat is not alert, semi-alert, or can't tell:
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Reach	<input checked="" type="checkbox"/>	Enter "9" if cat withdraws or already at back of cage:
Show underside	<input checked="" type="checkbox"/>	
Sniff	<input checked="" type="checkbox"/>	
Approach	<input checked="" type="checkbox"/>	
# Checked:		

C: TOY		POINTS
Play	<input type="checkbox"/>	Enter "9" affiliative behaviors at any time:
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Chirp	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
At front of cage	<input type="checkbox"/>	
Tail Up	<input type="checkbox"/>	
Reach	<input checked="" type="checkbox"/>	
Show underside	<input checked="" type="checkbox"/>	
Sniff	<input checked="" type="checkbox"/>	
Approach	<input checked="" type="checkbox"/>	
Yawn	<input checked="" type="checkbox"/>	
Groom/ Shake body	<input checked="" type="checkbox"/>	
Standing	<input checked="" type="checkbox"/>	
Still Moving	<input checked="" type="checkbox"/>	
# Checked:		

D: WAND		POINTS
Chirp	<input type="checkbox"/>	Enter "5" if head location is at front or middle:
At front of cage	<input type="checkbox"/>	
Approach	<input type="checkbox"/>	
Yawn	<input type="checkbox"/>	
Groom/ Shake Body	<input type="checkbox"/>	
Play	<input type="checkbox"/>	Enter "7" if affiliative behaviors during stroking:
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
Reach	<input checked="" type="checkbox"/>	
Show underside	<input checked="" type="checkbox"/>	Enter "5" if sniffs wand at first presentation:
Sniff	<input checked="" type="checkbox"/>	
Play	<input type="checkbox"/>	
Touch	<input type="checkbox"/>	
Rub	<input type="checkbox"/>	
Knead	<input type="checkbox"/>	
Reach	<input checked="" type="checkbox"/>	
Show underside	<input checked="" type="checkbox"/>	
Sniff	<input checked="" type="checkbox"/>	
# Checked:		

CUMULATIVE CHECK-MARKS		
SESSION	white (=)	gray (o)
1st = Day ___ AM/PM		
2nd = Day ___ AM/PM		
3rd = Day ___ AM/PM		
4th = Day ___ AM/PM		
TOTAL:		
<i>NOTE: If at any time, the cat receives a check-mark in the white (=) column, discontinue assessment. This cat is social.</i>		

NOTE: If the cat accumulates 1 check-mark in the white (=) column and/or 4 check-marks in the gray (o) column, discontinue assessment. This cat is social.

ANIMAL INFORMATION		
INTAKE DATE:	TIME:	
ID #:	KENNEL #:	
DESC.:		
INTAKE TYPE:		
START FSA on (DATE) _____ AM/PM		

AM DAY 3:

- Session 3
 Session 4

AM DAY 3 POINTS

TOTAL

POINTS SCALE

DAY 2 AM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
					EXTREMELY UNLIKELY	UNLIKELY	LIKELY	EXTREMELY LIKELY																																										

MATRIX: Using Day 2 AM and Day 3 AM Points Together

Circle All that apply:

	DAY 2 AM:	DAY 3 AM:	Interpretation:
If	19 or LESS	11 or LESS	then Extremely Unlikely to be socialized
If		12 - 17	then Default to interpretation of Day 2 AM POINTS only
If	20 - 31	or and 18 - 26	then Likely to be socialized then Extremely Likely to be socialized
If	32 - 50	27 - 51	then Extremely Likely to be socialized

<u>ANIMAL INFORMATION</u>	
INTAKE DATE:	TIME:
ID #:	KENNEL #:
DESC.:	
INTAKE TYPE:	
FSA STARTED (DATE) _____ AM/PM	

USING THE POINTS

If the cat does not receive either one check-mark in the white column, or accumulates four check-marks in the gray column, use the points to help determine if the cat is socialized.

DAY 2 AM:

Point range from 0 to 50. More points means that the cat shows more of the behaviors more commonly associated with being accustomed to humans and is more likely to be socialized.

- Cats with fewer than 15 points are very likely to be Less Socialized. However, even with this cutoff there can be a few very withdrawn and frightened cats who are More Socialized.
- Cats with points between 16 and 19 are likely to be Less Socialized. However, there will probably be some More Socialized cats in this group as well.
- Cats with 20 to 31 points are likely to be More Socialized. However, some Less Socialized cats are probably in this point range as well. Some of these cats could turn out to be socialized with a bit of time/behavior modification.
- Cats with more than 31 points are extremely likely to be More Socialized.

DAY 3 AM:

Point range from 0 to 51. More points means that the cat shows more of the behaviors more commonly associated with being accustomed to humans and is more likely to be socialized.

- Cats with fewer than 12 points on this morning are very likely to be Less Socialized.
- Cats with 12 to 17 points can't be determined as More or Less Socialized just by this information.
- Cats with 18 to 26 points are very likely to be More Socialized.
- Cats with more than 26 points are extremely likely to be More Socialized.

USING DAY 2 and DAY 3 POINTS TOGETHER:

- Cats who are over the cutoffs on both AM points (≥ 20 AM 2 and ≥ 12 AM 3) are very likely to be More Socialized. However, there are some Less Socialized cats who fit these criteria as well.
- Cats who are over the cutoff on AM 2 ONLY, are a bit more likely to be More Socialized than Less Socialized.
- Cats who are over the cutoff on only AM 3 could be either More or Less Socialized.
- A very few More Socialized cats will likely be missed on both sets of points and the Behavior Checklist.

ANIMAL INFORMATION

INTAKE DATE: TIME:

ID: KENNEL #:

DESC.:

INTAKE TYPE:

START FSA on (DATE) _____ AM/PM

POINTS

AM DAY 2

AM DAY 3