SELF-PERCEPTION PROFILE FOR CHILDREN: MANUAL AND QUESTIONNAIRES

(GRADES 3 – 8)

(Revision of the Self-Perception Profile for Children, 1985)

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The Self-Perception Profile for Children

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 8 to 15 that define the later elementary grades of 3 to 7 or 8, in our American educational system. This particular manual is entitled ***The Self-Perception Profile for Children***.

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).

The Scale Structure

The scale structure is outlined below, where there are five 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. Behavioral Conduct

6. 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, etc.

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 four samples (E, F, G, H) 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 like or 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, 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. 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.

6. 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 skills, competencies, etc.

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. It is not a concept that can be verbalized in children's repertoire until this particular age period. This subscale is similar to Rosenberg's notion of self-esteem. However, the wording is more appropriate for children 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 designed specifically for this instrument 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 kids often *forget* what they learn	BUT	Other kids can remember things *easily*	☐	☐

The child is first asked to decide which kind of kids he or she is most like, those described on the left or those described on the right, in each statement. Once having made this decision, the child 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 child who first indicates that he/she is like the type of kids who "often forget what he/she learns" and that this is "Really True for Me" would receive a score of 1. The child for whom that statement is only "Sort of True for Me" would receive a score of 2. The child who first indicates that he/she is like the type of kids who "remembers things easily" and that this is "Sort of True for Me" would receive a score of 3. The child for whom this part of the statement is "Really True for Me" would receive a score of 4.

The effectiveness of this question format lies in the implication that half of the children 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 children 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 six subscales contains six items, constituting a total of 36 items. (An additional sample item at the beginning is included for practice, but is not scored.) Within each subscale, three of the items are worded such that the first part of the statement reflects low competence or adequacy, and 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 children 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 children 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 2).

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 kids feel that they are very good at their school work BUT Other kids worry about whether they can do the school work assigned to them.
7	+	Some kids feel like they are just as smart as other kids their age BUT Other kids aren't so sure and wonder if they are as smart.
13	-	Some kids are pretty slow in finishing their school work BUT Other kids can do their school work quickly.
19	-	Some kids often forget what they learn BUT Other kids can remember things easily.
25	+	Some kids do very well at their classwork BUT Other kids don't do very well at their classwork.
31	-	Some kids have trouble figuring out the answers in school BUT Other kids almost always can figure out the answers.

Item #	Keyed	Social Competence
2	-	Some kids find it hard to make friends BUT Other kids find it's pretty easy to make friends.
8	+	Some kids know how to make classmates like them BUT Other kids don't know how to make classmates like them.
14	-	Some kids don't have the social skills to make friends BUT Other kids do have the social skills to make friends.
20	+	Some kids understand how to get peers to accept them BUT Other kids don't understand how to get peers to accept them.
26	-	Some kids wish they knew how to make more friends BUT Other kids know how to make as many friends as they want.
32	+	Some kids know how to become popular BUT Other kids do not know how to become popular.

Item #	Keyed	Athletic Competence
3	+	Some kids do very well at all kinds of sports BUT Other kids don't feel that they are very good when it comes to sports.
9	-	Some kids wish they could be a lot better at sports BUT Other kids feel they are good enough at sports.
15	+	Some kids think they could do well at just about any new sports activity they haven't tried before BUT Other kids are afraid they might not do well at sports they haven't ever tried.
21	+	Some kids feel that they are better than others their age at sports BUT Other kids don't feel they can play as well.
27	-	In games and sports some kids usually watch instead of play BUT Other kids usually play rather than just watch.
33	-	Some kids don't do well at new outdoor games BUT Other kids are good at new games right away.

Item #	Keyed	Physical Appearance
4	+	Some kids are happy with the way they look BUT Other kids are not happy with the way they look.
10	+	Some kids are happy with their height and weight BUT Other kids wish their height or weight were different.
16	-	Some kids wish their body was different BUT Other kids like their body the way it is.
22	-	Some kids wish their physical appearance (how they look) was different BUT Other kids like their physical appearance the way it is.
28	-	Some kids wish something about their face or hair looked different BUT Other kids like their face and hair the way they are.
34	+	Some kids think that they are good looking BUT Other kids think that they are not very good looking.

Item #	Keyed	Behavioral Conduct
5	-	Some kids often do not like the way they behave BUT Other kids usually like the way they behave.
11	+	Some kids usually do the right thing BUT Other kids often don't do the right thing.
17	+	Some kids usually act the way they know they are supposed to BUT Other kids often don't act the way they are supposed to.
23	-	Some kids usually get in trouble because of things they do BUT Other kids usually don't do things that get them in trouble.
29	-	Some kids do things they know they shouldn't do BUT Other kids hardly ever do things they know they shouldn't do.
35	+	Some kids behave themselves very well BUT Other kids often find it hard to behave themselves.

Item #	Keyed	Global Self-Worth
6	-	Some kids are often unhappy with themselves BUT Other kids are pretty pleased with themselves.
12	-	Some kids don't like the way they are leading their life BUT Other kids do like the way they are leading their life.
18	+	Some kids are happy with themselves as a person BUT Other kids are often not happy with themselves.
24	+	Some kids like the kind of person they are BUT Other kids often wish they were someone else.
30	+	Some kids are very happy being the way they are BUT Other kids wish they were different.
36	-	Some kids are not very happy with the way they do a lot of things BUT Other kids think the way they do things is fine.

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.

Administration and Instructions

The scale may be administered in groups, for example, classroom units (larger groups are not recommended) or individually. Children 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, children 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 things like toothpaste, cereal, peanut butter, 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. So first, you want them to fill out the information at the top.

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 child goes through. First they decide whether they are more like the kids 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 a child 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 children's 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 children 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 3rd and 4th graders or to subgroups that may have particular difficulties in reading or understanding the item content. Beyond the 4th grade, it is useful to read the first two or three items out loud, emphasizing the key features of the instructions, and then allow them to raise their hands if they have a question about the meaning of a particular item.

Once children 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?"

INSTRUCTIONS TO THE CHILD:

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 kids 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 kids, and we want to know which kids are most like *you*.

(1) So, what I want you to decide first is whether *you* are more like the kids on the left side who would rather play outdoors, or whether you are more like the kids on the right side who would rather watch T.V. Don't mark anything yet, but first decide which kinds of kids 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 kids 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. Now we have some more sentences that I will read out loud. 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 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 child'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 six subscale means which will define a given child'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 a child 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 child'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 children. For each of the five specific domains, the teacher rates the child's *actual behavior* in each area (not how he/she thinks the child would answer). That is, we want the teacher's independent judgment of the child's adequacy in each domain. From past experiences with teachers' ratings, we have learned that we need only three items per subscale to obtain highly reliable judgments. (Teachers only rate the five 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 15 items, three per domain. They are listed in the same order as on the child'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 child'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 three items. Thus, these scores can be compared directly to the child's scores which are calculated on the same basis, although the child'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 child'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, children's ratings of their **perceived competence/adequacy** are precisely that, namely their own perceptions. Thus, any measure of **validity** would necessarily involve another assessment of children's **perceptions**. However, ratings from others can provide a valuable index of the convergence or discrepancy between the **child'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 child (see Harter, 2012).

Samples to Which the Scale Has Been Administered

Findings from eight separate samples are presented in this manual. The number of boys and girls at each grade for the samples is presented in Table 1 on the following page. All eight samples were drawn from Colorado. The findings are comparable to our earlier data collected in New York, California, and Connecticut. 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*

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Sample A	--	--	--	--	--	--	226	206	157	159	--	--
Sample B	--	--	--	--	--	--	61	65	62	60	70	72
Sample C	36	24	25	32	29	27	28	26	--	--	--	--
Sample D	37	36	36	24	22	23	--	--	--	--	--	--
Sample E	38	68	22	23	20	25	14	20	--	--	--	--
Sample F	41	38	29	49	35	39	35	28	--	--	--	--
Sample G	--	--	--	--	--	--	62	51	55	60	53	65
Sample H	--	--	--	--	--	--	50	56	47	64	62	52

**Note:* Samples A, B, C, D are from the 1980s. Samples E, F, G, H are from the 1990s.

Table 2. Subscale Reliabilities for Eight Samples

	Scholastic Competence	Social Competence*	Athletic Competence	Physical Appearance	Behavioral Conduct	Global Self-Worth
Sample A	**.80**	**.80**	**.84**	**.81**	**.75**	**.84**
Sample B	**.85**	**.80**	**.86**	**.82**	**.77**	**.80**
Sample C	**.82**	**.75**	**.81**	**.76**	**.73**	**.78**
Sample D	**.80**	**.75**	**.80**	**.80**	**.71**	**.78**
Sample E	**.80**	**.75**	**.76**	**.76**	**.76**	**.80**
Sample F	**.80**	**.78**	**.85**	**.80**	**.80**	**.84**
Sample G	**.84**	**.84**	**.89**	**.87**	**.86**	**.87**
Sample H	**.84**	**.83**	**.91**	**.88**	**.87**	**.85**

**Note:* Samples A, B, C, D are from the 1980s. Samples E, F, G, H are from the 1990s (the Social scale was changed slightly to reflect social competence).

Psychometric Properties

Reliability

Internal consistency reliabilities. We have relied primarily upon internal consistency indices of reliability (i.e., Cronbach's *alpha*). These values, for eight samples, are presented in Table 2. As can be observed, they are extremely high and quite acceptable. For samples A – D, the reliability of the Behavioral Conduct subscale was slightly lower than for other subscales. One item was attenuating this reliability and has since been replaced for samples E – H. As can be observed in Table 2, the reliability improved as a result and is now consistent with other subscales.

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, children will complain that we just did this last month!)

Validity

Validity can be an even trickier characteristic of an instrument to determine. 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 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. Table 6 presents factor-analytic results for six 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 children, for whom it was intended). A discussion of the limitations of employing our instrument with non-American children is provided later in the manual.

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. When the precursor of the Self-Perception Profile was initially developed in 1979 and first appeared in print in 1982, there were no comparable instruments that could serve as a basis of comparison. Since then Marsh (1988, 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.

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.

Table 3. Subscale Means for Each Sample by Grade and Gender

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Girls	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**
Scholastic												
A	--	--	--	--	--	--	2.94	2.94	2.80	2.78	--	--
B	--	--	--	--	--	--	2.88	3.10	2.93	2.85	2.69	2.77
C	2.80	2.87	2.74	2.76	2.83	2.78	2.80	2.99	--	--	--	--
D	2.77	2.63	2.95	2.61	2.75	2.91	--	--	--	--	--	--
E	2.62	2.85	2.55	2.77	2.58	3.00	2.72	2.77	--	--	--	--
F	3.19	3.14	3.28	3.19	2.95	3.08	3.10	3.06	--	--	--	--
G	--	--	--	--	--	--	2.97	3.01	2.90	2.82	2.70	2.80
H	--	--	--	--	--	--	2.93	3.01	2.84	2.91	2.96	3.01
Social												
A	--	--	--	--	--	--	2.98	3.06	2.96	3.00	--	--
B	--	--	--	--	--	--	2.87	2.95	3.09	2.96	3.14	3.05
C	2.80	2.87	2.84	2.97	2.80	2.88	2.86	2.98	--	--	--	--
D	2.71	2.65	2.56	2.86	2.86	3.00	--	--	--	--	--	--
E	2.89	2.92	2.87	2.94	2.75	2.87	3.04	2.96	--	--	--	--
F	3.10	2.90	3.14	3.13	3.13	3.30	2.98	3.10	--	--	--	--
G	--	--	--	--	--	--	2.99	3.26	3.05	2.89	2.87	3.03
H	--	--	--	--	--	--	2.94	2.87	2.93	2.91	3.00	3.10
Athletic												
A	--	--	--	--	--	--	2.80	3.15	2.54	3.11	--	--
B	--	--	--	--	--	--	2.58	3.14	2.56	3.15	2.58	3.18
C	2.84	3.21	2.84	3.13	2.62	3.15	2.40	2.95	--	--	--	--
D	2.47	2.86	2.63	2.87	2.52	3.05	--	--	--	--	--	--
E	2.71	3.07	2.82	3.09	2.60	2.97	2.70	3.17	--	--	--	--
F	2.79	2.79	3.14	3.19	2.73	3.33	2.72	3.16	--	--	--	--
G	--	--	--	--	--	--	2.99	2.87	3.05	2.89	2.87	3.03
H	--	--	--	--	--	--	2.48	2.95	2.55	3.16	2.64	3.17

Table 3. Subscale Means for Each Sample by Grade and Gender, Continued

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Girls	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**
Appearance												
A	--	--	--	--	--	--	2.68	2.98	2.50	2.93	--	--
B	--	--	--	--	--	--	2.58	3.10	2.49	2.93	2.62	2.86
C	2.99	3.16	2.86	3.13	2.62	3.15	2.40	2.95	--	--	--	--
D	2.78	2.72	2.95	2.75	2.70	2.99	--	--	--	--	--	--
E	2.83	2.99	3.03	3.03	2.69	2.98	2.78	2.96	--	--	--	--
F	3.20	3.16	3.20	3.32	2.79	3.27	2.68	3.08	--	--	--	--
G	--	--	--	--	--	--	2.74	3.23	2.66	2.94	2.51	2.94
H	--	--	--	--	--	--	2.63	2.94	2.50	2.86	2.53	3.09
Conduct												
A	--	--	--	--	--	--	3.06	2.92	2.96	2.83	--	--
B	--	--	--	--	--	--	3.07	2.98	3.14	2.82	2.96	2.88
C	3.16	3.14	3.11	2.75	3.32	2.84	3.34	2.65	--	--	--	--
D	2.80	2.86	3.06	2.76	3.02	2.82	--	--	--	--	--	--
E	2.88	2.83	2.75	3.07	2.92	2.82	2.99	2.57	--	--	--	--
F	3.13	3.11	3.25	3.07	3.47	2.89	3.30	2.72	--	--	--	--
G	--	--	--	--	--	--	3.10	2.86	3.05	2.94	2.82	2.86
H	--	--	--	--	--	--	3.03	2.79	2.90	2.81	2.96	2.99
Self-Worth												
A	--	--	--	--	--	--	3.10	3.20	2.97	3.20	--	--
B	--	--	--	--	--	--	3.01	3.20	3.00	3.24	2.91	2.99
C	3.01	3.14	3.13	2.89	3.04	3.14	3.08	2.97	--	--	--	--
D	2.76	2.82	3.13	2.80	2.66	3.24	--	--	--	--	--	--
E	3.10	3.12	3.26	3.21	2.86	3.11	3.17	3.07	--	--	--	--
F	3.33	3.28	3.24	3.26	3.25	3.28	3.28	3.11	--	--	--	--
G	--	--	--	--	--	--	3.15	3.15	3.19	3.15	2.84	3.20
H	--	--	--	--	--	--	3.00	3.12	2.89	3.20	2.98	3.31

**Note:* Samples A, B, C, D are from the 1980s. Samples E, F, G, H are from the 1990s. E and F are elementary schools. G and H are middle schools.

Table 4. Subscale Standard Deviations for Each Sample by Grade and Gender

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Girls	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**
Scholastic												
A	--	--	--	--	--	--	0.64	0.62	0.61	0.55	--	--
B	--	--	--	--	--	--	0.75	0.65	0.54	0.61	0.68	0.72
C	0.86	0.80	0.69	0.74	0.58	0.69	0.64	0.60	--	--	--	--
D	0.70	0.73	0.76	0.56	0.65	0.63	--	--	--	--	--	--
E	0.68	0.70	0.54	0.72	0.59	0.76	0.80	0.63	--	--	--	--
F	0.68	0.65	0.45	0.60	0.65	0.70	0.67	0.63	--	--	--	--
G	--	--	--	--	--	--	0.70	0.71	0.66	0.67	0.64	0.68
H	--	--	--	--	--	--	0.76	0.71	0.64	0.57	0.56	0.64
Social												
A	--	--	--	--	--	--	0.69	0.63	0.57	0.61	--	--
B	--	--	--	--	--	--	0.79	0.76	0.60	0.61	0.63	0.64
C	0.84	0.73	0.92	0.77	0.77	0.71	0.71	0.50	--	--	--	--
D	0.60	0.61	0.78	0.78	0.66	0.47	--	--	--	--	--	--
E	0.64	0.73	0.70	0.64	0.60	0.91	0.62	0.59	--	--	--	--
F	0.78	0.72	0.53	0.70	0.64	0.61	0.73	0.58	--	--	--	--
G	--	--	--	--	--	--	0.80	0.50	0.66	0.67	0.74	0.63
H	--	--	--	--	--	--	0.76	0.69	0.72	0.57	0.67	0.59
Athletic												
A	--	--	--	--	--	--	0.69	0.61	0.70	0.62	--	--
B	--	--	--	--	--	--	0.81	0.74	0.72	0.61	0.74	0.59
C	0.79	0.54	0.69	0.75	0.85	0.72	0.74	0.61	--	--	--	--
D	0.64	0.69	0.70	0.88	0.72	0.69	--	--	--	--	--	--
E	0.64	0.73	0.52	0.74	0.68	0.83	0.73	0.58	--	--	--	--
F	0.80	0.76	0.53	0.59	0.94	0.55	0.77	0.66	--	--	--	--
G	--	--	--	--	--	--	0.74	0.64	0.81	0.70	0.81	0.58
H	--	--	--	--	--	--	0.84	0.81	0.81	0.60	0.70	0.59

Table 4. Subscale Standard Deviations for Each Sample by Grade and Gender, Continued

	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	Girls	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**
Appearance												
A	--	--	--	--	--	--	0.75	0.68	0.68	0.62	--	--
B	--	--	--	--	--	--	0.79	0.72	0.69	0.64	0.69	0.64
C	0.94	0.67	0.78	0.79	0.83	0.72	0.65	0.56	--	--	--	--
D	0.66	0.77	0.64	0.68	0.77	0.58	--	--	--	--	--	--
E	0.66	0.76	0.63	0.80	0.81	0.84	0.55	0.60	--	--	--	--
F	0.63	0.63	0.63	0.67	0.67	0.70	0.70	0.60	--	--	--	--
G	--	--	--	--	--	--	0.71	0.56	0.83	0.71	0.84	0.70
H	--	--	--	--	--	--	0.63	0.62	0.87	0.60	0.71	0.54
Conduct												
A	--	--	--	--	--	--	0.56	0.60	0.62	0.51	--	--
B	--	--	--	--	--	--	0.65	0.63	0.51	0.64	0.55	0.59
C	0.58	0.63	0.67	0.46	0.53	0.56	0.57	0.43	--	--	--	--
D	0.54	0.72	0.61	0.63	0.34	0.48	--	--	--	--	--	--
E	0.63	0.60	0.58	0.61	0.64	0.66	0.57	0.64	--	--	--	--
F	0.54	0.48	0.48	0.63	0.64	0.66	0.57	0.64	--	--	--	--
G	--	--	--	--	--	--	0.68	0.71	0.83	0.62	0.56	0.58
H	--	--	--	--	--	--	0.60	0.72	0.69	0.59	0.67	0.64
Self-Worth												
A	--	--	--	--	--	--	0.65	0.61	0.62	0.52	--	--
B	--	--	--	--	--	--	0.68	0.67	0.55	0.52	0.64	0.63
C	0.85	0.70	0.73	0.80	0.72	0.69	0.58	0.60	--	--	--	--
D	0.56	0.76	0.56	0.68	0.71	0.44	--	--	--	--	--	--
E	0.58	0.64	0.54	0.67	0.55	0.69	0.61	0.54	--	--	--	--
F	0.56	0.58	0.57	0.57	0.56	0.55	0.60	0.64	--	--	--	--
G	--	--	--	--	--	--	0.64	0.67	0.67	0.64	0.74	0.56
H	--	--	--	--	--	--	0.61	0.64	0.79	0.67	0.59	0.59

Means and Standard Deviations

The subscale means and standard deviations, presented by grade and gender for all eight samples, are presented in Tables 3 and 4. There it can be seen that, in general, the means fluctuate around the value of 3.0, which is above the midpoint of the scale. However, there are differences associated with both gender and grade level for certain subscales. In addition, there is some sample variation. The majority of standard deviations fall between 0.50 and 0.85, indicating considerable variation among individuals.

Gender effects. The most systematic effects obtained were for *gender*. As can be seen in Table 5, across the first four samples, which include middle school children (Samples A and B) as well as elementary school children (Samples C and D), boys see themselves as significantly more *athletically competent* than do girls. Moreover, these differences are quite substantial.

In contrast, girls see themselves as better behaved than do boys, as evidenced by their higher behavioral conduct scores. These effects were significant and replicated for samples E – H.

There were also gender effects favoring boys for both physical appearance and global self-worth. Boys consider themselves to be better looking and like themselves more as a person than do girls. (Note only subscales revealing significant gender differences are presented in Table 5.)

Table 5. Gender Effects

Domain	Sample	Boys' Mean	Girls' Mean	*F* Value	*df*	*p* value
Athletic Competence	*A*	3.14	2.67	86.40	(1,744)	.001
	B	3.16	2.57	103.70	(1,384)	.001
	C	3.13	2.71	17.87	(1,211)	.001
	D	2.96	2.57	8.09	(1,115)	.005
Behavioral Conduct	*A*	2.88	3.02	11.11	(1,384)	.001
	B	2.89	3.05	6.77	(1,211)	.01
	C	2.89	3.22	19.22	(1,115)	.001
	D	2.82	3.02	2.48	(1,744)	.10
Physical Appearance	*A*	2.96	2.58	49.58	(1,744)	.001
	B	2.96	2.57	31.38	(1,384)	.001
	C	3.01	2.50	34.19	(1,211)	.001
	D	3.04	2.53	38.25	(1,115)	.001
Global Self-Worth	*A*	3.20	3.04	12.12	(1,744)	.001
	B	3.13	2.97	6.60	(1,384)	.01
	C	3.10	2.94	8.58	(1,211)	.001
	D	3.07	2.89	8.67	(1,115)	.001

Intercorrelations among Subscales

As can be seen in Table 7, 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. Factor Pattern (Oblique Rotation) for the Self-Perception Profile for Children

Item Description	*I. Scholastic Competence*			*II. Social Competence*			*III. Athletic Competence*			*IV. Physical Appearance*			*V. Behavioral Conduct*		
	A	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***	***A***	***B***	***C***
1. Good at schoolwork	.66	.73	.62												
7. Just as smart	.56	.70	.64												
13. Do schoolwork quickly	.60	.69	.64												
19. Remember things easily	.52	.69	.59												
25. Do well at classwork	.60	.65	.67												
31. Can figure out answers	.67	.53	.60												
2. Easy to make friends				.64	.76	.69									
8. Have a lot of friends				.78	.68	.70									
14. Easy to like				.45	.67	.41									
20. Do things with a lot of kids				.54	.59	.56									
26. Most kids like me				.62	.50	.62									
32. Popular with others				.59	.45	.43									
3. Do well at sports							.78	.81	.80						
9. Good enough at sports							.61	.74	.77						
15. Good at outdoor activity							.60	.73	.49						
21. Better than others at sports							.65	.68	.72						
27. Play rather than watch							.59	.65	.41						
33. Good at new outdoor games							.66	.65	.73						
4. Happy with the way I look										.72	.77	.71			
10. Happy with height & weight										.46	.72	.64			
16. Like body the way it is										.70	.65	.52			
22. Like physical appearance as is										.64	.63	.65			
28. Like face and hair as is										.65	.57	.28			
34. Are attractive or good looking										.56	.33	.49			
5. Like the way I behave													.49	.77	.36
11. Usually do the right thing													.41	.72	.57
17. Act the way supposed													.70	.71	.69
23. Don't get in trouble													.61	.42	.69
29. Don't do things shouldn't													.56	.39	.82
35. Kind to others													.47	.33	.50

Note: Loadings less than .20 not included for the sake of clarity.

Table 6. Factor Pattern (Oblique Rotation) for the Self-Perception Profile for Children, Continued

Item Description	I. Scholastic Competence			II. Social Competence			III. Athletic Competence			IV. Physical Appearance			V. Behavioral Conduct		
	D	E	F	D	E	F	D	E	F	D	E	F	D	E	F
1. Good at schoolwork	.88	.67	.88												
7. Just as smart	.74	.58	.74												
13. Do schoolwork quickly	.74	.79	.74												
19. Remember things easily	.72	.71	.72												
25. Do well at classwork	.72	.72	.72												
31. Can figure out answers	.69	.79	.69												
2. Easy to make friends				.82	.77	.82									
8. Have a lot of friends				.78	.71	.78									
14. Easy to like				.75	.67	.60									
20. Do things with a lot of kids				.69	.67	.62									
26. Most kids like me				.62	.72	.75									
32. Popular with others				.60	.70	.69									
3. Do well at sports							.90	.87	.88						
9. Good enough at sports							.88	.72	.72						
15. Good at outdoor activity							.80	.76	.80						
21. Better than others at sports							.80	.80	.90						
27. Play rather than watch							.78	.76	.78						
33. Good at new outdoor games							.72	.80	.81						
4. Happy with the way I look										.83	.76	.72			
10. Happy with height & weight										.82	.67	.83			
16. Like body the way it is										.75	.76	.84			
22. Like physical appearance as is										.72	.76	.82			
28. Like face and hair as is										.69	.67	.75			
34. Are attractive or good looking										.67	.75	.69			
5. Like the way I behave													.85	.48	.48
11. Usually do the right thing													.83	.72	.63
17. Act the way supposed													.83	.85	.83
23. Don't get in trouble													.79	.77	.80
29. Don't do things shouldn't													.63	.79	.83
35. Kind to others													.49	.82	.85

Note: Loadings less than .20 not included for the sake of clarity.

Table 7. Correlations among Subscales for the Different Samples

		Social Competence	*Athletic Competence*	*Physical Appearance*	*Behavioral Conduct*	*Global Self-Worth*
Scholastic Competence	***A***	.34	.24	.32	.47	.48
	B	.24	.12	.36	.47	.54
	C	.31	.18	.31	.29	.46
	F	.63	.32	.48	.45	.61
	G	.44	.35	.38	.58	.64
	H	.39	.28	.41	.39	.59
Social Competence	***A***		.44	.38	.21	.48
	B		.34	.34	.20	.43
	C		.31	.29	.22	.41
	F		.45	.51	.29	.58
	G		.53	.37	.41	.56
	H		.41	.39	.33	.45
Athletic Competence	***A***			.30	.10	.44
	B			.34	.01	.30
	C			.43	.08	.35
	F			.40	.28	.52
	G			.34	.25	.45
	H			.41	.17	.38
Physical Appearance	***A***				.27	.74
	B				.19	.73
	C				.12	.72
	F				.38	.73
	G				.25	.72
	H				.21	.78
Behavioral Conduct	***A***					.47
	B					.37
	C					.42
	F					.57
	G					.50
	H					.48

How this Manual Differs from the Previous Manual (Harter, 1985)

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" scale, 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. Collecting data from four new samples in the late 1990's allowed us to document the means, standard deviations, and reliabilities for the new social competence subscale; as well as to present more recent data than that presented in the 1985 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 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 3 through 6, although we have used it successfully with middle school students, grades 7 and 8. It is *inappropriate* for younger children because they do not understand the question format, they may not understand the wording or content, they do not make the differentiations that older children make, and they do not yet have a verbalizable concept of global self-esteem. All of these considerations will seriously compromise the psychometric properties. (We have developed a Pictorial Scale of Perceived Competence and Social Acceptance for Younger Children; Harter & Pike, 1984).

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.

Special 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.

Social Comparison Processes

Our research has also documented the fact that children's scores are directly influenced by the particular social reference groups they are employing. In certain cases, a seemingly puzzling pattern of scores will be obtained, unless one determines subjects' social comparison group. For example, the scholastic competence scores of mainstreamed mentally retarded children (50 to 70 IQ range) are higher (Silon & Harter, 1985) than the scores of mainstreamed learning disabled children within the normal range of intelligence (Renick, 1985). Individual interviews revealed that the mainstreamed retarded child compares his/her performance to other mentally retarded children; whereas the mainstreamed learning disabled child's comparison group constitutes the regular classroom children. Thus, the mentally retarded child does not consider his/her scholastic performance to be deficient, compared to other mentally retarded children; whereas the learning disabled child feels that (s)he is less scholastically competent compared to most regular classroom children. In another study (Harter & Zumpf, 1986) we found that the scores of intellectually gifted children vary depending upon whether they are comparing themselves to other gifted students or to pupils in the regular classroom (see also Harter, 2012).

It is urged, therefore, that one obtains information on the particular social comparison group employed, especially if one is dealing with special populations. The "Some kids – Other kids" question format lends itself nicely to such an inquiry, given that it pulls for an identification or comparison with existing groups of kids. We have found it useful to select the most representative item from each subscale as the basis for such an inquiry. For each domain, these items are:

Item	Domain
25	Scholastic Competence
8	Social Competence
3	Athletic Competence
34	Physical Appearance
17	Behavioral Conduct
30	Global Self-Worth

Subjects can be asked what group of kids they were thinking about when they answered this question. They can be asked the question, "Who were you comparing yourself to—what group of kids—when you were thinking about what you were like?" Since different reference groups *may* be employed in different domains, it would be important to address this issue for all six subscales.

Bases on which children are making their self-judgments

The profile of subscale scores provided by this instrument may be useful in order to determine a given child's self perceptions across the domains identified. However, it is also instructive to know why the child holds these self-perceptions. What criteria are being employed in the construction of

these self-judgments? The social comparison processes described above represent one possible set of criteria. Others include direct or indirect feedback from the significant people in the child's life (e.g., parents, peers, and teachers). Certain children may use performance or behavioral criteria (e.g., "I'm smart because I know a lot, learn quickly, get my homework done in class." "I know I am popular because I get invited to all of the important parties." "I like myself as a person because I am nice to other people.").

One may be interested in obtaining this information, particularly if one's focus is on a deeper understanding of the child's self-concept and the reasons for these judgments. An inquiry, based on the most representative items identified in the previous section can thus be performed *after* the scale has been administered. One can return to each of these six question, reviewing the child's response, and ask the following types of questions: How do you know that you _____ (fill in item content such as "are good at your school work" "don't have many friends" "act the way you are supposed to" "are good looking")? Another possible question stem is: What makes you think you _____, how can you tell? A clinical interviewing technique in which one conveys interest and curiosity about the child's response, rather than a style in which one appears to be requiring the child to justify his/her response, will result in a richer and more accurate picture of the bases on which children make these judgments.

Determinants of a child's competence or adequacy

In addition to an interest in the criteria which children employ, one may also be interested in how the child thinks he/she got that way. That is, what factors are responsible for the child's particular level of competence or adequacy in a given domain? Interview questions designed to elicit this type of information are: How did you get to be _____ (fill in item content such as, "…good at schoolwork" "…good at sports" "…not so good looking")? What happened to make you _____? What's the main reason for *why* you are _____? Answers to these questions typically reveal explanations consistent with the dimensions identified in the locus of control literature (e.g., internal versus external attributions).

Thus, children may refer to ***personal effort*** ("I study hard"; "I practice a lot at sports"); to ***natural ability*** ("I'm just really smart"; "I was born that way"; "I guess I'm just a natural athlete"); to the actions of ***significant others*** ("My parents taught me a lot"; "The other kids are mean to me and that's the reason I act the way I do and get in trouble"); or they may indicate that they simply ***don't know*** why they are at a particular level of competence or adequacy ("I really don't understand why I don't do better in school"; "I don't know why I don't have more friends"; "I don't know why I behave the way I do"). The information gleaned from these questions may be particularly valuable in intervention situations where one is attempting to change the child's perceived competence or adequacy (e.g., in specific programs instituted, individual treatment plans, etc.). That is, one may well need to know the child's particular theory of the cause of his/her level of competence in a given domain, in part to assess the accuracy of these inferences. In certain cases, if the child's theory appears to be inaccurate or if the child indicates that he/she doesn't understand the source of his/her level of competence or adequacy, one may need to address the child's theory directly rather than merely attempt to alter the child's self-concept.

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.

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. The particular *subscales may not*

be relevant. The *content* of the items may not be appropriate. The *structure* and resulting statistical factors may not be obtained. 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. 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

- Child Questionnaire: What I Am Like
- Scoring Key for What I Am Like
- Data Coding Sheet
- Teacher's Rating Scale of Child's Actual Behavior
- Scoring Key for Teacher's Rating Scale
- Individual Profile Form
- Child 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 kids would rather play outdoors in their spare time	**BUT**	Other kids would rather watch T.V.	☐	☐
1.	☐	☐	Some kids feel that they are very good at their school work	**BUT**	Other kids worry about whether they can do the school work assigned to them	☐	☐
2.	☐	☐	Some kids find it hard to make friends	**BUT**	Other kids find it pretty easy to make friends	☐	☐
3.	☐	☐	Some kids do very well at all kinds of sports	**BUT**	Other kids don't feel that they are very good when it comes to sports	☐	☐
4.	☐	☐	Some kids are happy with the way they look	**BUT**	Other kids are *not* happy with the way they look	☐	☐
5.	☐	☐	Some kids often do not like the way they behave	**BUT**	Other kids usually like the way they behave	☐	☐
6.	☐	☐	Some kids are often unhappy with themselves	**BUT**	Other kids are pretty pleased with themselves	☐	☐
7.	☐	☐	Some kids feel like they are just as smart as other kids their age	**BUT**	Other kids aren't so sure and wonder if they are as smart	☐	☐
8.	☐	☐	Some kids know how to make classmates like them	**BUT**	Other kids don't know how to make classmates like them	☐	☐
9.	☐	☐	Some kids wish they could be a lot better at sports	**BUT**	Other kids feel they are good enough at sports	☐	☐
10.	☐	☐	Some kids are happy with their height and weight	**BUT**	Other kids wish their height or weight were different	☐	☐
11.	☐	☐	Some kids usually do the right thing	**BUT**	Other kids often don't do the right thing	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
12.	☐	☐	Some kids don't like the way they are leading their life	**BUT**	Other kids *do* like the way they are leading their life	☐	☐
13.	☐	☐	Some kids are pretty slow in finishing their school work	**BUT**	Other kids can do their school work quickly	☐	☐
14.	☐	☐	Some kids don't have the social skills to make friends	**BUT**	Other kids do have the social skills to make friends	☐	☐
15.	☐	☐	Some kids think they could do well at just about any new sports activity they haven't tried before	**BUT**	Other kids are afraid they might not do well at sports they haven't ever tried	☐	☐
16.	☐	☐	Some kids wish their body was different	**BUT**	Other kids like their body the way it is	☐	☐
17.	☐	☐	Some kids usually act the way they know they are supposed to	**BUT**	Other kids often don't act the way they are supposed to	☐	☐
18.	☐	☐	Some kids are happy with themselves as a person	**BUT**	Other kids are often not happy with themselves	☐	☐
19.	☐	☐	Some kids often forget what they learn	**BUT**	Other kids can remember things easily	☐	☐
20.	☐	☐	Some kids understand how to get peers to accept them	**BUT**	Other kids don't understand how to get peers to accept them	☐	☐
21.	☐	☐	Some kids feel that they are better than others their age at sports	**BUT**	Other kids don't feel they can play as well	☐	☐
22.	☐	☐	Some kids wish their physical appearance (how they look) was different	**BUT**	Other kids like their physical appearance the way it is	☐	☐
23.	☐	☐	Some kids usually get in trouble because of things they do	**BUT**	Other kids usually don't do things that get them in trouble	☐	☐
24.	☐	☐	Some kids like the kind of person they are	**BUT**	Other kids often wish they were someone else	☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
25.	☐	☐	Some kids do very well at their classwork	**BUT**	Other kids don't do very well at their classwork	☐	☐
26.	☐	☐	Some kids wish they knew how to make more friends	**BUT**	Other kids know how to make as many friends as they want	☐	☐
27.	☐	☐	In games and sports some kids usually watch instead of play	**BUT**	Other kids usually play rather than just watch	☐	☐
28.	☐	☐	Some kids wish something about their face or hair looked different	**BUT**	Other kids like their face and hair the way they are	☐	☐
29.	☐	☐	Some kids do things they know they shouldn't do	**BUT**	Other kids hardly ever do things they know they shouldn't do	☐	☐
30.	☐	☐	Some kids are very happy being the way they are	**BUT**	Other kids wish they were different	☐	☐
31.	☐	☐	Some kids have trouble figuring out the answers in school	**BUT**	Other kids almost always can figure out the answers	☐	☐
32.	☐	☐	Some kids know how to become popular	**BUT**	Other kids do not know how to become popular	☐	☐
33.	☐	☐	Some kids don't do well at new outdoor games	**BUT**	Other kids are good at new games right away	☐	☐
34.	☐	☐	Some kids think that they are good looking	**BUT**	Other kids think that they are not very good looking	☐	☐
35.	☐	☐	Some kids behave themselves very well	**BUT**	Other kids often find it hard to behave themselves	☐	☐
36.	☐	☐	Some kids are not very happy with the way they do a lot of things	**BUT**	Other kids think the way they do things is fine	☐	☐

What I Am Like

Scoring Key

SELF-PERCEPTION PROFILE FOR CHILDREN

(GRADES 3 – 8)

(Revision of the Self-Perception Profile for Children; Harter, 1985)

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

1.	4	3	Some kids feel that they are very good at their school work	**BUT**	Other kids worry about whether they can do the school work assigned to them	2	1
2.	1	2	Some kids find it hard to make friends	**BUT**	Other kids find it pretty easy to make friends	3	4
3.	4	3	Some kids do very well at all kinds of sports	**BUT**	Other kids don't feel that they are very good when it comes to sports	2	1
4.	4	3	Some kids are happy with the way they look	**BUT**	Other kids are *not* happy with the way they look	2	1
5.	1	2	Some kids often do not like the way they behave	**BUT**	Other kids usually like the way they behave	3	4
6.	1	2	Some kids are often unhappy with themselves	**BUT**	Other kids are pretty pleased with themselves	3	4
7.	4	3	Some kids feel like they are just as smart as other kids their age	**BUT**	Other kids aren't so sure and wonder if they are as smart	2	1
8.	4	3	Some kids know how to make classmates like them	**BUT**	Other kids don't know how to make classmates like them	2	1
9.	1	2	Some kids wish they could be a lot better at sports	**BUT**	Other kids feel they are good enough at sports	3	4
10.	4	3	Some kids are happy with their height and weight	**BUT**	Other kids wish their height or weight were different	2	1
11.	4	3	Some kids usually do the right thing	**BUT**	Other kids often don't do the right thing	2	1
12.	1	2	Some kids don't like the way they are leading their life	**BUT**	Other kids *do* like the way they are leading their life	3	4
13.	1	2	Some kids are pretty slow in finishing their school work	**BUT**	Other kids can do their school work quickly	3	4
14.	1	2	Some kids don't have the social skills to make friends	**BUT**	Other kids do have the social skills to make friends	3	4
15.	4	3	Some kids think they could do well at just about any new sports activity they haven't tried before	**BUT**	Other kids are afraid they might not do well at sports they haven't ever tried	2	1
16.	1	2	Some kids wish their body was different	**BUT**	Other kids like their body the way it is	3	4

17.	4	3	Some kids usually act the way they know they are supposed to	**BUT**	Other kids often don't act the way they are supposed to	2	1
18.	4	3	Some kids are happy with themselves as a person	**BUT**	Other kids are often not happy with themselves	2	1
19.	1	2	Some kids often forget what they learn	**BUT**	Other kids can remember things easily	3	4
20.	4	3	Some kids understand how to get peers to accept them	**BUT**	Other kids don't understand how to get peers to accept them	2	1
21.	4	3	Some kids feel that they are better than others their age at sports	**BUT**	Other kids don't feel they can play as well	2	1
22.	1	2	Some kids wish their physical appearance (how they look) was different	**BUT**	Other kids like their physical appearance the way it is	3	4
23.	1	2	Some kids usually get in trouble because of things they do	**BUT**	Other kids usually don't do things that get them in trouble	3	4
24.	4	3	Some kids like the kind of person they are	**BUT**	Other kids often wish they were someone else	2	1
25.	4	3	Some kids do very well at their classwork	**BUT**	Other kids don't do very well at their classwork	2	1
26.	1	2	Some kids wish they knew how to make more friends	**BUT**	Other kids know how to make as many friends as they want	3	4
27.	1	2	In games and sports some kids usually watch instead of play	**BUT**	Other kids usually play rather than just watch	3	4
28.	1	2	Some kids wish something about their face or hair looked different	**BUT**	Other kids like their face and hair the way they are	3	4
29.	1	2	Some kids do things they know they shouldn't do	**BUT**	Other kids hardly ever do things they know they shouldn't do	3	4
30.	4	3	Some kids are very happy being the way they are	**BUT**	Other kids wish they were different	2	1
31.	1	2	Some kids have trouble figuring out the answers in school	**BUT**	Other kids almost always can figure out the answers	3	4
32.	4	3	Some kids know how to become popular	**BUT**	Other kids do not know how to become popular	2	1
33.	1	2	Some kids don't do well at new outdoor games	**BUT**	Other kids are good at new games right away	3	4
34.	4	3	Some kids think that they are good looking	**BUT**	Other kids think that they are not very good looking	2	1
35.	4	3	Some kids behave themselves very well	**BUT**	Other kids often find it hard to behave themselves	2	1
36.	1	2	Some kids are not very happy with the way they do a lot of things	**BUT**	Other kids think the way they do things is fine	3	4

Data Coding Sheet for Self-Perception Profile for Children

(Revision of the Self-Perception Profile for Children; Harter, 1985)

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

			Scholastic Competence Subscale							Social Competence Subscale							Athletic Competence Subscale							Physical Appearance Subscale							Behavioral Conduct Subscale							Global Self-Worth Subscale						
S#	Sex	Grade	1	7	13	19	25	31	Mean	2	8	14	20	26	32	Mean	3	9	15	21	27	33	Mean	4	10	16	22	28	34	Mean	5	11	17	23	29	35	Mean	6	12	18	24	30	36	Mean

Teacher's Rating Scale of Child's Actual Behavior

(Parallels the Self-Perception Profile for Children)

Child's Name_____ Child's Grade_____ Rater _____

For each child, please indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he or she is like—the one described on the left or right—then indicate whether this is just sort of true or really true for that individual. Thus, for each item, check *one* of four boxes.

	Really True	Sort of True				Sort of True	Really True
1.	☐	☐	This child is really good at his/her school work	**OR**	This child can't do the school work assigned	☐	☐
2.	☐	☐	This child finds it hard to make friends	**OR**	For this child it's pretty easy	☐	☐
3.	☐	☐	This child does really well at all kinds of sports	**OR**	This child isn't very good when it comes to sports	☐	☐
4.	☐	☐	This child is good looking	**OR**	This child is not very good looking	☐	☐
5.	☐	☐	This child is usually well-behaved	**OR**	This child is often not well-behaved	☐	☐
6.	☐	☐	This child often forgets what (s)he learns	**OR**	This child can remember things easily	☐	☐
7.	☐	☐	This child has social skills to make friends	**OR**	This child doesn't have social skills to make friends	☐	☐
8.	☐	☐	This child is better than others his/her age at sports	**OR**	This child can't play as well	☐	☐
9.	☐	☐	This child has a nice physical appearance	**OR**	This child doesn't have such a nice physical appearance	☐	☐
10.	☐	☐	This child usually acts appropriately	**OR**	This child would be better if (s)he acted differently	☐	☐
11.	☐	☐	This child has trouble figuring out the answers in school	**OR**	This child almost always can figure out the answers	☐	☐
12.	☐	☐	This child knows how to become popular	**OR**	This child does not know how to become popular	☐	☐
13.	☐	☐	This child doesn't do well at new outdoor games	**OR**	This child is good at new games right away	☐	☐
14.	☐	☐	This child isn't very good looking	**OR**	This child is pretty good looking	☐	☐
15.	☐	☐	This child often gets in trouble because of things (s)he does	**OR**	This child usually doesn't do things that get him/her in trouble	☐	☐

Teacher's Rating Scale of Child's Actual Behavior

(Parallels the Self-Perception Profile for Children)

Scoring Key

Child's Name_____ Child's Grade_____ Rater _____

For each child, please indicate what you feel to be his/her actual competence on each question, in your opinion. First decide what kind of child he or she is like—the one described on the left or right—then indicate whether this is just sort of true or really true for that individual. Thus, for each item, check *one* of four boxes.

		Really True	Sort of True				Sort of True	Really True
Scholastic Competence	1.	4	3	This child is really good at his/her school work	**OR**	This child can't do the school work assigned	2	1
Social Competence	2.	1	2	This child finds it hard to make friends	**OR**	For this child it's pretty easy	3	4
Athletic Competence	3.	4	3	This child does really well at all kinds of sports	**OR**	This child isn't very good when it comes to sports	2	1
Physical Appearance	4.	4	3	This child is good looking	**OR**	This child is not very good looking	2	1
Behavioral Conduct	5.	4	3	This child is usually well-behaved	**OR**	This child is often not well-behaved	2	1
Scholastic Competence	6.	1	2	This child often forgets what (s)he learns	**OR**	This child can remember things easily	3	4
Social Competence	7.	4	3	This child has social skills to make friends	**OR**	This child doesn't have social skills to make friends	2	1
Athletic Competence	8.	4	3	This child is better than others his/her age at sports	**OR**	This child can't play as well	2	1
Physical Appearance	9.	4	3	This child has a nice physical appearance	**OR**	This child doesn't have such a nice physical appearance	2	1
Behavioral Conduct	10.	4	3	This child usually acts appropriately	**OR**	This child would be better if (s)he acted differently	2	1
Scholastic Competence	11.	1	2	This child has trouble figuring out the answers in school	**OR**	This child almost always can figure out the answers	3	4
Social Competence	12.	4	3	This child knows how to become popular	**OR**	This child does not know how to become popular	2	1
Athletic Competence	13.	1	2	This child doesn't do well at new outdoor games	**OR**	This child is good at new games right away	3	4
Physical Appearance	14.	1	2	This child isn't very good looking	**OR**	This child is pretty good looking	3	4
Behavioral Conduct	15.	1	2	This child often gets in trouble because of things (s)he does	**OR**	This child usually doesn't do things that get him/her in trouble	3	4

Individual Profile Form

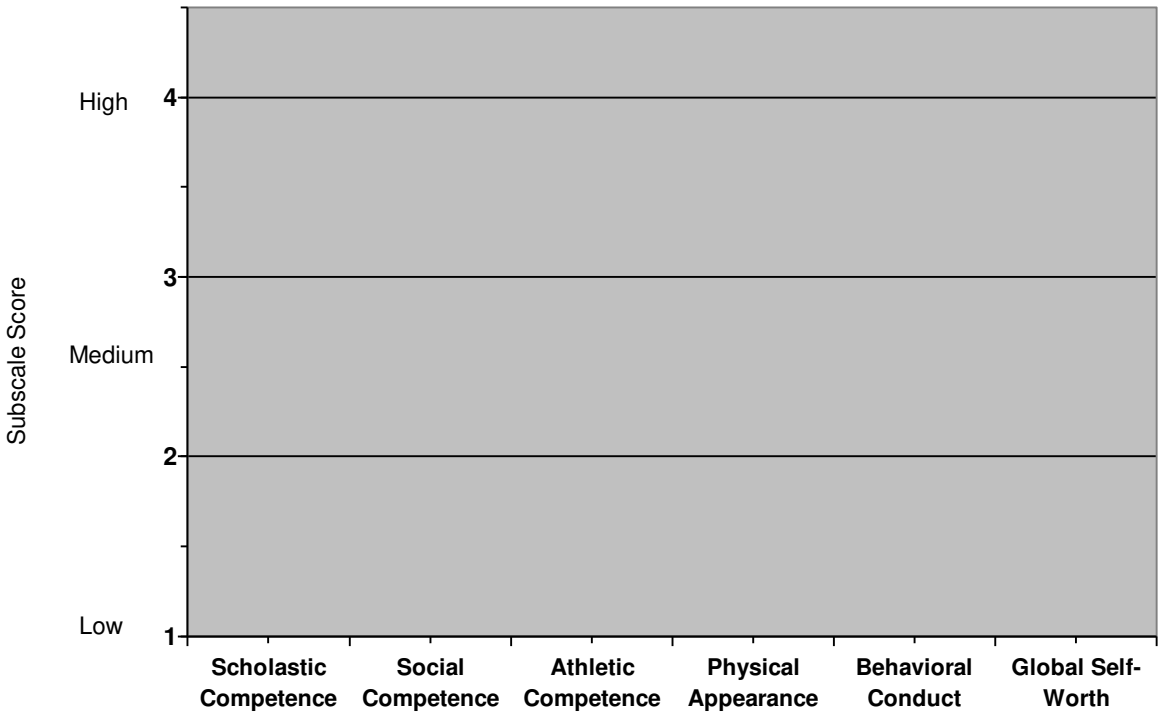
SELF-PERCEPTION PROFILE FOR CHILDREN
(GRADES 3 – 8)
(Revision of the Self-Perception Profile for Children; Harter, 1985)

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

Name: Grade: Age: Gender:

Student Rating Teacher Rating

Date:



Name_____ Age_____

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 kids think it is important to do well at school work in order to feel good as a person	**BUT**	Other kids **don't** think how well they do at school work is that important	☐	☐
2.	☐	☐	Some kids *don't* think that making a lot of friends is all that important	**BUT**	Other kids think that making a lot of friends is important to how they feel as a person	☐	☐
3.	☐	☐	Some kids think it's important to be good at sports to like oneself as a person	**BUT**	Other kids *don't* think how good you are at sports is that important	☐	☐
4.	☐	☐	Some kids think it's important to be good looking in order to feel good about themselves	**BUT**	Other kids *don't* think that being good looking is very important at all	☐	☐
5.	☐	☐	Some kids think that it's important to behave the way they should	**BUT**	Other kids *don't* think that how they behave is that important to liking oneself overall	☐	☐
6.	☐	☐	Some kids *don't* think that getting good grades is all that important to how they feel about themselves	**BUT**	Other kids think that getting good grades is important	☐	☐
7.	☐	☐	Some kids think it's important to be popular	**BUT**	Other kids *don't* think that being popular is all that important to how they feel about themselves	☐	☐
8.	☐	☐	Some kids *don't* think doing well at athletics is that important to how they feel about themselves as a person	**BUT**	Other kids feel that doing well at athletics is important	☐	☐
9.	☐	☐	Some kids *don't* think that how they look is important to how they feel about themselves as a person	**BUT**	Other kids think that how they look is important	☐	☐
10.	☐	☐	Some kids *don't* think that how they act is all that important	**BUT**	Other kids think it's important to act the way you are supposed to, in order to like oneself	☐	☐

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 kids think it is important to do well at school work in order to feel good as a person	**BUT**	Other kids *don't* think how well they do at school work is that important	2	1
2.	1	2	Some kids *don't* think that making a lot of friends is all that important	**BUT**	Other kids think that making a lot of friends is important to how they feel as a person	3	4
3.	4	3	Some kids think it's important to be good at sports to like oneself as a person	**BUT**	Other kids *don't* think how good you are at sports is that important	2	1
4.	4	3	Some kids think it's important to be good looking in order to feel good about themselves	**BUT**	Other kids *don't* think that being good looking is very important at all	2	1
5.	4	3	Some kids think that it's important to behave the way they should	**BUT**	Other kids *don't* think that how they behave is that important to liking oneself overall	2	1
6.	1	2	Some kids *don't* think that getting good grades is all that important to how they feel about themselves	**BUT**	Other kids think that getting good grades is important	3	4
7.	4	3	Some kids think it's important to be popular	**BUT**	Other kids *don't* think that being popular is all that important to how they feel about themselves	2	1
8.	1	2	Some kids *don't* think doing well at athletics is that important to how they feel about themselves as a person	**BUT**	Other kids feel that doing well at athletics is important	3	4
9.	1	2	Some kids *don't* think that how they look is important to how they feel about themselves as a person	**BUT**	Other kids think that how they look is important	3	4
10.	1	2	Some kids *don't* think that how they act is all that important	**BUT**	Other kids think it's important to act the way you are supposed to, in order to like oneself	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