SELF-PERCEPTION PROFILE FOR ADOLESCENTS: MANUAL AND QUESTIONNAIRES

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Table of Contents

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The Self-Perception Profile for Adolescents

Introduction, Theoretical Background, and Rationale

The last three decades have witnessed a resurgence of interest in the self, across many fields including personality psychology, developmental psychology, social psychology, clinical psychology, educational psychology, cognitive psychology, and many related disciplines, including nursing, medical fields, psychiatry, occupational therapy, legal fields, the media at large, and the list goes on. There has been the assumption that the "self", however it might be defined, is somehow seriously implicated in our day to day lives (see Harter, 1999, 2012).

Along with this cultural concern has been the need to assess this seeming commodity, be it self-esteem, self- concept, or self-image in its many manifestations. Thus, many measures have proliferated in recent decades, designed to capture the essence of how people at various ages evaluate themselves. There has been a desire for an appropriate metric to capture how one defines the self, and many psychometrically-oriented scholars have devoted their energies toward meeting that need (see Harter, 1999).

Unidimensional single-score approaches

A brief history of these efforts can be divided into two approaches, the uni-dimensional, single score approach, exemplified by the prevailing models and instruments of the late 60's and 70's, for example, the work of Coopersmith (1967) and Piers and Harris (1969). These models were based on the assumption that the self was a unitary construct, best assessed by tapping a range of content, for example, how a child felt with peers, parents, in school, and that these evaluations could be summed into to an overall evaluation of one's general sense of self. This single score, then, that represents one's "general self-concept," could be related to a variety of other constructs, outcomes, or indicators of well-being of interest to the investigator.

An alternative approach has been observed in the thoughtful work of Rosenberg (1979) who has focused on global self-esteem, as the target of measurement. He did not dispute the fact that people evaluated themselves differently in different domains of their lives. However, he felt that these discriminations were difficult to accurately assess. Rather, an overall assessment of one's worth as a person, in the form of a global judgment of self-esteem, would be sufficient to address as a predictor of other important life outcomes.

Multidimensional approaches

What became increasingly evident as self-theorists and researchers delved into the complexity of the self system (see Harter, 1999) was that self-perceptions, beginning in childhood, were more complex. The single score approach masked many important, evaluative distinctions that children made about their competence or adequacy in the various domains of their lives. Any sensitive

parent or teacher knew this, but it took some time for psychologists to catch up to this reality and embrace it in new assessment tools. This led to the development of many multidimensional measures, as evidenced not only in our own work but the work of Bracken (1992) and Marsh (1988, 1991) who have contributed to the multidimensional framework. Our own measures are among the new approach to how to think about and then assess how people of different ages evaluate themselves differently across the different areas of their life. Any thinking adult who is reading this will appreciate the fact that he or she evaluates the self differently in different arenas of his or her life. This differentiation begins with our children, particularly as they approach middle childhood. Thus, many of us who have realized this phenomenon have developed assessment tools to tap this differentiation, and designed our instruments to assess self-evaluations across multiple domains that will increase in number and change in content, with age. In two books (Harter, 1999, 2012), I have delineated a life-span perspective to the domains that define important life concerns, from early childhood to late adulthood. In this manual, we will concentrate on the ages of 13 to 18, corresponding to the grades of 8 to 12, in our American educational system. This particular manual is entitled ***The Self-Perception Profile for Adolescents***.

The acknowledgement that, beginning in middle childhood, children have domain-specific evaluations of their competence or adequacy in different arenas (for example, scholastic competence, social competence, athletic competence, physical appearance, and behavioral conduct), does not preclude their having an overall sense of their worth as a person, labeled global self-worth (analogous to overall self-esteem). These two categories of self-evaluations can happily coexist. Thus, in addition to subscales tapping domain-specific self-concepts, our instrument contains a separate subscale entitled Global Self-Worth, namely, how much one likes oneself as a person, overall. It is critical that the reader understand that this score is NOT the sum of the domain-specific scores (unlike previous scales and models). Global self-worth is its own judgment, rated by its own set of items, and scored separately.

In fact, it becomes an interesting question of just which *specific self-concept domains* contribute more to one's overall sense of *global self-worth*. One can think about this in one's own life. Our instrument can allow us to assess this relationship directly, in the lives of children, given that there are separate scores for each domain as well as a separate score for global self-worth. We will return to that issue in addressing the contribution of William James (1892).

Developmental upward extension of this instrument. The Self-Perception Profile for Adolescents (2010) is an upward extension of the Self-Perception Profile for Children (Harter, 1985). The children's version was devised in order to tap domain-specific self-evaluations of competence or adequacy in five separate domains, as well as Global Self-Worth. The Self-Perception Profile for Adolescents differs from the child instrument in that three additional domains, as well as Global Self-Worth, have been retained. The three new subscales are Job Competence, Close Friendship, and Romantic Appeal. Job competence was added, given that many teenagers begin to work at part-time jobs, and their sense of competences on such jobs becomes a new and relevant domain of self-evaluation. Close friendship was added because beginning in early adolescence, the ability to make and keep close friends becomes salient. Moreover, this ability is somewhat different from peer social competence during the teenage years, which makes more

reference to general popularity among classmates. Romantic appeal also becomes more salient, as adolescents become romantically interested in certain peers and dating is initiated.

The Scale Structure

The scale structure is outlined below, where there are eight Specific Domains, as well as a separate Global Self-Worth subscale. The content of each subscale is described below.

SPECIFIC DOMAINS
1. Scholastic Competence
2. Social Competence
3. Athletic Competence
4. Physical Appearance
5. Job Competence
6. Romantic Appeal
7. Behavioral Conduct
8. Close Friendship

9. Global Self- Worth

Contents of Each Domain

1. Scholastic Competence. These items refer specifically to the child's perceived cognitive competence, as applied to schoolwork. Thus, items make reference to doing well at schoolwork, being able to figure out the answers, finishing one's schoolwork quickly, feeling that one is intelligent.

2. Social Competence. This subscale has undergone certain modifications. At one point, we labeled this subscale as Social Acceptance. However, it became a question of how these items were different from Social Support from Peers, a subscale on a separate instrument. Social Support as well as Social Acceptance could well flow from the benevolence of significant others, and not necessarily eliciting characteristics of the *self*. That is, from the theoretical perspective of a self-perceptions profile, items should refer to characteristics of the *self* that define one's success or competence in that domain.

Thus, we revised the items to reflect more general attributes of the *self* that determined social success. We have since collected data on new samples (e.g., Sample D) using these new items that are now included in the manual. We have demonstrated the psychometric adequacy of these new items that define the role of the self in promoting social competence or success. Thus, items

refer to knowing how to *make* friends, having the skills to get others to like oneself, knowing what to do to have others accept you, understanding what it takes to become popular, etc.

3. Athletic Competence. Athletic competence items primarily refer to one's ability to do well at sports, including outdoor games and demonstrating one's athletic prowess.

4. Physical Appearance. These items tap the extent to which one feels one is good looking, happy with one's looks, body, face, hair, etc.

5. Job Competence. This subscale taps the extent to which the adolescent feels that (s)he has job skills, is ready to do well at part-time jobs, and feels that (s)he is doing well at the jobs that (s)he has.

6. Romantic Appeal. This subscale taps teenagers' perceptions that they are romantically attractive to those in whom they are interested, are dating the people they would like to be dating, and feel that they are fun and interesting on a date.

7. Behavioral Conduct. This subscale taps the degree to which one likes the way one behaves, does the right thing, acts the way one is supposed to act, and avoids getting into trouble.

8. Close Friendship. This subscale taps one's ability to make close friends, those with whom one can share personal thoughts and secrets.

9. Global Self-Worth. It should be emphasized that we are tapping global self-worth or self-esteem *directly*, it is a qualitatively different evaluation of how much one likes oneself as a person, is happy with the way one is leading one's life, is generally happy with the way one is, as a human being. Thus, it constitutes a general perception of the self, in contrast to the domain-specific judgments of ability or a sense of adequacy in specific arenas of one's life. Thus, there are no references to specific competencies or skills, or specific characteristics.

Unlike other measures in the past, Global Self-Worth is NOT assessed as the sum of specific competencies or feelings or adequacies; it is a separate score, reflecting a different, global concept of self. This subscale is similar to Rosenberg's (1979) notion of overall self-esteem. However, the wording is more appropriate for adolescents and the question format differs, as will be explained shortly.

Because it is a separate score, this raises the question of whether some domain-specific self-perceptions may be more predictive of global self-worth than others. We will address that issue later in the manual because it demands special consideration.

Question Format

The question format was originally designed for earlier child versions of this instrument (The Perceived Competence Scale for Children, 1982; The Self-Perception Profile for Children, 1985), and differs from other assessment tools. Previous self-concept scales (e.g., the Coopersmith Self-Esteem Inventory and the Piers-Harris Self-Concept Scale) have employed two-choice response formats (e.g., True – False, or Like Me – Unlike Me). However, a major problem with such two-

choice formats is their tendency to pull for socially desirable responses. Moreover, they do not provide respondents with enough latitude to qualify their choices. On subsequent instruments, Likert-type scales were employed, offering more response options. However, this format is also susceptible to socially desirable responding. Thus, we developed a **"structured alternative format"** (Harter, 1982) that was designed to offset the tendency to give socially desirable responses and to provide participants with a range of response choices. The child is presented with the following type of question:

Really True for me	Sort of True for me				Sort of True for me	Really True for me
☐	☐	Some teenagers do very well at their classwork	BUT	Other teenagers don't do very well at their classwork	☐	☐

Detailed instructions for the administration of this instrument will be described in this manual, along with scoring instructions. Basically, the adolescent is first asked to decide which kind of teenagers he or she is most like, those described on the left or those described on the right, in each statement. Having made this decision, the adolescent next decides whether the description on the side he/she chose is "Really True for Me" or "Sort of True for Me". A detailed scoring key will be provided later in this manual; however, the general procedure is to score each item on a four-point scale from 1 to 4, where a score of 1 indicates the lowest perceived competence or adequacy, and a score of 4 reflects this highest level of competence or adequacy. Thus, in the example given above, the adolescent who first indicates that he/she is like the type of teenagers who "do well at their classwork" and that this is "Really True for Me" would receive a score of 4. The adolescent for whom that statement is only "Sort of True for Me" would receive a score of 3. The adolescent who first indicates that he/she is like the type of teenagers who "don't do very well at their classwork" and that this is "Sort of True for Me" would receive a score of 2. The adolescent for whom this part of the statement is "Really True for Me" would receive a score of 1.

The effectiveness of this question format lies in the implication that half of the adolescents in the world (or one's reference group) view themselves in one way, whereas the other half view themselves in the opposite manner. That is, this type of question legitimizes either choice. The option of checking either "Sort of True for Me" or "Really True for Me" broadens the range of choices over the typical two-choice format. In addition, none of the choices involves the response "false" or "not like me." Rather, the child is asked to decide which option is more *true* for him or her. Our confidence in this format is further bolstered by the fact that when we have individually administered the instrument and asked adolescents to provide explanations for their choices, their verbal elaborations of their responses suggest that most are giving relatively accurate self-perceptions, rather than socially desirable responses.

Several additional sources of evidence bear on the effectiveness of this format. In constructing the original version of this instrument (The Perceived Competence Scale for Children, Harter, 1982), we determined that the average correlation between perceived competence subscale

ratings and scores on the Children's Social Desirability Scale (Crandall, Crandall, & Katkovsky, 1965) was .09, whereas scores on the Coopersmith Self-Esteem Inventory correlated .33 with the Children's Social Desirability Scale. Moreover, inspection of the relatively normal distribution of scores reveals that the entire range of scores is represented, with certain children endorsing the extreme scores that represent the lowest levels of perceived competence or adequacy. Inspection of the subscale standard deviations also reflects this variability.

It is critical that those who use this instrument do not alter the question format. As described above, it has been designed with a specific purpose in mind, to discourage socially desirable responding and to enhance honest choices. Altering the format could negate these goals and could also alter the psychometric adequacy of the measure.

Specific Scale Structure

Each of the nine subscales contains five items, constituting a total of 45 items. (An additional sample item at the beginning is included for practice, but is not scored.) Within each subscale, two or three of the items are worded such that the first part of the statement reflects low competence or adequacy, and two or three are worded to first reflect high perceptions of competence or adequacy. This "counterbalancing" is reflected in the scoring of items, where half of the items are scored 1, 2, 3, 4 and half are scored 4, 3, 2, 1. This is to insure that adolescents are tracking the content of the items and are not simply providing random response choices or are always checking the same side of all questions. (Failure of adolescents to attend to the order of the statements would be reflected in low subscale reliabilities which is *not* what we find, as indicated by the internal consistency values presented in Table 4.)

The actual questionnaire to be filled out by the child is entitled WHAT I AM LIKE, to emphasize the fact that children are to choose the descriptions that best reflect what they, themselves, are like. The version to be administered to the child is presented in the Appendix, and you are free to copy it for your own use. A scoring key and a data coding sheet are also provided.

Note that there is *no short form* of this questionnaire. In developing this instrument, we worked hard to identify the smallest number of items per subscale that would be internally consistent or statistically reliable. Six appears to be the minimum number, particularly at this age level. However, if an investigator is interested in administering only some (but not all) subscales, specific subscales can be lifted from the instrument, provided that *all six items on a given subscale are administered*.

Master List of Items Grouped According to Subscale

Item # refers to the position on the child's form. Items keyed *positively* (+) present the *more* competent or adequate self-description in the first part of the statement, whereas items keyed *negatively* (-) present the *less* competent or adequate self-description first.

Item #	Keyed	Scholastic Competence
1	+	Some teenagers feel like they are just as smart as others their age BUT Other teenagers aren't so sure and wonder if they are as smart.
10	-	Some teenagers are pretty slow in finishing their school work BUT Other teenagers can do their school work quickly.
19	+	Some teenagers do very well at their classwork BUT Other teenagers *don't* do very well at their classwork.
28	-	Some teenagers have trouble figuring out the answers in school BUT Other teenagers almost always can figure out the answers.
37	+	Some teenagers feel that they are pretty intelligent BUT Other teenagers question whether they are intelligent.

Item #	Keyed	Social Competence
2	-	Some teenagers find it hard to make friends BUT Other teenagers find it pretty easy to make friends.
11	+	Some teenagers know how to make classmates like them BUT Other teenagers *don't* know how to make classmates like them.
20	-	Some teenagers don't have the social skills to make friends BUT Other teenagers do have the social skills to make friends.
29	+	Some teenagers understand how to get peers to accept them BUT Other teenagers don't understand how to get peers to accept them.
38	+	Some teenagers know how to become popular BUT Other teenagers do not know how to become popular.

Item #	Keyed	Athletic Competence
3	+	Some teenagers do very well at all kinds of sports BUT Other teenagers *don't* feel that they are very good when it comes to sports.
12	+	Some teenagers think they could do well at just about any new athletic activity BUT Other teenagers are afraid they might not do well at a new athletic activity.
21	+	Some teenagers feel that they are better than others their age at sports BUT Other teenagers don't feel they can play as well.
30	-	Some teenagers don't do well at new outdoor games BUT Other teenagers are good at new games right away.
39	-	Some teenagers do not feel that they are very athletic BUT Other teenagers feel that they *are* very athletic.

Item #	Keyed	Physical Appearance
4	-	Some teenagers are *not* happy with the way they look BUT Other teenagers *are* happy with the way they look.
13	-	Some teenagers wish their body was different BUT Other teenagers like their body the way it is.
22	-	Some teenagers wish their physical appearance was different BUT Other teenagers like their physical appearance the way it is.
31	+	Some teenagers think that they are good looking BUT Other teenagers think that they are not very good looking.
40	+	Some teenagers really like their looks BUT Other teenagers wish they looked different.

Item #	Keyed	Job Competence
5	+	Some teenagers feel that they are ready to do well at a part-time job BUT Other teenagers feel that they are not quite ready to handle a part-time job.
14	-	Some teenagers feel that they ***don't*** have enough skills to do well at a job BUT Other teenagers feel that they *do* have enough skills to do a job well.
23	+	Some teenagers feel they are old enough to get and keep a paying job BUT Other teenagers do not feel that they are old enough, yet, to really handle a job well.
32	-	Some teenagers feel like they could do better at work they do for pay BUT Other teenagers feel that they are doing really well at work they do for pay.
41	+	Some teenagers feel that they are really able to handle the work on a paying job BUT Other teenagers wonder if they are really doing as good a job at work as they should be doing.

Item #	Keyed	Romantic Appeal
6	+	Some teenagers feel that if they are romantically interested in someone, that person will like them back BUT Other teenagers worry that when they like someone romantically, that person ***won't*** like them back.
15	-	Some teenagers are *not* dating the people they are really attracted to BUT Other teenagers *are* dating those people they are attracted to.
24	+	Some teenagers feel that people their age will be romantically attracted to them BUT Other teenagers worry about whether people their age will be attracted to them.
33	+	Some teenagers feel that they are fun and interesting on a date BUT Other teenagers wonder about how fun and interesting they are on a date.
42	-	Some teenagers usually ***don't*** go out with people they would really like to date BUT Other teenagers *do* go out with people they really want to date.

Item #	Keyed	Behavioral Conduct
7	+	Some teenagers usually do the right thing BUT Other teenagers often don't do what they know is right.
16	-	Some teenagers often get in trouble because of things they do BUT Other teenagers usually *don't* do things that get them in trouble.
25	+	Some teenagers feel really good about the way they act BUT Other teenagers *don't* feel that good about the way they often act.
34	-	Some teenagers do things they know they shouldn't do BUT Other teenagers hardly ever do things they know they shouldn't do.
43	+	Some teenagers usually act the way they know they are supposed to BUT Other teenagers often don't act the way they are supposed to.

Item #	Keyed	Close Friendship
8	+	Some teenagers are able to make really close friends BUT Other teenagers find it hard to make really close friends.
17	-	Some teenagers *don't* know how to find a close friend with whom they can share secrets BUT Other teenagers *do* know how to find a close friend with whom they can share secrets.
26	+	Some teenagers *do* know what it takes to develop a close friendship with a peer BUT Other teenagers *don't* know what to do to form a close friendship with a peer.
35	-	Some teenagers find it hard to make friends they can really trust BUT Other teenagers *are* able to make close friends they can really trust.
44	-	Some teenagers *don't* understand what they should do to have a friend close enough to share personal thoughts with BUT Other teenagers *do* understand what to do to have a close friend with whom they can share personal thoughts.

Item #	Keyed	Global Self-Worth
9	-	Some teenagers are often disappointed with themselves BUT Other teenagers are pretty pleased with themselves.
18	-	Some teenagers don't like the way they are leading their life BUT Other teenagers do like the way they are leading their life.
27	+	Some teenagers are happy with themselves most of the time BUT Other teenagers are often not happy with themselves.
36	+	Some teenagers like the kind of person they are BUT Other teenagers often wish they were someone else.
45	+	Some teenagers are very happy being the way they are BUT Other teenagers often wish they were different.

Please note that the actual version administered to the child can be found in the Appendix. You have permission to copy the instrument for your own use. Also note that in April, 2013, three of the Close Friendship items (17, 26, 44) were slightly reworded to better capture adolescents' perceived *ability* to make close friends.

Administration and Instructions

The scale may be administered in groups, for example, classroom units (larger groups are not recommended) or individually. Adolescents are first informed that this is a **SURVEY** and that this is NOT A TEST. (This is particularly critical in our current atmosphere of considerable standardized testing which can really raise students' anxiety level.) As an icebreaker, adolescents are first asked to give examples of what a survey is. They usually generate very appropriate examples, for example, how individuals differ in their choices of their favorite music group, cereal, pizza, political candidates, etc. One can then respond that, as in their examples, there are no right or wrong answers on a survey, it is just what you think, it is your *opinion*. Then tell them that this survey is about them--what they are like. (First, you want them to fill out the information at the top, which you can alter for your own use.)

In explaining how this question format works, it is absolutely *essential* that children understand how to respond. Walk slowly through the sample question (see specific instructions below). The instructions describe a two-step process that the adolescent goes through. First they decide whether they are more like the teenagers described on the first half of the statement on the left or the second half of the statement on the right. Secondly, for just that half of the statement that is most like them, they then decide whether that statement is "Really True for Me" or just "Sort of True for Me".

It is critical to emphasize that for any given item, they only check one box on the side that is most like them, THEY DO NOT CHECK BOTH SIDES. If this is not made clear, there will be potential problems. For example, if an adolescent has not been paying attention, some will check both sides of each item. If this pattern is not corrected, the data for those participants will not be able to be scored. Thus, someone initially will need to monitor all adolescents' responses quickly to insure that all of them understand that they only check a box ON ONE SIDE, the side that is most like them. Sometimes it will be on one side, sometimes it will be on the other side. If any adolescents have checked both sides initially, they can individually be corrected; and if so, they will not revert to checking both sides.

It is advisable to read all items to any subgroups that may have particular difficulties in reading or understanding the item content. Among regular achieving adolescents, it may be useful to read the first two or three items out loud, emphasizing the key features of the instructions, and then allow them to read the remaining items on their own. Since this is not a test, you can encourage adolescents to raise their hands if they have a question about the meaning of a particular item.

Once adolescents are into the survey, there may be an occasional complaint about how the items seem to repeat themselves. Here, we find it useful to say: "Good for you, you noticed!! Well, there is a very important reason for that. Suppose we wanted to find out how much you knew about History, for example. We wouldn't want to just ask you one question, would we? We would want to ask you several questions about History. The same is true when we want to learn about *you*. It wouldn't be fair to just ask one question, now would it?"

SPECIFIC INSTRUCTIONS TO THE TEENAGER:

We have some sentences here and, as you can see from the top of your sheet where it says "What I am like", we are interested in what each of you is like, what kind of a person you are like. This is a survey, *not* a test. There are no right or wrong answers. Since teenagers are very different from one another, each of you will be putting down something different.

First, let me explain how these questions work. There is a sample question at the top, marked (a). I'll read it out loud and you follow along with me. (*Examiner reads the sample question.*) This question talks about two kinds of teenagers, and we want to know which teenagers are most like *you*.

(1) So, what I want you to decide first is whether *you* are more like the teenagers on the left side who would rather go to the movies, or whether you are more like the teenagers on the right side who would rather go to a sports event. Don't mark anything yet, but first decide which kinds of teenagers are *most like you*, and go to that side of the sentence.

(2) Now the *second* thing I want you to think about, now that you have decided which kinds of teenagers are most like you, is to decide whether that is only *sort of true for you,* or *really true for you*. If it's only sort of true, then put an X in the box under Sort of True for me; if it's really true for you, then put an X in that box, under Really True for me.

(3) For each sentence, you only check **one** box. Sometimes it will be on one side of the page, another time it will be on the other side of the page, but you can only check *one box* for each sentence. **YOU *DON'T* CHECK BOTH SIDES, JUST THE *ONE* SIDE MOST LIKE YOU.**

(4) OK, that one was just for practice. I'll read the next couple of items. Continue with these sentences on your own. For each one, just check one box—the one that goes with what is true for you, what you are most like.

Scoring

A scoring key is included in the Appendix. Items are scored 4, 3, 2, 1, where 4 represents the most adequate self-judgment and 1 represents the least adequate self-judgment. Items within each subscale are counter-balanced such that two or three items are worded with the most adequate statement on the left and the remaining two or three items are worded with the most adequate statement on the right. Thus, the item scores for those with the most adequate description on the left are scored 4, 3, 2, 1 (from left to right); whereas the item scores for those with the most adequate description on the right are scored 1, 2, 3, 4 (from left to right). A *data coding sheet* is included in the Appendix. Scores from the adolescent's protocol can be transferred to this sheet where all items for a given subscale are grouped together to facilitate the calculation

of the mean for each subscale. Scoring, thus, will result in a total of nine subscale means which will define a given adolescent's profile.

Missing data

If particular individuals inadvertently fail to respond to one or two items on a given subscale, a mean may still be calculated by summing the scores to those items completed, and dividing by that number of items. For example, if an adolescent answers only four items, sum the scores to those items and divide by four to obtain a prorated, subscale average. If the subject answered fewer than four of the six items, it is recommended that you do **not** calculate that subject's average on that subscale, since it is likely to be an unstable or unreliable index of the adolescent's self-perceptions.

Rating Scale for Teachers

There is a teacher rating scale (also for other adult raters) which parallels the self-perception profile for adolescents. For each of the specific domains, the teacher rates the adolescent's *actual behavior* in each area (not how he/she thinks the adolescent would answer). That is, we want the teacher's independent judgment of the adolescent's adequacy in each domain. From past experiences with teachers' ratings, we have learned that we need only two items per subscale to obtain highly reliable judgments. (Teachers only rate the eight specific domains, since the global self-worth items do not translate into attributes that an objective observer can rate.) Thus, the teacher's rating scale contains 16 items, two per domain. They are listed in the same order as on the adolescent's form. As can be seen on the copy of the teacher rating scale enclosed in the Appendix, the format is basically the same as on the adolescent's version. Items are counterbalanced and the scoring key provides the direction in which items are scored. Domain scores can be calculated as the mean of the two items. Thus, these scores can be compared directly to the adolescent's scores which are calculated on the same basis, although the adolescent's scores are based on a total of six items per subscale.

In certain cases, there may be other adults whom you may wish to have rate the adolescent's competence or adequacy, for example, counselors, therapists, parents, etc. These same items may be used for this purpose. Investigators need to think through the purpose for obtaining ratings from adults. We do **not** recommend treating such scores as an index of convergent validity. That is, adolescents' ratings of their **perceived competence/adequacy** are precisely that, namely their own perceptions. Thus, any measure of **validity** would necessarily involve another assessment of adolescents' **perceptions**. However, ratings from others can provide a valuable index of the convergence or discrepancy between the **adolescent's** perceptions and the perceptions of **another**. We view these comparisons as interesting in their own right, calling for a framework that attends to the potential interpretation of discrepancies or convergences. We do not, however, view discrepancies necessarily reflecting distortions on the part of the adolescent (see Harter, 2012).

Samples to Which the Revised Scale Has Been Administered

Findings from four separate samples are presented in this manual. The number of boys and girls at each grade for the four samples is presented in Table 1 on the following page. All four samples were drawn from Colorado. These samples draw from neighborhoods ranging primarily from lower middle class to upper middle class. Approximately 90% of the subjects are Caucasian.

Table 1. Number of Subjects in Each Sample

	8th Grade			*9th Grade*			*10th Grade*			*11th Grade*		
	Girls	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**
Sample A	30	26	56	26	12	38	22	26	48	19	16	35
Sample B	51	48	109	82	71	153	--	--	--	--	--	--
Sample C	--	--	--	--	--	--	23	39	62	91	89	180
Sample D	--	--	--	63	60	123	57	92	149	62	84	146

Means and Standard Deviations

The subscale means and standard deviations, presented by grade and gender for all four samples, are presented in Tables 2 and 3. There it can be seen that, in general, the means fluctuate around the value of 2.9, which is above the midpoint of the scale. However, there are several systematic subscale differences across all samples, as well as differences associated with gender for certain subscales. In addition, there is some sample variation. The majority of standard deviations fall between 0.50 and 0.75, indicating considerable variation among individuals.

Subscale differences. With regard to systematic subscale differences across samples, Close Friendship, followed by Job Competence, are consistently rated the highest. In contrast, Romantic Appeal is consistently given the lowest ratings. Physical Appearance is the next lowest domain. (These findings appear to be relatively robust across the four grade levels sampled, although there are slight sample fluctuations.)

Gender effects. There are also several systematic *gender* differences. Girls consistently rate their athletic competence lower than do boys (average difference of 0.5), as well as their physical appearance (average difference of 0.4). With regard to global self-worth, girls see themselves as somewhat less adequate than do boys (average differences 0.2). In contrast, girls see themselves as somewhat more adequate than do boys in the area of close friendships (average difference of 0.2).

Table 2. Subscale Means for Each Sample by Grade and Gender

	8th Grade			9th Grade			10th Grade			11th Grade		
	Girls	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**
1. Scholastic												
A	2.7	3.0	2.8	2.9	2.7	2.8	2.8	2.9	2.9	2.6	2.6	2.6
B	3.0	3.0	3.0	3.0	2.9	3.0	--	--	--	--	--	--
C	--	--	--	--	--	--	3.1	2.9	3.0	2.8	3.0	2.9
D	--	--	--	3.0	2.9	3.0	--	--	--	--	--	--
2. Social												
A	2.9	2.9	2.9	3.0	3.0	3.0	2.8	3.0	2.9	2.9	2.9	2.9
B	3.1	3.1	3.1	2.9	2.9	3.0	--	--	--	--	--	--
C	--	--	--	--	--	--	3.2	3.2	3.2	3.0	3.2	3.1
D	--	--	--	3.0	3.1	3.1	3.1	3.0	3.0	2.9	3.1	3.0
3. Athletic												
A	3.0	2.8	2.9	2.9	2.7	2.8	2.9	2.2	2.5	2.9	2.3	2.6
B	3.0	2.5	3.1	--	--	--	--	--	--	--	--	--
C	--	--	--	--	--	--	3.0	2.6	2.8	2.8	2.4	2.6
D	--	--	--	3.0	2.5	2.8	3.1	2.7	2.9	3.0	2.4	2.6
4. Appearance												
A	2.9	2.6	2.8	2.9	2.7	2.8	2.9	2.2	2.5	2.9	2.3	2.6
B	2.9	2.4	2.7	2.9	2.9	2.9	--	--	--	--	--	--
C	--	--	--	--	--	--	2.7	2.5	2.6	2.7	2.5	2.6
D	--	--	--	2.9	2.5	2.7	2.8	2.6	2.7	2.7	2.3	2.5
5. Job Competence												
A	3.0	3.1	3.0	3.2	3.0	3.1	3.1	3.0	3.0	3.1	3.1	3.1
B	3.2	3.1	3.2	3.1	3.1	3.1	--	--	--	--	--	--
C	--	--	--	--	--	--	3.2	3.3	3.3	3.0	3.3	3.2
D	--	--	--	3.2	3.1	3.2	3.2	3.4	3.3	3.3	3.1	3.2
6. Romance												
A	2.4	2.4	2.4	2.5	2.5	2.5	2.6	2.4	2.5	2.5	2.5	2.5
B	2.7	2.3	2.5	2.7	2.5	2.6	--	--	--	--	--	--
C	--	--	--	--	--	--	2.7	2.7	2.7	2.6	2.8	2.7
D	--	--	--	2.5	2.3	2.4	2.6	2.6	2.6	2.7	2.5	2.6

Table 2. Subscale Means for Each Sample by Grade and Gender, Continued

	8th Grade			9th Grade			10th Grade			11th Grade		
	Girls	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**
7. Conduct												
A	--	--	--	--	--	--	--	--	--	--	--	--
B	2.7	2.8	2.8	2.7	2.9	2.8	--	--	--	--	--	--
C	--	--	--	--	--	--	2.7	2.8	2.8	2.5	2.7	2.6
D	--	--	--	3.0	2.9	2.9	2.7	2.9	2.8	2.6	2.8	2.7
8. Close Friend												
A	3.2	3.2	3.2	3.2	3.4	3.3	3.0	3.2	3.1	3.1	3.2	3.1
B	3.3	3.3	3.3	3.1	3.3	3.2	--	--	--	--	--	--
C	--	--	--	--	--	--	3.1	3.4	3.3	3.0	3.2	3.1
D	--	--	--	3.1	3.4	3.2	3.1	3.3	3.2	2.9	3.1	3.0
9. Self-Worth												
A	3.0	3.0	3.0	3.1	3.0	3.1	2.8	2.6	2.7	2.9	2.6	2.8
B	3.2	3.0	3.1	3.0	3.0	3.0	--	--	--	--	--	--
C	--	--	--	--	--	--	3.1	3.0	3.0	2.9	3.1	3.0
D	--	--	--	3.3	3.0	3.2	3.1	3.0	3.0	3.1	2.8	3.0

Table 3. Standard Deviations for Each Sample by Grade

	8th Grade	*9th Grade*	*10th Grade*	*11th Grade*
	Total	**Total**	**Total**	**Total**
1. Scholastic				
A	0.79	0.71	0.70	0.75
B	0.62	0.65	--	--
C	--	--	0.61	0.69
D	--	0.65	--	--
2. Social				
A	0.72	0.51	0.57	0.74
B	0.59	0.61	--	--
C	--	--	0.57	0.66
D	--	0.64	0.71	0.69
3. Athletic				
A	0.74	0.64	0.73	0.78
B	0.80	--	--	--
C	--	--	0.81	0.78
D	--	0.74	0.78	0.81
4. Appearance				
A	0.67	0.59	0.68	0.70
B	0.73	0.61	--	--
C	--	--	0.68	0.72
D	--	0.69	0.64	0.69
5. Job Competence				
A	0.54	0.46	0.47	0.48
B	0.47	0.48	--	--
C	--	--	0.58	0.62
D	--	0.58	0.61	0.63
6. Romance				
A	0.61	0.43	0.68	0.72
B	0.68	0.52	--	--
C	--	--	0.65	0.68
D	--	0.65	0.68	0.65
7. Conduct				
A	--	--	--	--
B	0.46	0.59	--	--
C	--	--	0.63	0.54
D	--	0.54	0.61	0.59
8. Close Friend				
A	0.59	0.48	0.69	0.57
B	0.61	0.62	--	--
C	--	--	0.74	0.64
D	--	0.68	0.64	0.66
9. Self-Worth				
A	0.59	0.41	0.64	0.67
B	0.58	0.61	--	--
C	--	--	0.70	0.72
D	--	0.70	0.69	0.68

Psychometric Properties

Reliability

Internal consistency reliabilities. We have relied primarily upon internal consistency indices of reliability (i.e., Cronbach's *alpha*). These values, for four samples, are presented in Table 4. As can be observed, they are extremely high and quite acceptable. For samples B and C, the reliability of the Behavioral Conduct subscale was slightly lower than for other subscales. The items that were attenuating this reliability have since been replaced for sample D. As can be observed in Table 4, the reliability improved as a result and is now consistent with other subscales, all of which are quite acceptable. In subsequent samples, not included in this manual, the internal consistencies have remained high.

Test-retest reliability. As a general rule, we do not recommend test-retest statistics as an index of "reliability". That is, self-perceptions can and do change over time realistically, depending upon particular interventions designed to impact change, natural events in a child's life, school transitions, various stressors, changing family constellations, age-related developmental factors, etc. (see Harter, 1999). In fact, many contemporary research studies address *changes* in self-concepts and self-esteem. Thus, the investigator must be sensitive to the potential for actual changes over time, which renders Time 1 versus Time 2 comparisons problematic, as an index of reliability to assess psychometric adequacy. If an investigator (or one's dissertation committee!) insists on test – retest data as a measure of reliability, then a relatively short time lapse should be adopted, no longer than one month. (But be forewarned, some adolescents will complain that we just did this last month!)

Table 4. Subscale Reliabilities for Each Sample

	Scholastic	*Social*	*Athletic*	*Appearance*	*Job*	*Romance*	*Conduct*	*Close Friend*	*Self-Worth*
Sample A	.91	.90	.90	.89	.93	.85	Not given	.85	.89
Sample B	.81	.81	.89	.85	(.55)*	.83	(.58)*	.79	.80
Sample C	.77	.77	.86	.84	(.64)*	.75	(.60)*	.80	.85
Sample D	.81	.78	.92	.86	.74	.80	.78	.83	.88

**Subscale subsequently revised*

Validity

Validity can be an even trickier characteristic of an instrument to determine self-perceptions. To review the textbook definition of validity, it refers to the fact that a measure assesses what it was

intended to measure. A murky definition to be sure when one is assessing *self-perceptions*. How does one validate a self-perception other than to find an equally comparable and acceptable measure of similar self-perceptions (see Harter, 1999, for a discussion of this challenge). But if there were already acceptable measures, why would we want to develop yet a new and different assessment tool? So this sets the stage of the dilemma. Nevertheless, there are various forms of validity that one can look to, that are more or less gratifying.

Face validity. An age-old concept, face validity refers to the fact that "on its face", the content of items on a given instrument look like credible markers of the construct in question; that is, they are relatively transparent (thus, also the term *content validity*). The Self-Perception Profile meets this criterion quite handily, because items directly ask about the concepts in question. I personally built in this criterion because I wanted the instrument to be understandable to teachers, school administrators, parents, and the children, as well as adolescents themselves, in addition to those in a wide variety of disciplines. (As a result of my clinical training, I found the various projective tests wanting, as measures of self-concept or self-esteem, particularly when it came to explaining to a teacher or parent the bases for an interpretation about how a child felt about himself/herself.) Thus, the goal was to develop an instrument where the transparency of the content was so obvious that anyone could understand the intent.

Factorial validity. Factorial validity is an appropriate index if an instrument's structure is based on the assumption that there are separate subscales that assess different constructs that should result in different statistical factors when subject to factor-analytic techniques. (Global self-worth is not included in the factoring, given that it is not conceptualized as a discrete domain, it is qualitatively different. Furthermore, for different adolescents, different self-concept domains bear differing relationships to global self-worth and as such, it is not a unitary construct that should define its own factor.)

Table 5 presents factor-analytic results for four different samples where the factor pattern, employing a basic oblique rotation, clearly reveals a very clear discrimination between the designated factors, with high loadings and virtually no cross-loadings. It should be noted that these findings are the result of exploratory factor analyses which have been quite convincing. However, some years later, there are a variety of more sophisticated techniques, beginning with confirmatory factor analyses and concluding with more complex techniques that address "latent" factors, etc. Our reading of the literature indicates that when such procedures are applied to this instrument, the pattern is typically confirmed (when the instrument is administered to American adolescents, for whom it was intended). A discussion of the limitations of employing our instrument with non-American adolescents is provided later in the manual.

Table 5. Factor Pattern (Oblique Rotation) for the Self-Perception Profile for Adolescents

Scales and Items	*I. Scholastic*				*II. Social*				*III. Athletic*				*IV. Appearance*				*V. Job*				*VI. Romance*				*VII. Conduct*				*VIII. Close Friend*			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
Scholastic																																
1	.78	.59	.61	.66																												
2	.67	.51	.47	.56																												
3	.62	.76	.70	.70																												
4	.62	.62	.54	.66																												
5	.81	.66	.65	.64																												
Social																																
1					.65	.43	.41	.65																								
2					.68	.47	.43	.67																								
3					.46	.30	.23	.28																								
4					.57	.30	.51	.61																								
5					.38	.31	.28	.35																								
Athletic																																
1									.86	.85	.74	.89																				
2									.71	.80	.78	.81																				
3									.72	.82	.77	.79																				
4									.64	.65	.58	.71																				
5									.89	.65	.80	.84																				
Appearance																																
1													.60	.66	.59	.83																
2													.51	.70	.70	.74																
3													.85	.75	.84	.69																
4													.75	.54	.41	.66																
5													.55	.74	.57	.50																

Note: Loadings less than .30 not included, items subsequently revised

Table 5. Factor Pattern (Oblique Rotation) for the Self-Perception Profile for Adolescents, Continued

Scales and Items	*I. Scholastic*				*II. Social*				*III. Athletic*				*IV. Appearance*				*V. Job*				*VI. Romance*				*VII. Conduct*				*VIII. Close Friend*			
	A	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*	*A*	*B*	*C*	*D*
Job																																
1																	.45	.54	.39	.76												
2																	.45	.54	.50	.42												
3																	-	-	-	.86												
4																	.48	.31	.59	.21												
5																	-	-	-	.79												
Romance																																
1																					.61	.40	.55	.55								
2																					.67	.61	.47	.50								
3																					.67	.60	.50	.55								
4																					.62	.74	.52	.36								
5																					.63	.75	.75	.63								
Conduct																																
1																									.47	.49	.45	.49				
2																									-	-	.75	.60				
3																									-	-	.42	.55				
4																									.58	.69	.58	.61				
5																									.82	.44	.61	.63				
Close Friend																																
1																													.68	.55	.60	.35
2																													-	-	-	.84
3																													.42	.60	.34	.88
4																													.72	.81	.57	.37
5																													.66	.83	.73	.80

Note: Loadings less than .30 not included, items subsequently revised

Convergent validity. Convergent validity typically refers to the fact that scores on one index of a given construct "converge" with parallel indices of the same constructs on different instruments. Marsh (1988, 1990, 1991) has developed his own age-related battery of Self-Description Questionnaires, allowing for a comparison of those subscales where content was similar. He has reported findings on the convergence between four comparable subscales. Our Scholastic Subscale correlates at .60 with his Total Academic Subscale score. Our Social Competence Subscale correlates .68 with his Peer Relations Subscale. Our Physical Competence Subscale correlates .69 with his Physical Attributes Subscale. Our Global Self-Worth Subscale correlates .56 with his General Self-Concept Subscale. Thus, given that his psychometric efforts are well-respected, there is evidence for the convergent validity of our own measure.

Discriminant validity. Discriminant validity applies when scores on given subscales are anticipated to *discriminate* between groups of adolescents who are expected to differ on particular subscales, due to their group membership. Thus, we sought to examine the discriminant validity of both the scholastic competence subscale and the behavioral conduct subscale among three groups of high school students (grades 9 through 12), normally-achieving adolescents, learning-disabled students, and behavioral-disordered students. See Junkin, Harter, & Whitesell, 1998. These latter two groups were defined by the State of Colorado criterion for special education students. Each of these special education groups spent about half of their school day in a segregated class for their particular disorder. The learning disabled children worked within their separate group on mastering scholastic skills where they have deficiencies. The behavioral-disordered students received instruction directed at control of their disruptive behavior, including anger manifestation, respect for authority and the law, and time management. For both groups, the other half of the school day was spent in the regular classroom.

We first predicted that the *scholastic* competence subscale would discriminate between *normally-achieving* and *learning disabled*, and to a lesser extent between normally-achieving students and behaviorally-disruptive adolescents. Our findings confirmed the predicted pattern in that the normally-achieving students reported a score of 3.02 (consistent with other such samples), the learning disabled students reported a scholastic competence score of 2.45, considerably and significantly lower ($p < .001$), as expected, demonstrating the discriminant validity of this subscale. For the behavioral-disruptive adolescents, their scholastic mean fell in between (mean score of 2.61), understandable since their behavior problems compromise their interest in, and attention to, school learning tasks.

We next predicted that the *behavioral conduct* subscale would particularly discriminate between the normally-achieving adolescents and the behaviorally disruptive group. Findings bore out this prediction in that while the normally-achieving adolescents' behavioral-conduct score was 2.92 in contrast to the score of 2.28 for the behaviorally-disruptive group, a substantial difference that was highly significant ($p < .001$). Although the learning disabled group were not part of the demonstration of the discriminant validity of this subscale, it was of interest and understandable that their score (2.90) for behavioral conduct did not differ significantly for that of the normally-achieving students.

Construct validity. Construct validity is perhaps the most complex index of whether an instrument assesses what it purports to measure. Basically, it refers to the demonstration that if a given measure of a particular construct is inserted into a matrix of theoretical predictions or a model where specific predictions are advanced, and the predictions that involve the construct are supported, then one indirectly concludes that the measure of the construct is valid. We have, over the years, developed a model of how domain-specific self-concepts and global self-esteem, embedded in a model of the determinants, correlates, and consequences of global self-esteem, has met with empirical support (Harter, 1999, 2012).

This model initially drew upon the historical contributions of two self-theorists, William James (1892) and Charles Horton Cooley (1902). For James, perceptions of competence or adequacy (namely, successes) in domains deemed *important* were the best predictors of global self-esteem or self-worth. Cooley identified somewhat different predictors, namely the social support or approval from significant others which was incorporated into one's perceptions of one's overall worth as a person. We first documented the independent contribution of each of these sources and then subsequently expanded the model to include correlates and consequences of global self-esteem or self-worth, namely various dimensions of *depression* (see Harter, 1999, 2012). In empirically-documented evidence for such a model, we included our measures of domain-specific self-concepts, their importance, and global self-worth, thereby demonstrating the construct validity of this instrument.

Intercorrelations Among Subscales

As can be seen in Table 6, among the domain-specific subscales, Scholastic Competence tends to be related to Behavioral Conduct, indicating that children who feel they are good at schoolwork report that they are well-behaved. Conversely, those who feel that they are not doing well at school also report more behavior problems. There also appears to be a cluster involving Social Competence, Athletic Competence, and Physical Appearance, in that all three subscales are moderately related to one another. While it is difficult to infer causality, it seems likely that physical attractiveness and athletic prowess may lead to greater acceptance or popularity among one's peers.

The correlations among each specific domain and self-worth are also of interest. Across all samples, Physical Appearance is the subscale which is consistently related to Self-Worth at a moderately high level (most *r*'s falling within the range of .72 to .78). One may infer that attractiveness is particularly important to one's sense of self-worth; although the directionality of this relationship has been subject to further study (see Harter, 2008, 2012). The remaining four specific subscales (Scholastic Competence, Athletic Competence, Social Competence, and Behavioral Conduct) bear moderate relationships to Self-Worth.

Table 6. Correlations Among Subscales for the Different Samples

		Social	*Athletic*	*Appearance*	*Job*	*Romance*	*Conduct*	*Close Friend*	*Self-Worth*
Scholastic	***A***	.30	.10	.38	.38	.24	.41	.19	.51
	B	.24	.12	.36	.40	.18	.45	.20	.54
	C	.32	.27	.44	.33	.39	.43	.22	.53
	D	.29	.28	.34	.31	.27	.42	.22	.36
Social	***A***		.37	.43	.30	.52	.38	.40	.51
	B		.34	.34	.21	.41	.20	.42	.43
	C		.40	.53	.35	.54	.43	.54	.59
	D		.30	.43	.31	.58	.18	.56	.53
Athletic	***A***			.30	.18	.21	.15	.29	.33
	B			.34	.15	.25	.05	.30	.30
	C			.32	.12	.20	.28	.27	.31
	D			.35	.03	.31	.29	.02	.38
Appearance	***A***				.25	.52	.22	.32	.71
	B				.25	.50	.19	.30	.66
	C				.31	.56	.37	.38	.66
	D				.24	.45	.50	.23	.73
Job	***A***					.31	.33	.24	.38
	B					.30	.31	.25	.35
	C					.37	.30	.28	.41
	D					.36	.23	.26	.31

Table 6. Correlations Among Subscales for the Different Samples, Continued

		Social	*Athletic*	*Appearance*	*Job*	*Romance*	*Conduct*	*Close Friend*	*Self-Worth*
Romance	***A***						.38	.38	.46
	B						.35	.35	.41
	C						.39	.39	.54
	D						.21	.44	.48
Conduct	***A***							.33	.45
	B							.31	.47
	C							.40	.57
	D							.16	.54
Close Friend	***A***								.43
	B								.40
	C								.48
	D								.34

How this Manual Differs from the Previous Manual (Harter, 1988)

1. How to obtain the manual. First, we are making the manual available online. There are no requirements for utilizing the instrument, provided people have enough training to understand, administer, and interpret it accordingly. You are free to copy the actual measure for your own use.

2. A profile approach. We have provided more of a rationale for a multi-dimensional approach, contrasting it to single-score approaches. It is NOT appropriate to combine subscale scores into a single score. One must appreciate the value of a domain-specific approach but only if it is appropriate for a given investigator's own specific research questions.

The value of multidimensional instruments is that they invite, if not require, one to be thoughtful about predictions, given one's own research questions. They allow people to think about a *profile* of expectations, that is, just which subscales *should* be affected by one's own research questions and which subscales should *not* be affected. A profile analysis can be applied to groups of participants, as well as to individual participants in more clinical evaluations. A form in the Appendix allows you to plot an individual's profile.

Perhaps certain subscales are not deemed to be relevant. Can one simply omit them? Yes. However, before one adopts this strategy, here is an alternative. If one thinks through one's own burning questions, then one can also include certain subscales that should *not* be affected by one's manipulation, and therein make a more compelling set of predictions, to be evaluated by one's findings.

3. Change on the social subscale. The major change in the instrument itself is on the "social" subscale, now labeled "Social Competence". The previous social subscale, labeled "Social Acceptance" could be confounded with "social support" because it did not specify the role of the *self* in producing social outcomes. The items were revised accordingly and four new samples have verified their reliability. Thus, the scale taps social competence "in general" but does *not* specifiy particular social skills. This is an area of great interest to many contemporary researchers and thus, as a follow-up to the use of this subscale, investigators should identify the particular social skills that might contribute to a general perception of social competence.

4. New data. Data from a new sample (Sample D), collected in the late 1990's allowed us to document the means, standard deviations, and acceptable reliabilities for the new social competence subscale; as well as to present more recent data than that presented in the 1988 manual for all subscales.

5. Tips for administration. We have provided more tips for the effective administration of the instrument.

6. Expanded reliability and validity. We have provided additional discussion and data on both the reliability and validity of the instrument.

7. New samples. For what populations is this instrument appropriate? This instrument has *not* been subject to widespread standardization, including large samples based on demographic

characteristics such as social class, educational family background, ethnic differences, regional differences, etc. Our primary samples have been Caucasian middle class samples from Colorado, with some from California, New York, and Connecticut. Thus, one cannot generalize to other populations. The instrument is part of an age-graded, developmental battery and is only appropriate for grades 8 through 12.

Special groups. The scale, in its present form, may also not be appropriate for special groups because their self-perceptions are either *less* differentiated or *more* differentiated. For example, an attempt to utilize this instrument with *mentally retarded children* has revealed that the structure is not demonstrated; for example, they do not make the distinction between the domains of competence, nor do they have a concept of their global self-worth (Silon & Harter, 1985).

In contrast, *learning disabled children* make more differentiations in their self-perceptions, particularly among different academic subjects (e.g., math, social studies, language arts, etc.) and these perceptions are separate from a perception of their overall cognitive ability. Thus, we have developed a separate instrument for learning disabled students (Renick & Harter, 1988). Other special populations may require similar adaptations.

Cautions regarding special populations. We have administered our instrument to one group of medically-compromised children, those with severe asthmatic conditions. We naively assumed that their self-concept scores would be lower in domains such as athletic competence (given the compromising nature of asthma), physical appearance (given the facial and bodily distortions that heavy doses of steroids produce), and social competence (given our inpatient sample where children were no longer with their natural peer group.) Our findings revealed no differences from the norms we had established for similar middle-class, white samples. A review of the literature (see Harter, 1999, 2012) revealed that in *many samples* of medically-comprised youth, other investigators reported similar findings, scores were not attenuated. Thus, I have now offered several hypotheses as to these unexpected findings, urging that those working with such children consider these interpretations *before* administering our or others' self-report instruments (see Harter, 2012).

Additional considerations and suggestions

The use of importance scores

Earlier, we mentioned William James' (1892) formulation in postulating that one's global self-esteem is a function of perceptions of success in domains deemed important. For those interested in this formulation, the importance scores may be relevant. For example, the best predictor of global self-esteem can be to examine the *self-concept scores* in only those domains that individuals rate as important (between a 3 and 4 on the importance ratings.) Isolating the self-concept scores for those domains rated as important and then correlating them with the global self-worth score, can inform one as to which domains are most predictive of this overall appraisal of perceptions of one's worth as a person.

Suggestions for the use of this instrument for intervention research

It is first imperative that one make *a priori* predictions about how a given intervention should differentially impact the particular domains that this instrument taps. Do not put the methodological cart before the conceptual horse! That is, do not design studies or interventions around measures. Rather, begin with thoughtful hypotheses that will dictate the choice of appropriate measures. This choice may not lead you to our measure. I receive numerous emails from people who want to assess a range of constructs that our instrument does *not* assess, for example, ego strength, nurturance, self-regulation, self-efficacy, etc.

Be particularly wary of other constructs that have "self" as a prefix. There are many such concepts in the literature. It is common to confuse self-concept (which is what our instrument assesses) and self-efficacy, a different construct. Self-efficacy, as Bandura (1972) defined it, refers to a general expectation or belief in one's ability to succeed in the *future*. This can be very different from one's current evaluation of perceived competence in a particular domain. For example, the high school valedictorian in an average high school may feel quite scholastically competent in that environment. However, the challenge of being admitted to a very academically competitive Ivy League university (where there will be *many* valedictorians!) may cause such a student to question his or her *self-efficacy, the expectations for success,* in terms of competing with this new peer social reference group.

Intervention efforts should only utilize instruments that are specific to the goals of the intervention. Often, a potentially effective intervention will not be deemed effective if the wrong measure (often ours!) is employed, precisely because the domains we tap were not the target of the intervention.

Issues involving cause and effect

An inference that a given intervention is the cause of change can be very problematic, often because interventions typically involve many different components making causal inferences difficult if not impossible. One suggestion is what we have called "linking questions", a format that we have devised to help us evaluate the possible causes of change in the self-system. Suppose one wants to impact global self-esteem, a daunting task, but a common goal. One's intervention involves a supposed cause, which can take many forms: Self-affirmations, meditation, ropes courses, experiences with horses, dance or music programs, athletic participation, and the list goes on and on. One invests in whatever program captures one's own experiences with children in the service of enhancing self-esteem or a more circumscribed domain-specific goal. So why not ask participants directly, in the form of *linking questions*. For example:

I feel better about myself as a person (specify outcome) because of the athletic program I participated in (specify the program):

Very True Sort of True Not Very True Not at all true

Given questions should specify both the outcome and the particular program, writing several questions to tap the anticipated link.

Responses to such questions might serve as mediators, helping to explain actual pre—post data assessing actual outcomes.

Cross-cultural comparisons

Increasingly, researchers are interested in self issues among those in other cultures, as our global world both expands and contracts. However, investigators should appreciate that our instruments were designed for use with American children, and are not appropriate in other countries and cultures, for several reasons: (a) The particular *subscales may not be relevant*. (b) The *content* of the items may not be appropriate. (c) The *structure* and resulting statistical factors may not be obtained. (d) The *question format*, which implicitly calls for *social comparison* may be inappropriate and may lead to lower, inaccurate scores in cultures where social comparison is frowned upon (e.g., certain Asian groups). (e) Thus, any combination of these factors will lead to inadequate psychometric properties for this instrument. There is considerable evidence to document these claims (see Harter, 2012).

Perhaps an even more critical overarching consideration is whether self-concepts or self-esteem are even *relevant*--that is, on the psychological radar screen--of children in many cultures. Drawing upon the insights of Maslow (1954) decades ago, concerns such as food, safety, protection, housing, family, the ravages of war, etc. are far more prominent in the hierarchy of needs of those in certain countries or cultures than is self-esteem or self-actualization. Thus, in addressing issues of self in other cultures, one should first ask: "Are these issues even important or relevant, in a given culture?" Are self-terms even evident in the *language* of different cultures? (For example, there is no direct analogue of self-esteem in the Chinese language.) I have urged that investigators think through these issues and adopt a more specific culturally-sensitive approach, rather than blindly grope at American measures, be they mine or anyone else's (see Harter, 2012).

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Appendix

- Adolescent Questionnaire: What I Am Like
- Scoring Key for What I Am Like
- Data Coding Sheet
- Teacher's Rating Scale of Student's Actual Behavior
- Scoring Key for Teacher's Rating Scale
- Individual Student Profile Form
- Adolescent Questionnaire: Importance Ratings
- Scoring Key for Importance Ratings
- Table Listing Domains Tapped by our Instruments at each Period of the Lifespan
- List of Harter and Colleagues' Self-Report Manuals Available Online

What I Am Like

Name_____ Age____ Birthday _____ ☐ Boy ☐ Girl
Month Day (check one)

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
			Sample Sentence				
a.	☐	☐	Some teenagers like to go to movies in their spare time	**BUT**	Other teenagers would rather go to sports events	☐	☐
1.	☐	☐	Some teenagers feel that they are just as smart as others their age	**BUT**	Other teenagers aren't so sure and wonder if they are as smart	☐	☐
2.	☐	☐	Some teenagers find it hard to make friends	**BUT**	Other teenagers find it pretty easy to make friends	☐	☐
3.	☐	☐	Some teenagers do very well at all kinds of sports	**BUT**	Other teenagers *don't* feel that they are very good when it comes to sports	☐	☐
4.	☐	☐	Some teenagers are *not* happy with the way they look	**BUT**	Other teenagers *are* happy with the way they look	☐	☐
5.	☐	☐	Some teenagers feel that they are ready to do well at a part-time job	**BUT**	Other teenagers feel that they are not quite ready to handle a part-time job	☐	☐
6.	☐	☐	Some teenagers feel that if they are romantically interested in someone, that person will like them back	**BUT**	Other teenagers worry that when they like someone romantically, that person *won't* like them back	☐	☐
7.	☐	☐	Some teenagers usually do the right thing	**BUT**	Other teenagers often don't do what they know is right	☐	☐
8.	☐	☐	Some teenagers are able to make really close friends	**BUT**	Other teenagers find it hard to make really close friends	☐	☐
9.	☐	☐	Some teenagers are often disappointed with themselves	**BUT**	Other teenagers are pretty pleased with themselves	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
10.	☐	☐	Some teenagers are pretty slow in finishing their school work	**BUT**	Other teenagers can do their school work quickly	☐	☐
11.	☐	☐	Some teenagers know how to make classmates like them	**BUT**	Other teenagers don't know how to make classmates like them	☐	☐
12.	☐	☐	Some teenagers think they could do well at just about any new athletic activity	**BUT**	Other teenagers are afraid they might not do well at a new athletic activity	☐	☐
13.	☐	☐	Some teenagers wish their body was different	**BUT**	Other teenagers like their body the way it is	☐	☐
14.	☐	☐	Some teenagers feel that they *don't* have enough skills to do well at a job	**BUT**	Other teenagers feel that they *do* have enough skills to do a job well	☐	☐
15.	☐	☐	Some teenagers are *not* dating the people they are really attracted to	**BUT**	Other teenagers *are* dating those people they are attracted to	☐	☐
16.	☐	☐	Some teenagers often get in trouble because of things they do	**BUT**	Other teenagers usually *don't* do things that get them in trouble	☐	☐
17.	☐	☐	Some teenagers *don't* know how to find a close friend with whom they can share secrets	**BUT**	Other teenagers *do* know how to find a close friend with whom they can share secrets	☐	☐
18.	☐	☐	Some teenagers don't like the way they are leading their life	**BUT**	Other teenagers do like the way they are leading their life	☐	☐
19.	☐	☐	Some teenagers do very well at their classwork	**BUT**	Other teenagers *don't* do very well at their classwork	☐	☐
20.	☐	☐	Some teenagers don't have the social skills to make friends	**BUT**	Other teenagers do have the social skills to make friends	☐	☐
21.	☐	☐	Some teenagers feel that they are better than others their age at sports	**BUT**	Other teenagers don't feel they can play as well	☐	☐
22.	☐	☐	Some teenagers wish their physical appearance was different	**BUT**	Other teenagers like their physical appearance the way it is	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
23.	☐	☐	Some teenagers feel they are old enough to get and keep a paying job	**BUT**	Other teenagers do not feel that they are old enough, yet, to really handle a job well	☐	☐
24.	☐	☐	Some teenagers feel that people their age will be romantically attracted to them	**BUT**	Other teenagers worry about whether people their age will be attracted to them	☐	☐
25.	☐	☐	Some teenagers feel really good about the way they act	**BUT**	Other teenagers *don't* feel that good about the way they often act	☐	☐
26.	☐	☐	Some teenagers *do* know what it takes to develop a close friendship with a peer	**BUT**	Other teenagers *don't* know what to do to form a close friendship with a peer	☐	☐
27.	☐	☐	Some teenagers are happy with themselves most of the time	**BUT**	Other teenagers are often not happy with themselves	☐	☐
28.	☐	☐	Some teenagers have trouble figuring out the answers in school	**BUT**	Other teenagers almost always can figure out the answers	☐	☐
29.	☐	☐	Some teenagers understand how to get peers to accept them	**BUT**	Other teenagers don't understand how to get peers to accept them	☐	☐
30.	☐	☐	Some teenagers don't do well at new outdoor games	**BUT**	Other teenagers are good at new games right away	☐	☐
31.	☐	☐	Some teenagers think that they are good looking	**BUT**	Other teenagers think that they are not very good looking	☐	☐
32.	☐	☐	Some teenagers feel like they could do better at work they do for pay	**BUT**	Other teenagers feel that they are doing really well at work they do for pay	☐	☐
33.	☐	☐	Some teenagers feel that they are fun and interesting on a date	**BUT**	Other teenagers wonder about how fun and interesting they are on a date	☐	☐
34.	☐	☐	Some teenagers do things they know they shouldn't do	**BUT**	Other teenagers hardly ever do things they know they shouldn't do	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
35.	☐	☐	Some teenagers find it hard to make friends they can really trust	**BUT**	Other teenagers *are* able to make close friends they can really trust	☐	☐
36.	☐	☐	Some teenagers like the kind of person they are	**BUT**	Other teenagers often wish they were someone else	☐	☐
37.	☐	☐	Some teenagers feel that they are pretty intelligent	**BUT**	Other teenagers question whether they are intelligent	☐	☐
38.	☐	☐	Some teenagers know how to become popular	**BUT**	Other teenagers do not know how to become popular	☐	☐
39.	☐	☐	Some teenagers do not feel that they are very athletic	**BUT**	Other teenagers feel that they *are* very athletic	☐	☐
40.	☐	☐	Some teenagers really like their looks	**BUT**	Other teenagers wish they looked different	☐	☐
41.	☐	☐	Some teenagers feel that they are really able to handle the work on a paying job	**BUT**	Other teenagers wonder if they are really doing as good a job at work as they should be doing	☐	☐
42.	☐	☐	Some teenagers usually *don't* go out with people they would really like to date	**BUT**	Other teenagers *do* go out with people they really want to date	☐	☐
43.	☐	☐	Some teenagers usually act the way they know they are supposed to	**BUT**	Other teenagers often don't act the way they are supposed to	☐	☐
44.	☐	☐	Some teenagers *don't* understand what they should do to have a friend close enough to share personal thoughts with	**BUT**	Other teenagers *do* understand what to do to have a close friend with whom they can share personal thoughts.	☐	☐
45.	☐	☐	Some teenagers are very happy being the way they are	**BUT**	Other teenagers often wish they were different	☐	☐

Susan Harter, Ph.D., University of Denver, 2012

What I Am Like: Scoring Key

SELF-PERCEPTION PROFILE FOR ADOLESCENTS

Susan Harter, Ph.D., University of Denver, 2012

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
			Sample Sentence				
a.	☐	☐	Some teenagers like to go to movies in their spare time	**BUT**	Other teenagers would rather go to sports events	☐	☐
1.	4	3	Some teenagers feel that they are just as smart as others their age	**BUT**	Other teenagers aren't so sure and wonder if they are as smart	2	1
2.	1	2	Some teenagers find it hard to make friends	**BUT**	Other teenagers find it pretty easy to make friends	3	4
3.	4	3	Some teenagers do very well at all kinds of sports	**BUT**	Other teenagers *don't* feel that they are very good when it comes to sports	2	1
4.	1	2	Some teenagers are *not* happy with the way they look	**BUT**	Other teenagers *are* happy with the way they look	3	4
5.	4	3	Some teenagers feel that they are ready to do well at a part-time job	**BUT**	Other teenagers feel that they are not quite ready to handle a part-time job	2	1
6.	4	3	Some teenagers feel that if they are romantically interested in someone, that person will like them back	**BUT**	Other teenagers worry that when they like someone romantically, that person *won't* like them back	2	1
7.	4	3	Some teenagers usually do the right thing	**BUT**	Other teenagers often don't do what they know is right	2	1
8.	4	3	Some teenagers are able to make really close friends	**BUT**	Other teenagers find it hard to make really close friends	2	1
9.	1	2	Some teenagers are often disappointed with themselves	**BUT**	Other teenagers are pretty pleased with themselves	3	4

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
10.	1	2	Some teenagers are pretty slow in finishing their school work	**BUT**	Other teenagers can do their school work quickly	3	4
11.	4	3	Some teenagers know how to make classmates like them	**BUT**	Other teenagers don't know how to make classmates like them	2	1
12.	4	3	Some teenagers think they could do well at just about any new athletic activity	**BUT**	Other teenagers are afraid they might not do well at a new athletic activity	2	1
13.	1	2	Some teenagers wish their body was different	**BUT**	Other teenagers like their body the way it is	3	4
14.	1	2	Some teenagers feel that they *don't* have enough skills to do well at a job	**BUT**	Other teenagers feel that they *do* have enough skills to do a job well	3	4
15.	1	2	Some teenagers are *not* dating the people they are really attracted to	**BUT**	Other teenagers *are* dating those people they are attracted to	3	4
16.	1	2	Some teenagers often get in trouble because of things they do	**BUT**	Other teenagers usually *don't* do things that get them in trouble	3	4
17.	1	2	Some teenagers *don't* know how to find a close friend with whom they can share secrets	**BUT**	Other teenagers *do* know how to find a close friend with whom they can share secrets	3	4
18.	1	2	Some teenagers don't like the way they are leading their life	**BUT**	Other teenagers do like the way they are leading their life	3	4
19.	4	3	Some teenagers do very well at their classwork	**BUT**	Other teenagers *don't* do very well at their classwork	2	1
20.	1	2	Some teenagers don't have the social skills to make friends	**BUT**	Other teenagers do have the social skills to make friends	3	4
21.	4	3	Some teenagers feel that they are better than others their age at sports	**BUT**	Other teenagers don't feel they can play as well	2	1
22.	1	2	Some teenagers wish their physical appearance was different	**BUT**	Other teenagers like their physical appearance the way it is	3	4

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
23.	4	3	Some teenagers feel they are old enough to get and keep a paying job	**BUT**	Other teenagers do not feel that they are old enough, yet, to really handle a job well	2	1
24.	4	3	Some teenagers feel that people their age will be romantically attracted to them	**BUT**	Other teenagers worry about whether people their age will be attracted to them	2	1
25.	4	3	Some teenagers feel really good about the way they act	**BUT**	Other teenagers *don't* feel that good about the way they often act	2	1
26.	4	3	Some teenagers *do* know what it takes to develop a close friendship with a peer	**BUT**	Other teenagers *don't* know what to do to form a close friendship with a peer	2	1
27.	4	3	Some teenagers are happy with themselves most of the time	**BUT**	Other teenagers are often not happy with themselves	2	1
28.	1	2	Some teenagers have trouble figuring out the answers in school	**BUT**	Other teenagers almost always can figure out the answers	3	4
29.	4	3	Some teenagers understand how to get peers to accept them	**BUT**	Other teenagers don't understand how to get peers to accept them	2	1
30.	1	2	Some teenagers don't do well at new outdoor games	**BUT**	Other teenagers are good at new games right away	3	4
31.	4	3	Some teenagers think that they are good looking	**BUT**	Other teenagers think that they are not very good looking	2	1
32.	1	2	Some teenagers feel like they could do better at work they do for pay	**BUT**	Other teenagers feel that they are doing really well at work they do for pay	3	4
33.	4	3	Some teenagers feel that they are fun and interesting on a date	**BUT**	Other teenagers wonder about how fun and interesting they are on a date	2	1
34.	1	2	Some teenagers do things they know they shouldn't do	**BUT**	Other teenagers hardly ever do things they know they shouldn't do	3	4

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
35.	1	2	Some teenagers find it hard to make friends they can really trust	**BUT**	Other teenagers *are* able to make close friends they can really trust	3	4
36.	4	3	Some teenagers like the kind of person they are	**BUT**	Other teenagers often wish they were someone else	2	1
37.	4	3	Some teenagers feel that they are pretty intelligent	**BUT**	Other teenagers question whether they are intelligent	2	1
38.	4	3	Some teenagers know how to become popular	**BUT**	Other teenagers do not know how to become popular	2	1
39.	1	2	Some teenagers do not feel that they are very athletic	**BUT**	Other teenagers feel that they *are* very athletic	3	4
40.	4	3	Some teenagers really like their looks	**BUT**	Other teenagers wish they looked different	2	1
41.	4	3	Some teenagers feel that they are really able to handle the work on a paying job	**BUT**	Other teenagers wonder if they are really doing as good a job at work as they should be doing	2	1
42.	1	2	Some teenagers usually *don't* go out with people they would really like to date	**BUT**	Other teenagers *do* go out with people they really want to date	3	4
43.	4	3	Some teenagers usually act the way they know they are supposed to	**BUT**	Other teenagers often don't act the way they are supposed to	2	1
44.	1	2	Some teenagers *don't* understand what they should do to have a friend close enough to share personal thoughts with	**BUT**	Other teenagers *do* understand what to do to have a close friend with whom they can share personal thoughts	3	4
45.	4	3	Some teenagers are very happy being the way they are	**BUT**	Other teenagers often wish they were different	2	1

Susan Harter, Ph.D., University of Denver, 2012

Data Coding Sheet for Self-Perception Profile for Adolescents

Susan Harter, Ph.D., University of Denver, 2012

			Scholastic Competence Subscale					
S#	Sex	Grade	1	10	19	28	37	Mean

Social Competence Subscale								
2	11	20	29	38	Mean			

Athletic Competence Subscale								
3	12	21	30	39	Mean			

Physical Appearance Subscale								
4	13	22	31	40	Mean			

Job Competence Subscale								
5	14	23	32	41	Mean			

			Romantic Appeal Subscale					
S#	Sex	Grade	6	15	24	33	42	Mean

Behavioral Conduct Subscale					
7	16	25	34	43	Mean

Close Friendship Subscale					
8	17	26	35	44	Mean

Global Self-Worth Subscale					
9	18	27	36	45	Mean

Teacher's Rating Scale of the Student's Actual Behavior

Student Name_____ Class/Grade/Group_____ Rater's Name _____

For each student, please indicate what you feel he/she is actually like, in your opinion. First decide whether you feel the individual is more like the teenagers described on the left or the right side of each statement. Then, for that side only, indicate whether that statement is **really** true, or just **sort of** true, for that individual. (If you feel that you do not have enough information to make a judgment on a given question, just leave that item blank.)

	Really True	Sort of True				Sort of True	Really True
1.	☐	☐	This individual is intelligent	**OR**	This individual is not that intelligent	☐	☐
2.	☐	☐	This individual does not have a lot of friends	**OR**	This individual does have a lot of friends	☐	☐
3.	☐	☐	This individual is good at sports	**OR**	This individual is not that good at sports	☐	☐
4.	☐	☐	This individual has a nice physical appearance	**OR**	This individual does not have such a nice physical appearance	☐	☐
5.	☐	☐	This individual doesn't do that well at paying jobs	**OR**	This individual does do well at paying jobs	☐	☐
6.	☐	☐	This individual is liked by those he/she is romantically interested in	**OR**	This individual is not that well liked by those he/she is interested in	☐	☐
7.	☐	☐	This individual often doesn't do the right thing	**OR**	This individual finds it hard to make really close friends	☐	☐
8.	☐	☐	This individual is able to make close friends	**OR**	This individual finds it hard to make really close friends	☐	☐
9.	☐	☐	This individual does well at schoolwork	**OR**	This individual doesn't do that well at schoolwork	☐	☐
10.	☐	☐	This individual is popular	**OR**	This individual is not that popular	☐	☐
11.	☐	☐	This individual is not that athletic	**OR**	This individual is athletic	☐	☐
12.	☐	☐	This individual is good-looking	**OR**	This individual is not that good-looking	☐	☐
13.	☐	☐	This individual does his/her best on paying jobs	**OR**	This individual does not always do his/her best on paying jobs	☐	☐
14.	☐	☐	This individual is not dating someone he/she is romantically interested in	**OR**	This individual is dating someone he/she is romantically interested in	☐	☐
15.	☐	☐	This individual usually acts the way he/she is supposed to	**OR**	This individual often doesn't act the way he/she is supposed to	☐	☐
16.	☐	☐	This individual doesn't know how to develop close friendships	**OR**	This individual does know how to develop close friendships	☐	☐

Teacher's Rating Scale of the Student's Actual Behavior

Scoring Key

For each student, please indicate what you feel he/she is actually like, in your opinion. First decide whether you feel the individual is more like the teenagers described on the left or the right side of each statement. Then, for that side only, indicate whether that statement is **really** true, or just **sort of** true, for that individual. (If you feel that you do not have enough information to make a judgment on a given question, just leave that item blank.)

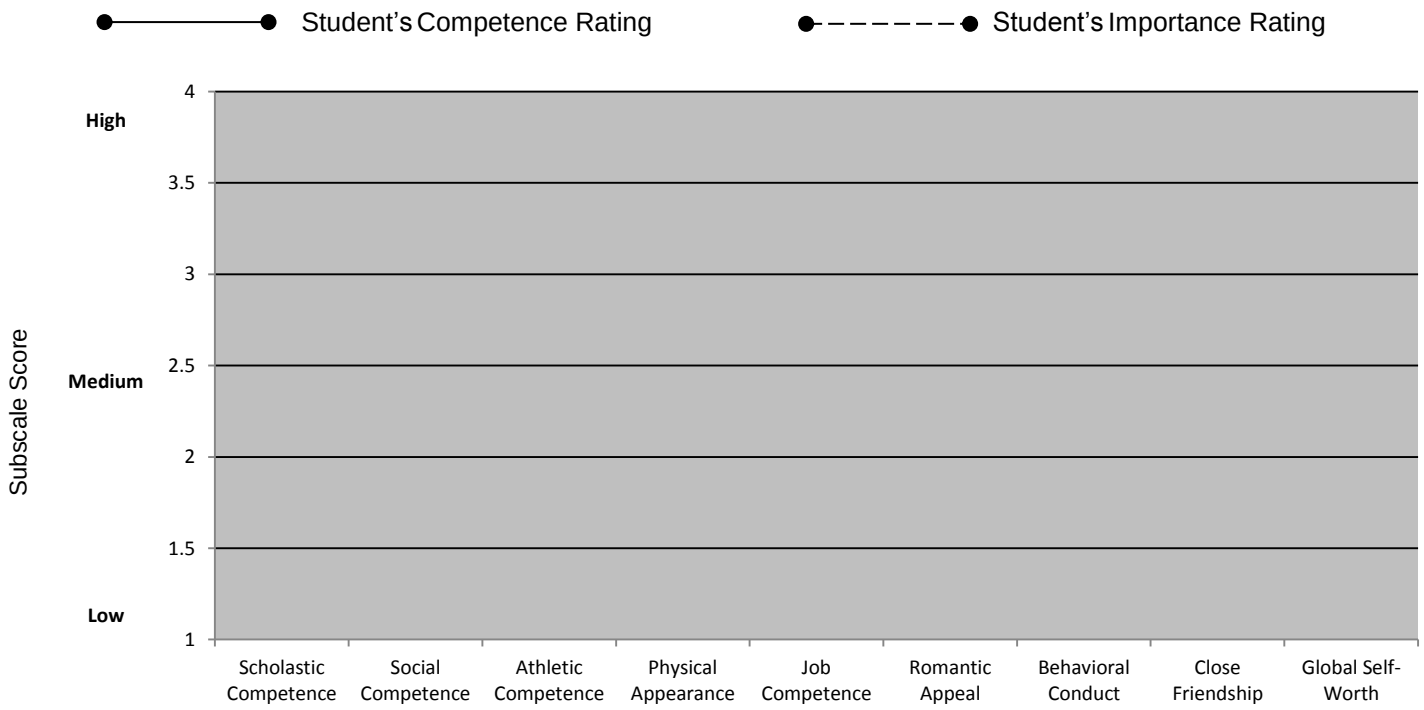
	Really True	Sort of True				Sort of True	Really True
1.	4	3	This individual is intelligent	**OR**	This individual is not that intelligent	2	1
2.	1	2	This individual does not have a lot of friends	**OR**	This individual does have a lot of friends	3	4
3.	4	3	This individual is good at sports	**OR**	This individual is not that good at sports	2	1
4.	4	3	This individual has a nice physical appearance	**OR**	This individual does not have such a nice physical appearance	2	1
5.	1	2	This individual doesn't do that well at paying jobs	**OR**	This individual does do well at paying jobs	3	4
6.	4	3	This individual is liked by those he/she is romantically interested in	**OR**	This individual is not that well liked by those he/she is interested in	2	1
7.	1	2	This individual often doesn't do the right thing	**OR**	This individual finds it hard to make really close friends	3	4
8.	4	3	This individual is able to make close friends	**OR**	This individual finds it hard to make really close friends	2	1
9.	4	3	This individual does well at schoolwork	**OR**	This individual doesn't do that well at schoolwork	2	1
10.	4	3	This individual is popular	**OR**	This individual is not that popular	2	1
11.	1	2	This individual is not that athletic	**OR**	This individual is athletic	3	4
12.	4	3	This individual is good-looking	**OR**	This individual is not that good-looking	2	1
13.	4	3	This individual does his/her best on paying jobs	**OR**	This individual does not always do his/her best on paying jobs	2	1
14.	1	2	This individual is not dating someone he/she is romantically interested in	**OR**	This individual is dating someone he/she is romantically interested in	3	4
15.	4	3	This individual usually acts the way he/she is supposed to	**OR**	This individual often doesn't act the way he/she is supposed to	2	1
16.	1	2	This individual doesn't know how to develop close friendships	**OR**	This individual does know how to develop close friendships	3	4

Individual Profile Form

SELF-PERCEPTION PROFILE FOR ADOLESCENTS

Susan Harter, Ph.D., University of Denver, 2012

Name or I.D.: Grade: Age: Gender:



Name or ID_____ Age_____ Grade_____

How Important Are These Things to How You Feel about Yourself as a Person?

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
1.	☐	☐	Some teenagers think it is important to be intelligent	**BUT**	Other teenagers *don't* think it is important to be intelligent	☐	☐
2.	☐	☐	Some teenagers *don't* think it's all that important to have a lot of friends	**BUT**	Other teenagers think that having a lot of friends is important	☐	☐
3.	☐	☐	Some teenagers think it's important to be good at sports	**BUT**	Other teenagers *don't* care much about being good at sports	☐	☐
4.	☐	☐	Some teenagers *don't* really think that their physical appearance is all that important	**BUT**	Other teenagers think that their physical appearance is important	☐	☐
5.	☐	☐	Some teenagers *don't* care that much about how well they do on a paying job	**BUT**	Other teenagers feel it's important that they do well on a paying job	☐	☐
6.	☐	☐	Some teenagers think it's important that the people they are romantically interested in like them back	**BUT**	Other teenagers *don't* really care that much whether someone they are interested in likes them that much	☐	☐
7.	☐	☐	Some teenagers *don't* think it's that important to do the right thing	**BUT**	Other teenagers think that doing the right thing is important	☐	☐
8.	☐	☐	Some teenagers think it's important to be able to make really close friends	**BUT**	Other teenagers *don't* think making close friends is all that important	☐	☐
9.	☐	☐	Some teenagers *don't* think that doing well in school is really that important	**BUT**	Other teenagers think that doing well in school is important	☐	☐
10.	☐	☐	Some teenagers think it's important to be popular	**BUT**	Other teenagers *don't* care that much about whether they are popular	☐	☐
11.	☐	☐	Some teenagers *don't* think that being athletic is that important	**BUT**	Other teenagers think that being athletic is important	☐	☐
12.	☐	☐	Some teenagers think that how they look is important	**BUT**	Other teenagers *don't* care that much about how they look	☐	☐
13.	☐	☐	Some teenagers think it's important to do their best on a paying job	**BUT**	Other teenagers *don't* think that doing their best on a job is all that important	☐	☐
14.	☐	☐	Some teenagers *don't* care that much whether they are dating someone they are romantically interested in	**BUT**	Other teenagers think it's important to be dating someone they are interested in	☐	☐
15.	☐	☐	Some teenagers think it's important to act the way they are supposed to	**BUT**	Other teenagers *don't* care that much whether they are acting the way they are supposed to	☐	☐
16.	☐	☐	Some teenagers *don't* care that much about developing close friendships	**BUT**	Other teenagers think it's important to develop close friendships	☐	☐

Scoring Key for Importance Ratings

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
1.	4	3	Some teenagers think it is important to be intelligent	**BUT**	Other teenagers *don't* think it is important to be intelligent	2	1
2.	1	2	Some teenagers *don't* think it's all that important to have a lot of friends	**BUT**	Other teenagers think that having a lot of friends is important	3	4
3.	4	3	Some teenagers think it's important to be good at sports	**BUT**	Other teenagers *don't* care much about being good at sports	2	1
4.	1	2	Some teenagers *don't* really think that their physical appearance is all that important	**BUT**	Other teenagers think that their physical appearance is important	3	4
5.	1	2	Some teenagers *don't* care that much about how well they do on a paying job	**BUT**	Other teenagers feel it's important that they do well on a paying job	3	4
6.	4	3	Some teenagers think it's important that the people they are romantically interested in like them back	**BUT**	Other teenagers *don't* really care that much whether someone they are interested in likes them that much	2	1
7.	1	2	Some teenagers *don't* think it's that important to do the right thing	**BUT**	Other teenagers think that doing the right thing is important	3	4
8.	4	3	Some teenagers think it's important to be able to make really close friends	**BUT**	Other teenagers *don't* think making close friends is all that important	2	1
9.	1	2	Some teenagers *don't* think that doing well in school is really that important	**BUT**	Other teenagers think that doing well in school is important	3	4
10.	4	3	Some teenagers think it's important to be popular	**BUT**	Other teenagers *don't* care that much about whether they are popular	2	1
11.	1	2	Some teenagers *don't* think that being athletic is that important	**BUT**	Other teenagers think that being athletic is important	3	4
12.	4	3	Some teenagers think that how they look is important	**BUT**	Other teenagers *don't* care that much about how they look	2	1
13.	4	3	Some teenagers think it's important to do their best on a paying job	**BUT**	Other teenagers *don't* think that doing their best on a job is all that important	2	1
14.	1	2	Some teenagers *don't* care that much whether they are dating someone they are romantically interested in	**BUT**	Other teenagers think it's important to be dating someone they are interested in	3	4
15.	4	3	Some teenagers think it's important to act the way they are supposed to	**BUT**	Other teenagers *don't* care that much whether they are acting the way they are supposed to	2	1
16.	1	2	Some teenagers *don't* care that much about developing close friendships	**BUT**	Other teenagers think it's important to develop close friendships	3	4

Domains Tapped by our Instruments at each Period of the Lifespan

(Harter, 2012; *Construction of the Self*)

Early childhood	***Middle to late childhood***	***Adolescence***	***College years***	***Early through middle adulthood***	***Late Adulthood***
Cognitive competence	Scholastic competence	Scholastic competence	Scholastic competence		
			Intellectual ability	Intelligence	Cognitive abilities
			Creativity		
		Job competence	Job competence	Job competence	Job competence
Physical competence	Athletic competence	Athletic competence	Athletic competence	Athletic competence	
Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance
Social competence	Social competence	Social competence	Peer acceptance	Sociability	
		Close friendship	Close friendship	Close friendship	Relationships with friends
		Romantic relationships	Romantic relationships	Intimate relationships	Family relationships
			Relationships with parents		
Behavioral conduct	Behavioral conduct	Conduct/morality	Morality	Morality	Morality
			Sense of humor	Sense of humor	
				Nurturance	Nurturance
				Household management	Personal, household management
				Adequacy as a provider	Adequacy as a provider
					Leisure activities
					Health status
					Life satisfaction
					Reminiscence
	Global self-worth	Global self-worth	Global self-worth	Global self-worth	Global self-worth

Harter and Colleagues' Self-Report Manuals Available Online

(a) The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children

Manual for all four versions:
Picture Plates for preschool-kindergarten BOYS
Picture Plates for preschool-kindergarten GIRLS
Picture Plates for first-second grade BOYS
Picture Plates for first-second grade GIRLS

(b) The Self-Perception Profile for Children: Manual and Questionnaires

(c) The Self-Perception Profile for Adolescents: Manual and Questionnaires

(d) The Self-Perception Profile for Learning Disabled Students: Manual and Questionnaires

(e) The Self-Perception Profile for College Students: Manual and Questionnaires

(f) The Self-Perception Profile for Adults: Manual and Questionnaires

(g) The Self-Perception Profile for those in Late Adulthood: under preparation, 2012

(h) The Social Support Scale for Children and Adolescents: Manual and Questionnaire

(i) The Dimensions of Depression Scale for Children and Adolescents: Manual and Questionnaire

(j) Intrinsic versus Extrinsic Motivation in the Classroom for Children and Adolescents: Manual and Questionnaire