

***SOCIAL SUPPORT SCALE FOR CHILDREN:  
MANUAL AND QUESTIONNAIRES***

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# *Social Support Scale for Children*

## *Introduction and Rationale*

The impetus for the construction of the Social Support Scale for Children came from our theoretical and empirical efforts to understand the self-system of the developing child (Harter, 1999). Our approach to the self-concept has involved the specifications of the particular domains in which children make self-evaluative judgments about their competence or adequacy. In addition, we have determined that children, age eight and older, are capable of making a judgments about their global self-worth as a person.

We have been particularly interested in identifying the determinants or antecedents of a child's global sense of worth. For theoretical guidance we turned to the formulations of two historical scholars of the self, James (1892) and Cooley (1902). For James, general self-esteem resulted from perceptions of competence in domains deemed as important to the individual, as codified in his formula wherein self-esteem equaled the ratio of one's successes to one's pretensions. Support for this formulation has been obtained in our demonstration that the congruency or discrepancy between one's hierarchy or perceived competence and one's hierarch of the importance of success across the five domains tapped in our Self-Perception Profile for Children (Harter, 1985) is strongly predictive of judgments concerning one's global self-worth, how much one likes the self as a person.

It was Cooley's formulation, however, which led to our construction of Social Support Scale for Children to be described in this manual. In contrast to the type of model postulated by James, in which one cognitively evaluated the congruence or discrepancy between one's perceived successes and one's aspirations, Cooley viewed the self as a social construction. Thus, he postulated that the origins of our sense of self lie in our perceptions of what significant others think of us. That is, we attempt to assess the opinions or attitudes which others hold toward the self, and then incorporate these attitudes into our self-concept. The reflected appraisals of others come to define the self, therefore, as implied in Cooley's metaphor of the "looking glass self". Mead (1934) elaborated on this theme in his notion of the "generalized other" which represented the pooled or collective judgments which significant others hold concerning the self. Implicit in Mead's formulation is a process by which the individual somehow must weigh the opinions of others toward the self, treating some as more critical than others.

The Social Support Scale for Children was designed, therefore, to tap the perceived **support and regard** which significant others manifest toward the self. Such a measure would allow us to investigate the hypothesis that perceived regard from others would directly impact perceived regard for oneself. Moreover, we sought to identify several sources of potential support or regard, several significant others whose opinions would influence the self. In this manner we could begin to determine the extent to which certain significant others had more of an impact on the self than others.

Social support, as a construct, can be defined in many ways. Thus, it becomes critical to specify the nature of this construct, as it relates to the formulations we sought to examine. Our goal was to identify those forms of social support which would best predict one's sense of global self-worth as a person. Self-worth has been operationally defined as the degree to which one likes oneself as a person, likes the way one is leading one's life, is satisfied with oneself, in general, is happy with the way one is. Items tapping this type

of content make up the global self-worth subscale of the Self-Perception Profile for Children (a revision of the original Perceived Competence Scale for Children, Harter, 1982).

In anticipating the forms of social support which might best predict the global self-worth construct, we devised items tapping the regard which others manifest toward the self. Thus, these items tapped the degree to which others treated them like a person, liked them the way they are, cared about their feelings, understood them, and listened to their problems (to identify the prototypical items). Thus, social support **in the form of positive regard from others or approval** for who one is as a person, was the central construct we sought to assess. Given that the degree of support may vary from one significant other to another, we identified four possible sources of social support or positive regard in this initial version of the instrument. These were (a) parents, (b) teachers, (c) classmates, and (d) close friends. We included two sources of peer support, under the assumption that the nature and extent of support from these two groups might well differ. Each source of support defined a separate subscale, allowing us to determine an individual's profile of support across these four sources. Note that if there are other sources that are appropriate (e.g., counselors, coaches, grandparents, etc.), these can be added.

### ***Scale Structure and Content***

The content of each of the four subscales varies somewhat, from one source of support to another. The **parent** scale taps content involving the extent to which parents understand their children, want to hear about their children's problems, care about their feelings, treat them like a person who really matters, like them the way they are and act like what their children do is important.

The **classmate** support scale taps the extent to which one's classmates like them the way they are, are friendly, don't make fun of them, listen to what they say, and ask them to join in play or games.

The **teacher** support scale assesses the degree to which one's teachers help them if they are upset, help them do their very best, care about them, are fair to them, and treat them as a person.

The **close friend** scale is somewhat different from the preceding three subscales. The parent, classmate, and teacher subscales all assume that these people exist in the child's life, and assess the perceived regard of these three sources toward the child. The close friend subscale, in contrast, asks whether the child **has** a close friend who responds in certain ways toward the self. Thus, these items ask whether the child has a close friend who they can tell problems to, who really understands them, who they can complain to about things that bother them, who they can spend time with, and who really listens to what they say.

Each subscale contains six items for a total of 24 items on the instrument. (An additional sample item is included for practice but is not scored.) The items are presented in the order in which they were described, and repeat themselves in that order throughout the questionnaire. Thus, the order is parent, classmate, teacher, and close friend.

**Question Format**

The instrument contains the same question format initially devised for the Perceived Competence Scale for Children (1982). It was constructed in order to overcome the tendency for existing two-choice questionnaire formats to pull for socially desirable responding. Thus, we devised a “structured alternative format” in which 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
<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who treat their child like a person who really matters	BUT	Other kids have parents who <b>don't</b> usually treat their child like a person who really matters	<input type="checkbox"/>	<input type="checkbox"/>

The child is first asked to decide which kind of kid is most like him or her, the one described in the first part of the statement or the one described in the second part of the statement. He/she is then asked to go to the side of the statement which is most true for them and then decide whether this statement is only sort of true for them or really true. The effectiveness of this question format lies in the implication that half of the kids in the “world” (or in one’s reference group) may have support from others whereas the other half do not. That is, this type of question format seems to legitimize either choice, and allows the child to identify with existing groups of kids. (It does not require that they endorse “I” statements or direct judgments about the self.) Moreover, none of the response choices is false. Rather the child selects the appropriate type and level of trueness. The fact that there is a total of four response choices, rather than the typical two-choice format of many questionnaires, broadens the range of potential responses. This seems to allow many children to select the less positive statement, since they have the option of indicating that it is only sort of true. Finally, we have found that an even number of response choices has advantages over an odd number of choices (e.g., the 3, 5, and 7 response format of many Likert-type scales) since the child must commit himself/herself to either a negative or positive judgment and cannot “hedge” by opting for the middle position.

A detailed scoring key will be provided later in this manual. However, the general procedure is to score each item on a scale from 1 to 4, where a score of 1 represents the lowest level of support (i.e., really true that my parents don’t treat me like a person), and a score of 4 represents the highest level of support (i.e., really true that my parents treat me like a person). A complete analysis of the reasoning behind this format can be found in Harter (1985, 2012).

The actual questionnaire filled out by the child is entitled People in My Life. It is included in the appendix of this manual. Note that you have permission to copy this instrument for your own use.

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.

### Master List of Items Grouped According to Subscale

The item # refers to the item's position on the child's form. Items keyed **positively** (+) present the positive social support statement on the left, whereas items keyed **negatively** (-) present the statement conveying the lack of social support on the left.

Item #	Keyed	Parental Support/Regard
1	-	Some kids have parents who <b>don't</b> really <b>understand</b> them BUT Other kids have parents who really <b>do</b> understand them
5	-	Some kids have parents who <b>don't</b> seem to want to hear about their children's problems BUT Other kids have parents who <b>do</b> want to listen to their children's problems
9	+	Some kids have parents who <b>care</b> about their feelings BUT Other kids have parents who <b>don't</b> seem to care very much about their feelings
13	+	Some kids have parents who treat their child like a <b>person</b> who really matters BUT Other kids have parents who <b>don't</b> usually treat their child like a person who matters
17	+	Some kids have parents who like them the <b>way they are</b> BUT Other kids have parents who wish their children were different
21	-	Some kids have parents who <b>don't</b> act like what their children do is <b>important</b> BUT Other kids have parents who <b>do</b> act like what their children do is important

Item #	Keyed	Classmate Support/Regard
2	+	Some kids have classmates who like them the way they are BUT Other kids have classmates who wish they were <b>different</b>
6	+	Some kids have classmates they can become friendly with BUT Other kids <b>don't</b> have classmates that they can become friendly with
10	-	Some kids have classmates who sometimes make fun of them BUT Other kids <b>don't</b> have classmates who make fun of them
14	+	Some kids have classmates who pay attention to what they say BUT Other kids have classmates who usually <b>don't</b> pay attention to what they say
18	-	Some kids <b>don't</b> get asked to play in games with classmates very often BUT Other kids <b>often</b> get asked to play in games by their classmates
22	-	Some kids often spend their recess being <b>alone</b> BUT Other kids spend recess playing with their classmates

Item #	Keyed	Teacher Support/Regard
3	+	Some kids have a teacher who <b>helps</b> them if they are upset or have a problem BUT Other kids <b>don't</b> have a teacher who helps them if they are upset or have a problem
7	-	Some kids <b>don't</b> have a teacher who helps them to do their very best BUT Other kids <b>do</b> have a teacher who helps them to do their very best
11	+	Some kids <b>do</b> have a teacher who cares about them BUT Other kids <b>don't</b> have a teacher who cares about them
15	-	Some kids <b>don't</b> have a teacher who is <b>fair</b> to them BUT Other kids <b>do</b> have a teacher who is fair to them
19	-	Some kids <b>don't</b> have a teacher who cares if they feel bad BUT Other kids <b>do</b> have a teacher who cares if they feel bad
23	+	Some kids have a teacher who treats them like a person BUT Other kids <b>don't</b> have a teacher who treats them like a person

Item #	Keyed	Close Friend Support/Regard
4	+	Some kids have a close friend who they can tell <b>problems</b> to BUT Other kids <b>don't</b> have a close friend who they can tell problems to
8	+	Some kids have a close friend who really understands them BUT Other kids <b>don't</b> have a close friend who really understands them
12	+	Some kids have a close friend who they can talk to about things that bother them BUT Other kids <b>don't</b> have a close friend who they can talk to about things that bother them
16	-	Some kids <b>don't</b> have a close friend who they like to spend time with BUT Other kids <b>do</b> have a close friend who they like to spend time with
20	-	Some kids <b>don't</b> have a close friend who really listens to what they say BUT Other kids <b>do</b> have a close friend who really listens to what they say
24	-	Some kids <b>don't</b> have a close friend who cares about their feelings BUT Other kids <b>do</b> have a close friend who cares about their feelings

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.

### **Scoring**

A scoring key is included in the Appendix. Items are scored 4, 3, 2, 1, where 4 represents the most support or regard and 1 represents the least support or regard. Items within each subscale are counter-balanced such that three items are worded with the most positive statement on the right. Thus, the item scores for those with the most positive description on the left are scored 4, 3, 2, 1 (from left to right); whereas the item scores for those with the most positive 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, then, will result in a total of four subscale means which will define a given child's profile.

### **Administration and Instructions**

The scale may be administered in groups as well as individually. After filling out the information at the top of the scale, children are instructed as to how to answer the questions, given below. We have found it best to read the items out loud for 3rd and 4<sup>th</sup> graders, whereas for 5<sup>th</sup> graders and older, they can read the items for themselves, after you explain the sample item. Typically, we introduce the scale as a **survey** and, if time, ask the children to give examples of what a survey is. They usually generate examples involving two kinds of toothpaste, peanut butter, cereal, etc. to which you can respond that in a survey, there are no right or wrong answers, but it's just what you think, your opinion.

In explaining the question format, it is **essential** that you make it clear that for any given item, they only check **one box** on either side of the sentence. They do not check both sides of the same sentence. (Invariably there will be one or two children who will check both sides initially, and you will want to have

someone monitor each child's sheet at the outset to make certain that they understand that they are only to check one box per item.)

**INSTRUCTIONS TO THE CHILD:**

*We have some sentences here and, as you can see from the top of your sheet where it says "People in my Life", we are interested in several kinds of people in your life. 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 different 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 do fun things with a lot of other people, or whether you are more like the kids on the right side who would rather do fun things with just a few people. Don't mark anything down yet, but first decide which kind of kid is **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 kind 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; if it's really true for you, then put an X in that box, under really true.*
- (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.*

***Samples to Whom Scale Has Been Administered***

The scale was first administered to two elementary school samples, grades 3 through 6, and two middle school samples, grades 6 through 8. All samples were from Colorado, in neighborhoods consisting of families ranging from lower middle to upper middle class. Approximately 90% of the subjects were Caucasian. Table 1 presents the number of subjects in each sample (many subsequent samples have revealed the same psychometric adequacy).



## Psychometric Properties

### Internal Consistency Reliability

The internal consistency reliabilities for each subscale are presented in Table 2, for all four samples. There it can be seen that the Parent and Teacher subscale reliabilities are somewhat higher than the two peer subscales. Several items were attenuating the reliabilities of these subscales. Thus, two new friend items were rewritten (items 8 and 24) and two were slightly modified (12 and 16). One classmate item (14) was also deleted and a new item written. Thus, these changes should improve the reliabilities of these two peer subscales.

**Table 1. Number of subjects in each sample by grade and gender**

Elementary School								
	Grade 3		Grade 4		Grade 5		Grade 6	
	Males	Females	Males	Females	Males	Females	Males	Females
<b>Sample A</b>	15	21	7	12	19	17	17	21
<b>Sample B</b>	36	23	25	33	28	23	18	15
<b>Total</b>	51	44	32	45	47	40	35	36
Middle School								
	Grade 6		Grade 7		Grade 8			
	Males	Females	Males	Females	Males	Females		
<b>Sample A</b>	71	69	64	71	84	62		
<b>Sample B</b>	61	64	62	59	70	70		
<b>Total</b>	132	133	126	130	154	132		

### Means and Standard Deviations

The means and standard deviations are presented in Table 3. Scores for the two samples are combined, since there were no systematic differences between them. Three trends are of interest. First, parent and teacher support appears to be systematically higher than the two sources of peer support. Secondly, teacher support tends to decline as a function of grade level. Thirdly, girls report higher levels of support from close friends than do boys. (In subsequent samples, employing the scale in its revised form, we will be testing these differences statistically, to determine if they are significant.)

**Table 2. Subscale reliabilities for each of the four samples**

	<i>Elementary Schools</i>		<i>Middle Schools</i>	
	<i>A</i>	<i>B</i>	<i>A</i>	<i>B</i>
<b><i>Parent</i></b>	.82	.78	.88	.86
<b><i>Classmate</i></b>	.79	.74	.78	.74
<b><i>Teacher</i></b>	.81	.82	.84	.84
<b><i>Friend</i></b>	.72	.74	.83	.77

***Factor Pattern***

An oblique rotation was performed on each of the four samples separately. The number of factors was determined by a combination of the magnitude of the Eigen values and interpretability. Interestingly, a three-factor solution emerged for the elementary school children, whereas a four-factor solution was more appropriate for the middle school students. Among the elementary school groups, the two peer scales, classmate and friend, combined to form a factor. In the middle school samples, classmate and friend emerged as separate factors. These differences are interpretable from a developmental perspective in that the younger children have not yet differentiated the roles of classmates and close friends. For the young adolescents, these appear to be more distinct, particularly as classmates become more critical to one's perceptions of self-worth, they represent the "generalized other" (Mead, 1934) whose more objective opinion is critical as a source of approval.

**Table 3. Means and standard deviations for each subscale by grade and gender**

		Elementary School								Middle School					
		Grade 3		Grade 4		Grade 5		Grade 6		Grade 6		Grade 7		Grade 8	
		Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
<b>Parent</b>	<i>Mean</i>	3.37	3.50	3.47	3.54	3.56	3.56	3.03	3.37	3.40	3.42	3.34	3.47	3.20	3.23
	<i>SD</i>	0.72	0.45	0.57	0.52	0.63	0.60	0.80	0.70	0.60	0.63	0.67	0.60	0.58	0.72
<b>Classmate</b>	<i>Mean</i>	3.06	3.25	3.18	2.94	2.74	2.75	2.87	3.17	3.11	3.15	3.08	3.16	3.05	3.20
	<i>SD</i>	0.67	0.68	0.60	0.49	0.78	0.73	0.67	0.63	0.60	0.62	0.56	0.57	0.50	0.57
<b>Teacher</b>	<i>Mean</i>	3.37	3.36	3.04	3.22	3.02	3.34	2.91	3.14	3.09	3.25	3.04	3.19	3.05	3.17
	<i>SD</i>	0.65	0.61	0.69	0.60	0.72	0.69	0.67	0.64	0.68	0.63	0.72	0.65	0.59	0.62
<b>Friend</b>	<i>Mean</i>	3.01	3.15	3.14	2.93	2.95	3.34	2.87	3.16	2.98	3.36	3.11	3.39	3.08	3.42
	<i>SD</i>	0.73	0.68	0.72	0.61	0.71	0.61	0.58	0.72	0.64	0.71	0.63	0.71	0.64	0.68

**Table 4. Factor pattern (Oblique Rotation) for elementary school children**

Item Description	I.		II.		III.	
	A	B	A	B	A	B
<b>Classmate</b>						
2. Like them the way they are	.56	.43				
6. Can become friends with	.59	.44				
10. Don't make fun of them	.67	.35				
14. Help them make up work	.48	.40				
18. Get asked to play	.65	.53				
22. Play with at recess	.65	.61				
<b>Friend</b>						
4. Can tell problems to	.45	.57				
8. Go places with	.46	.53	.35			
12. Can complain to		.53				
16. Spend time with	.46	.66				
20. Listen to what they say	.40	.69				
24. Eats over at house		.38	.34			
<b>Parent</b>						
1. Do understand them			.59	.57		
5. Listen to problems			.71	.65		
9. Care about their feelings			.68	.72		
13. Treat like a person			.67	.78		
17. Like the way they are			.76	.30		
21. What children do important			.65	.62		
<b>Teacher</b>						
3. Help them if upset					.61	.58
7. Help them do very best					.61	.57
11. Cares about them					.71	.66
15. Is fair to them					.58	.68
19. Cares if feel bad					.62	.74
23. Treats like a person					.62	.61

Note: Loadings less than .30 not presented

**Table 5. Factor pattern (Oblique Rotation) for middle school students**

Item Description	I.		II.		III.		IV.	
	A	B	A	B	A	B	A	B
<b>Classmate</b>								
2. Like them the way they are	.61	.35						
6. Can become friends with	.51	.40						
10. Don't make fun of them	.58	.56						
14. Help them make up work	.44	.27						
18. Get asked to play	.54	.71						
22. Play with at recess	.54	.62						
<b>Friend</b>								
4. Can tell problems to			.61	.69				
8. Go places with		.39	.77	.35				
12. Can complain to			.64	.68				
16. Spend time with		.40	.53	.33				
20. Listen to what they say			.71	.43				
24. Eats over at house		.44	.64	.54				
<b>Parent</b>								
1. Do understand them					.63	.72		
5. Listen to problems					.76	.79		
9. Care about their feelings					.78	.79		
13. Treat like a person					.67	.72		
17. Like the way they are					.77	.68		
21. What children do important					.75	.54		
<b>Teacher</b>								
3. Help them if upset							.51	.65
7. Help them do very best							.64	.62
11. Cares about them							.76	.73
15. Is fair to them							.58	.58
19. Cares if feel bad							.80	.72
23. Treats like a person							.54	.67

Note: Loadings less than .30 not presented

### **Intercorrelations among subscales**

The intercorrelations among subscale scores are presented in Table 6 for the two age groups, Elementary School pupils (E) and Middle School students (M). Low moderate correlations exist among the subscales, and the pattern is quite similar for the two groups with one exception. The correlation between classmate support and friend support is higher for the elementary school children than for middle school students, consistent with the factor analysis indicating that classmate and friend support define one peer factor at the elementary school level whereas they are separate factors in middle school.

**Table 6. Subscale intercorrelations**

	<i>Parent</i>	<i>Friend</i>	<i>Classmate</i>
<i>Friend</i>	M .28		
	E .31		
<i>Classmate</i>	.34	.41	
	.40	.57	
<i>Teacher</i>	.37	.27	.40
	.33	.30	.43

Note: M = Middle School; E = Elementary School

**Initial Validity Data**

In keeping with the purpose for which this scale was originally devised, we examined the correlation between each source of social support/positive regard and global self-worth, from the Self Perception Profile for Children. It was predicted that the social support from significant others should correlate moderately with self-worth, to the extent that the attitudes of others provide one source of information concerning one's worth as a person. These correlations are presented in Table 7. There it can be seen that the support of others does correlate with self-worth, although teacher support is the lowest at both age levels. Among the elementary school pupils, classmate support is somewhat higher than friend support, whereas among the middle school children, friend support is somewhat higher than classmate, consistent with our expectations.

**Table 7. Correlations between sources of social support and global self-worth**

	<i>Elementary School</i>	<i>Middle School</i>
<i>Parent</i>	.43	.46
<i>Classmate</i>	.48	.42
<i>Friend</i>	.38	.32
<i>Teacher</i>	.35	.28

Additional validity data are available for individual subscales. For **classmate support**, we correlated the support/regard score with the score from the Social Acceptance/Popularity subscale of the Self-Perception Profile for Children, predicting that children receiving social support should be those children whose self-perception is one of popularity. This prediction was confirmed by strong correlations at both the elementary ( $r = .62$ ) and middle school ( $r = .69$ ) levels.

For the **close friend** subscale, we sought to examine the relationship between this subscale score and children's perceived ability to disclose personal thoughts and feelings to a friend, a subscale tapped on our Social Skills Scale for Children. We reasoned that children who are able to express their thoughts, feelings, who can confide in a friend are most likely to receive support from close friends. We examined this

correlation among middle school students only, since it is only at that age that the distinction between close friend support and more general peer support from classmates is evident. The correlation was .46, supporting our prediction.

In order to examine the validity of the **parent support** subscale, we examined the correlation between this score and a measure of the congruence of values among children and their parents. For one sample of 5<sup>th</sup> and 6<sup>th</sup> graders, we asked subjects to indicate how important they felt it was to succeed in the five domains of our Self-Perception Profile (scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct). We then asked them to rate how important it was to their parents that they succeed in each of these domains. From these two scores we calculated a score difference reflecting either the congruence or discrepancy between these two importance hierarchies. We found that this discrepancy score predicted perceived parent support ( $r = .48$ ) indicating that children whose values are more congruent with their parents are more likely to receive parental support.

### ***Additional Considerations***

Although there is some evidence that congruence of values is related to parental support, there is a need for additional research in order to determine just what factors promote the support and regard of all four sources of support. While Rogers popularized the term “unconditional positive regard” we have little evidence on the extent to which the regard we have assessed is unconditional versus conditional on particular behaviors and attitudes manifest by the child. Undoubtedly, these behaviors and attitudes will vary depending upon the particular source of support. What do children and adolescents **perceive** to be the reasons why they receive support and regard from these different sources. Secondly, what do the granters of support: parents, teachers, classmates, close friends feel that someone must do to receive or warrant such support and regard. In subsequent research, we have contrasted unconditional positive support to conditional positive regard (see Harter, 1999). It is unconditional positive regard is most highly related to global self-esteem.

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## Appendix

- *Child Questionnaire: People In My Life*
- *Scoring Key for People In My Life*
- *Data Coding Sheet*
- *List of Harter and Colleagues' Self-Report Manuals Available Online*

# People In My Life

Name \_\_\_\_\_ Age \_\_\_\_\_

Boy  Girl (check one)

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
<b>Sample Sentence</b>							
a.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like to do fun things with a lot of other people	<b>BUT</b>	Other kids like to do fun things with just a few people	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who <b>don't</b> really understand them	<b>BUT</b>	Other kids have parents who really <b>do</b> understand them	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have classmates who like them the way they are	<b>BUT</b>	Other kids have classmates who wish they were <b>different</b>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a teacher who <b>helps</b> them if they are upset or have a problem	<b>BUT</b>	Other kids <b>don't</b> have a teacher who helps them if they are upset or have a problem	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a close friend who they can tell <b>problems</b> to	<b>BUT</b>	Other kids <b>don't</b> have a close friend who they can tell problems to	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who <b>don't</b> seem to want to hear about their children's problems	<b>BUT</b>	Other kids have parents who <b>do</b> want to listen to their children's problems	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have classmates they can become friendly with	<b>BUT</b>	Other kids <b>don't</b> have classmates that they can become friendly with	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>don't</b> have a teacher who helps them to do their very best	<b>BUT</b>	Other kids <b>do</b> have a teacher who helps them to do their very best	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a close friend who really understands them	<b>BUT</b>	Other kids <b>don't</b> have a close friend who really understands them	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who <b>care</b> about their feelings	<b>BUT</b>	Other kids have parents who <b>don't</b> seem to care very much about their feelings	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have classmates who sometimes make fun of them	<b>BUT</b>	Other kids don't have classmates who make fun of them	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>do</b> have a teacher who cares about them	<b>BUT</b>	Other kids <b>don't</b> have a teacher who cares about them	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a close friend who they can talk to about things that bother them	<b>BUT</b>	Other kids <b>don't</b> have a close friend who they can talk to about things that bother them	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who treat their child like a <b>person</b> who really matters	<b>BUT</b>	Other kids have parents who <b>don't</b> usually treat their child like a person who matters	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have classmates who pay attention to what they say	<b>BUT</b>	Other kids have classmates who usually <b>don't</b> pay attention to what they say	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>don't</b> have a teacher who is <b>fair</b> to them	<b>BUT</b>	Other kids <b>do</b> have a teacher who is fair to them	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids don't have a close friend who they like to spend time with	<b>BUT</b>	Other kids do have a close friend who they like to spend time with	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who like them the <b>way</b> they <b>are</b>	<b>BUT</b>	Other kids have parents who wish their children were different	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>don't</b> get asked to play in games with classmates very often	<b>BUT</b>	Other kids <b>often</b> get asked to play in games by their classmates	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>don't</b> have a teacher who cares if they feel bad	<b>BUT</b>	Other kids <b>do</b> have a teacher who cares if they feel bad	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>don't</b> have a close friend who really listens to what they say	<b>BUT</b>	Other kids <b>do</b> have a close friend who really listens to what they say	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have parents who <b>don't</b> act like what their children do is <b>important</b>	<b>BUT</b>	Other kids have parents who <b>do</b> act like what their children do is important	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids often spend their recess being <b>alone</b>	<b>BUT</b>	Other kids spend recess playing with their classmates	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids have a teacher who treats them like a person	<b>BUT</b>	Other kids <b>don't</b> have a teacher who treats them like a person	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids <b>don't</b> have a close friend who cares about their feelings	<b>BUT</b>	Other kids <b>do</b> have a close friend who cares about their feelings	<input type="checkbox"/>	<input type="checkbox"/>

## People In My Life: Scoring Key

	Really True for me	Sort of True for me		Sort of True for me	Really True for me		
<b>Sample Sentence</b>							
a.	<input type="checkbox"/>	<input type="checkbox"/>	Some kids like to do fun things with a lot of other people	<b>BUT</b>	Other kids like to do fun things with just a few people	<input type="checkbox"/>	<input type="checkbox"/>
1. (P)	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	Some kids have parents who <b>don't</b> really <b>understand</b> them	<b>BUT</b>	Other kids have parents who really <b>do</b> understand them	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
2. (C)	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	Some kids have classmates who like them the way they are	<b>BUT</b>	Other kids have classmates who wish they were <b>different</b>	<input type="checkbox" value="2"/>	<input type="checkbox" value="1"/>
3. (T)	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	Some kids have a teacher who <b>helps</b> them if they are upset or have a problem	<b>BUT</b>	Other kids <b>don't</b> have a teacher who helps them if they are upset or have a problem	<input type="checkbox" value="2"/>	<input type="checkbox" value="1"/>
4. (F)	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	Some kids have a close friend who they can tell <b>problems</b> to	<b>BUT</b>	Other kids <b>don't</b> have a close friend who they can tell problems to	<input type="checkbox" value="2"/>	<input type="checkbox" value="1"/>
5. (P)	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	Some kids have parents who <b>don't</b> seem to want to hear about their children's problems	<b>BUT</b>	Other kids have parents who <b>do</b> want to listen to their children's problems	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
6. (C)	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	Some kids have classmates they can become friendly with	<b>BUT</b>	Other kids <b>don't</b> have classmates that they can become friendly with	<input type="checkbox" value="2"/>	<input type="checkbox" value="1"/>
7. (T)	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	Some kids <b>don't</b> have a teacher who helps them to do their very best	<b>BUT</b>	Other kids <b>do</b> have a teacher who helps them to do their very best	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
8. (F)	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	Some kids have a close friend who really understands them	<b>BUT</b>	Other kids <b>don't</b> have a close friend who really understands them	<input type="checkbox" value="2"/>	<input type="checkbox" value="1"/>
9. (P)	<input type="checkbox" value="4"/>	<input type="checkbox" value="3"/>	Some kids have parents who <b>care</b> about their feelings	<b>BUT</b>	Other kids have parents who <b>don't</b> seem to care very much about their feelings	<input type="checkbox" value="2"/>	<input type="checkbox" value="1"/>
10. (C)	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	Some kids have classmates who sometimes make fun of them	<b>BUT</b>	Other kids don't have classmates who make fun of them	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
11. (T)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some kids <b>do</b> have a teacher who cares about them	<b>BUT</b>	Other kids <b>don't</b> have a teacher who cares about them	<input type="checkbox"/> 2 <input type="checkbox"/> 1
12. (F)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some kids have a close friend who they can talk to about things that bother them	<b>BUT</b>	Other kids <b>don't</b> have a close friend who they can talk to about things that bother them	<input type="checkbox"/> 2 <input type="checkbox"/> 1
13. (P)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some kids have parents who treat their child like a <b>person</b> who really matters	<b>BUT</b>	Other kids have parents who <b>don't</b> usually treat their child like a person who matters	<input type="checkbox"/> 2 <input type="checkbox"/> 1
14. (C)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some kids have classmates who pay attention to what they say	<b>BUT</b>	Other kids have classmates who usually <b>don't</b> pay attention to what they say	<input type="checkbox"/> 2 <input type="checkbox"/> 1
15. (T)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids <b>don't</b> have a teacher who is <b>fair</b> to them	<b>BUT</b>	Other kids <b>do</b> have a teacher who is fair to them	<input type="checkbox"/> 3 <input type="checkbox"/> 4
16. (F)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids don't have a close friend who they like to spend time with	<b>BUT</b>	Other kids do have a close friend who they like to spend time with	<input type="checkbox"/> 3 <input type="checkbox"/> 4
17. (P)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some kids have parents who like them the <b>way they are</b>	<b>BUT</b>	Other kids have parents who wish their children were different	<input type="checkbox"/> 2 <input type="checkbox"/> 1
18. (C)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids <b>don't</b> get asked to play in games with classmates very often	<b>BUT</b>	Other kids <b>often</b> get asked to play in games by their classmates	<input type="checkbox"/> 3 <input type="checkbox"/> 4
19. (T)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids <b>don't</b> have a teacher who cares if they feel bad	<b>BUT</b>	Other kids <b>do</b> have a teacher who cares if they feel bad	<input type="checkbox"/> 3 <input type="checkbox"/> 4
20. (F)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids <b>don't</b> have a close friend who really listens to what they say	<b>BUT</b>	Other kids <b>do</b> have a close friend who really listens to what they say	<input type="checkbox"/> 3 <input type="checkbox"/> 4
21. (P)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids have parents who <b>don't</b> act like what their children do is <b>important</b>	<b>BUT</b>	Other kids have parents who <b>do</b> act like what their children do is important	<input type="checkbox"/> 3 <input type="checkbox"/> 4
22. (C)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids often spend their recess being <b>alone</b>	<b>BUT</b>	Other kids spend recess playing with their classmates	<input type="checkbox"/> 3 <input type="checkbox"/> 4
23. (T)	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some kids have a teacher who treats them like a person	<b>BUT</b>	Other kids <b>don't</b> have a teacher who treats them like a person	<input type="checkbox"/> 2 <input type="checkbox"/> 1
24. (F)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some kids <b>don't</b> have a close friend who cares about their feelings	<b>BUT</b>	Other kids <b>do</b> have a close friend who cares about their feelings	<input type="checkbox"/> 3 <input type="checkbox"/> 4

### Data Coding Sheet for Social Support Scale for Children

Item scores and subscale means for \_\_\_\_\_ tested \_\_\_\_\_ by \_\_\_\_\_  
Group Date Examiner

Item numbers refer to the position on the child's form and the scoring key.

			Parent Support Subscale							Classmate Support Subscale							Teacher Support Subscale							Friend Support Subscale								
Child	Sex	Age	1	5	9	13	17	21	Mean	2	6	10	14	18	22	Mean	3	7	11	15	19	23	Mean	4	8	12	16	20	24	Mean		

## 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