

Procedural Manual to Accompany:

THE PICTORIAL SCALE OF PERCEIVED COMPETENCE AND SOCIAL ACCEPTANCE FOR YOUNG CHILDREN

Susan Harter and Robin Pike

In Collaboration with

Carole Efron, Christine Chao, and Beth Ann Bierer

Illustrations by Debbie Kolbo

1983



UNIVERSITY *of*
DENVER

ARTS, HUMANITIES
& SOCIAL SCIENCES

Department of Psychology

Table of Contents

Brief Scale Description	3
The Scale Structure	3
Preparation of Booklets Displaying Picture Plates	4
Master List of Items Grouped According to Subscale for Each Form	5
The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children	5
Administration and Instructions	6
Materials	6
Sample of the Pictorial Materials.....	6
Recording the Child’s Responses and Scoring	7
Teacher’s Ratings of the Child’s Competence and Peer Acceptance.....	8
Individual Profiles.....	9
Calculation of Group Data.....	9
References.....	10
Appendix	11
Domains Tapped by our Instruments at each Period of the Lifespan.....	18
Harter and Colleagues’ Self-Report Manuals Available Online.....	19

The research necessary for the development of this scale was supported by Grant # HD-09613 from the National Institute of Child Health and Human Development, U.S.P.H.S.

Procedural Manual to Accompany the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children

Brief Scale Description

The present manual gives a description of the details for administering and scoring the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children. It was designed to be a downward extension of the Perceived Competence Scale for Children (Harter, 1982). As with the older child's version, we adopted a domain-specific approach. For a complete discussion of the rationale, theory, scale construction efforts, and psychometric properties, see Harter and Pike (1984). Also see Harter, 1999 and Harter 2012a, 2012b.

As the published article indicates, we began with four separate subscales, Cognitive Competence, Physical Competence, Peer Acceptance, and Maternal Acceptance. Separate versions of the instrument were necessary for two age groupings, one for Preschool—Kindergarten, and a second for First and Second Grades. Factor analyses for both age groups revealed a two-factor solution with cognitive and physical competence subscales defining one factor and peer and maternal acceptance subscales defining a second factor. Thus, we have labeled these two factors General Competence and Social Acceptance (see Harter & Pike, 1984, for an interpretation of this factor pattern).

The Scale Structure

The distinction between general competence and social acceptance provides a framework for interpreting subscale scores. We chose to retain the four separate subscales, since they provide useful information when considering the profiles of individual children. Thus, while our *group* analyses indicate that cognitive and physical scores appear to cluster together, and that the peer and maternal acceptance items also form a cluster, this is not always the case for a given child.

Each of the four subscales: cognitive competence, physical competence, peer acceptance, and maternal acceptance, is comprised of six items, constituting a total of 24 items. A master list of items can be found on page 5. (There is a sample practice item which is not scored.) Those items which appear on both the Preschool—Kindergarten form and the first and second grade form are designated with an asterisk. The pictures accompanying each form are bound separately. Within each book of pictures, one for each form, there is a set for girls and a set for boys. The activities depicted in each item are identical for girls and boys. The gender of the target child is different, such that a subject can be asked to respond to a same-gender child.

Among the 24 items, half or 12 are depicted (and worded) such that the more competent child is on the left (and is described first), and half are depicted with the more competent child on the right. Within each subscale, three depict the competent child on the left and three have that child on the right. Items are presented in order of cognitive competence, peer acceptance, physical competence, and maternal acceptance, repeating that pattern throughout the scale.

Preparation of Booklets Displaying Picture Plates

The original plates were presented in comb-bound manuals for each administration. We highly recommend duplicating these manuals.

1. Print the pictures and associated response choice descriptions on 11 x 8½ heavy weight card stock, selecting a different color for each subscale. Print out the cover on cardstock as well.
2. Then make up each of the four books of plates (just select the ones you need): Preschool-Kindergarten girls, Preschool-Kindergarten boys, 1st-2nd Grade girls, 1st-2nd Grade boys and have them comb-bound along the top horizontal edge. If you don't have a comb-binding machine, take them to a place like Kinko's (call first).

Note, in the pictorial example on page 6 of this manual, that the description of each response option described by the examiner **precedes the corresponding pictorial display page shown to the child**. Observe the positions of the examiner and the child, who sit across from one another at the table.

Master List of Items Grouped According to Subscale for Each Form

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

		PRESCHOOL-KINDERGARTEN (P-K)		FIRST-SECOND GRADES (1-2)
COMPETENCE	Item #		Common Items	
COGNITIVE	1	a. Good at puzzles		a. Good at numbers
	5	b. Gets stars on paper		b. Knows a lot in school
	9	c. Knows names of colors		c. Can read alone
	13	d. Good at counting		d. Can write words
	17	e. Knows alphabet		e. Good at spelling
	21	f. Know first letter of name		f. Good at adding
PHYSICAL	3	a. Good at swinging	•	a. Good at swinging
	7	b. Good at climbing	•	b. Good at climbing
	11	c. Can tie shoes		c. Good at bouncing ball
	15	d. Good at skipping	•	d. Good at skipping
	19	e. Good at running	•	e. Good at running
	23	f. Good at hopping		f. Good at jump-roping
ACCEPTANCE				
PEER	2	a. Has lots of friends	•	a. Has lots of friends
	6	b. Stays overnight at friends'		b. Others share their toys
	10	c. Has friends to play games with	•	c. Has friends to play games with
	14	d. Has friends on the playground	•	d. Has friends on the playground
	18	e. Gets asked to play by others	•	e. Gets asked to play by others
	22	f. Eats dinner at friends' house		f. Others sit next to you
MATERNAL	4	a. Mom smiles		a. Mom lets you eat at friends'
	8	b. Mom takes you places you like	•	b. Mom takes you places you like
	12	c. Mom cooks favorite foods	•	c. Mom cooks favorite foods
	16	d. Mom reads to you	•	d. Mom reads to you
	20	e. Mom plays with you		e. Mom lets you stay overnight
	24	f. Mom talks to you	•	f. Mom talks to you

Item number refers to position of the item in the order administered to the child.

- Bullet designates items common to both forms.

Administration and Instructions

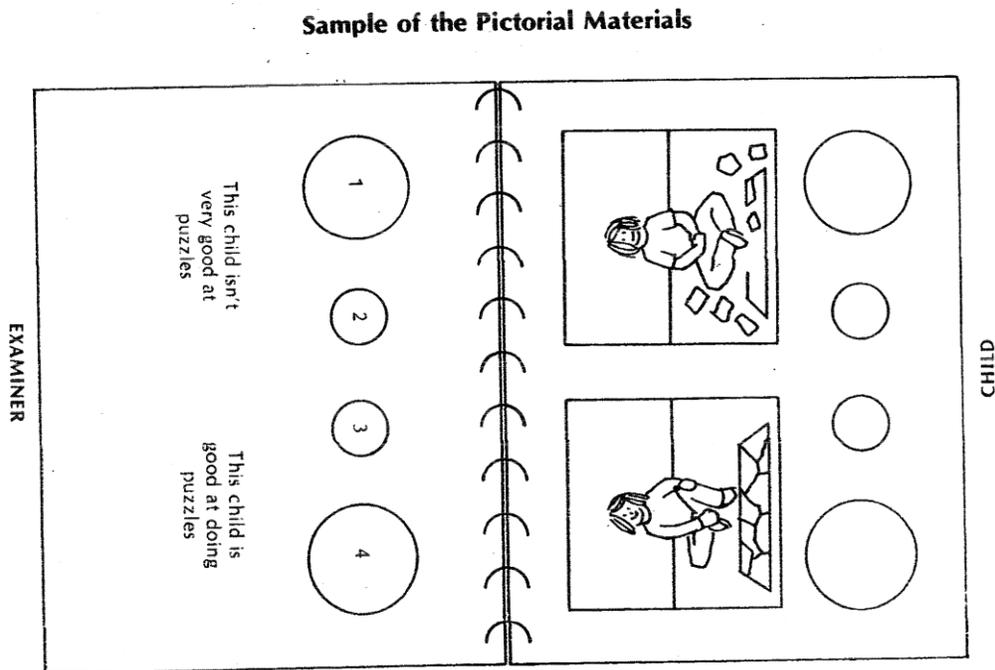
Materials

The materials needed are a booklet of pictures (bound separately from the manual) and an individual sheet on which to record the child's responses. The scale is administered individually. The booklet of pictures is constructed so that as the picture for a given item is presented to the child, the item description to be read by the examiner sitting opposite the child is printed on the back of the preceding picture.

A *sample item* is presented on the next page. The child is read a brief statement about each child in the picture; for example, this child is good at doing puzzles and this child isn't very good. He or she is first asked to pick the child who is most like him or her, and then to indicate, by pointing to the appropriate circle, whether that child is a lot like him or her (the big circle) or just a little like him or her (the smaller circle). The child who indicates that she is a lot like the girl on the left who is good at puzzles would receive a score of 4 for this item. If she chose the smaller circle on the left she would get a 3. If she indicates that she is a little like the girl on the right who isn't very good at puzzles, she would receive a 2, and if she is a lot like that girl, she would get a score of 1.

Sample of the Pictorial Materials

Accompanying the verbal description which the examiner reads is a *scoring key* for that item. For each of the four possible circles which the child may choose as his or her response, there is a corresponding circle on the examiner's page designating the numerical score for that choice. Recording these responses and scoring is described in the next section.



The child is given a sample item at the beginning of the booklet and instructed as follows:

INSTRUCTIONS TO THE CHILD:

I have something here that's kind of like a picture game and it's called *WHICH BOY (GIRL) IS THE MOST LIKE ME*. I'm going to tell you about what each of the boys (girls) in the picture is doing.

Sample: In *this* one, (E then points to picture on the left) this boy/girl is usually kind of *happy*, and this boy/girl (E points to the picture on the right) is usually kind of *sad*. Now, I want you to tell me which of these boys/girls is the most like (*Child's Name*).

After the child has pointed to the picture appropriate for him/her, the examiner points to the circles directly below that picture and emphasizes the key qualifying words to help the child refine his/her choice further. The E should always start with the extreme (larger) circle and proceed to the smaller circle. Thus, if the child points to the happy picture in response to the question concerning which is more like him/her, E would say:

Are you *always* happy? (pointing to the larger circle)

Or are you *usually* happy? (pointing to the smaller circle)

Occasionally a child will point to the middle of the two pictures and say that both are like him/her. E should then say: Yes, sometimes we do feel both ways, but if you had to pick one of these boys/girls is the way you are *most* of the time, which one would you choose?

The number value corresponding to the child's choice should be recorded on the Scoring Sheet for Individual Child Responses, provided on pages 12-13 of this manual. Any comments should be recorded in the space provided at the bottom of the sheet.

The examiner continues for each plate, reading the description, verbatim, as she/he points to the picture accompanying each description. In some pictures there is a target child central to the description, designated by an arrow pointing to that child. Be certain that on these items you point to that particular child.

Recording the Child's Responses and Scoring

Responses can be recorded and scored on the same sheet. The Preschool-Kindergarten (P-K) form is presented as the first data sheet in the appendix. Items are in the order presented to the child. The child's choice is coded in the form of a score from 1 to 4, recorded to the right of the item number in the appropriate subscale column. The particular score (1, 2, 3, or 4) to be recorded is based on the child's choice of circles under the pictures. The score is indicated in the item by item key accompanying the verbal descriptions to be read by the examiner (See sample drawing under Administration).

To score the protocol, simply add up the six numbers in each subscale column, placing the total in the appropriate box under each column. Then divide that total by the number of items in the subscale, *six* (unless for some reasons all items were not administered, in which case, divide by the actual number of items validly administered). The numerical value of the subscale *total* will range from 6 (if the child has been given a 1 for each response) to 24 (if the child has been given a 4 for each response). To facilitate calculation of the subscale means, the mean value for each of the possible total subscale scores is presented on the right. These will only apply if all six items per subscale were validly administered and recorded.)

Subscale Total	Subscale Mean
6	1.00
7	1.17
8	1.33
9	1.50
10	1.67
11	1.83
12	2.00
13	2.17
14	2.33
15	2.50
16	2.67
17	2.83
18	3.00
19	3.17
20	3.33
21	3.50
22	3.67
23	3.83
24	4.00

Teacher’s Ratings of the Child’s Competence and Peer Acceptance

In our own program evaluation efforts, we have found that a comparison of the child’s sense of competence and acceptance with a teacher’s rating of the child’s competence and acceptance can provide very useful information. Such comparisons result in the identification of three groups of children: (a) those whose perception of their own competence is *congruent* with that of the teacher’s; (b) those who view themselves as *less* competent than does the teacher; and (c) those who view themselves *more* competent than does the teacher. To the extent that the teacher feels he or she can make valid judgments about the child’s performance in each domain, these comparisons become quite meaningful. That is, they allow one to identify those children whose perceptions are seemingly accurate in contrast to children who may have unrealistic perceptions of their competence and acceptance. Given that a goal of many practitioners is to help a child develop a realistic sense of their abilities, this information may be quite revealing.

Our procedure for assessing the degree of convergence between a child’s perception of his or her competence and the teacher’s perception, is to have the teacher rate the child on the same dimensions and items to which the child is responding. To obtain this information, we devised a Teacher Rating Form to parallel the child’s form, which may be found in the appendix on pages 14-15. Teachers were given a brief description of each activity and asked to rate how true it is for each child, on a four point scale. We have asked teachers to rate cognitive and physical competence as well as peer acceptance (excluding the mother acceptance items which teachers do not feel in a position to judge). Teachers rate their view of the child’s *actual* competence and acceptance. Teachers’ ratings are scored in the same manner as the child’s responses.

Individual Profiles

Initially, our focus was on the demonstration of the scale structure based on group data. Once the scale properties were established in this manner, it became possible to look meaningfully at individual profiles. Here we find that many children not only make distinctions between the two general factors, competence and acceptance, but may make discriminations between subscales which define each of these factors. Thus, to facilitate the examination of these profiles, we have included an individual profile form in the appendix. Scores can be transferred from the individual recording sheet and plotted on this graph. *Teacher rating* scores can also be plotted in order to directly compare child and teacher perceptions of the child's competence and acceptance. These profiles can be useful, for example, in a parent--teacher conference where the teacher can visually share with a parent how the child feels in each competence domain, in comparison to the teacher's ratings.

Calculation of Group Data

In certain cases, one may wish to calculate averages for a classroom or particular group of children. To facilitate these calculations we have included a form in the appendix entitled *Master List of Subscale Scores* to which one can transfer the four subscale means for each child. There are additional columns for another set of scores. These were provided in the event that one would want to administer the measure at two different times, for example as pre-test and post-test measures in a program evaluation effort. Another use of the second set of scores might be ratings by the teacher, counselor, clinician, who is making an independent judgment of the child's competence.

References

- Harter, S. (1982). The perceived competence scale for children. *Child Development, 53*, 87-97.
- Harter, S. (1979). *The perceived competence scale for children*. Manual. University of Denver.
- Harter, S. (1999). *The construction of the self*. New York: Guilford Press.
- Harter, S. (2012a). *The construction of the self: Developmental and sociocultural foundations*. New York: Guilford Press.
- Harter, S. (2012b). *The self-perception profile for children: Revision of the perceived competence scale for children*. Unpublished manuscript, University of Denver. Available online:
<http://portfolio.du.edu/SusanHarter>
- Harter, S., & Pike, R. The pictorial scale of perceived competence and social acceptance for young children, *Child Development, 1984*.

Appendix

- *The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children: Individual Recording and Scoring Sheet, Form P-K*
- *The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children: Individual Recording and Scoring Sheet, Form 1-2*
- Teacher's Rating Scale of Child's Actual Competence and Social Acceptance Form P-K
- Teacher's Rating Scale of Child's Actual Competence and Social Acceptance Form 1-2
- Individual Profile Form
- *The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children: Master List of Subscale Scores*

**The Pictorial Scale of Perceived Competence and Social Acceptance
for Young Children*
Individual Recording and Scoring Sheet, Form P-K**

Child's Name _____ Age _____ Gender: M F

Class/Grade _____ Teacher _____ Testing Date _____

Item Order and Description	Cognitive Competence	Peer Acceptance	Physical Competence	Maternal Acceptance
1. Good at puzzles	1 _____			
2. Has lots of friends		2 _____		
3. Good at swinging			3 _____	
4. Mom smiles				4 _____
5. Gets stars on papers	5 _____			
6. Stays overnight at friends'		6 _____		
7. Good at climbing			7 _____	
8. Mom takes you places				8 _____
9. Knows names of colors	9 _____			
10. Has friends to play with		10 _____		
11. Can tie shoes			11 _____	
12. Mom cooks favorite foods				12 _____
13. Good at counting	13 _____			
14. Has friends on playground		14 _____		
15. Good at skipping			15 _____	
16. Mom reads to you				16 _____
17. Knows alphabet	17 _____			
18. Gets asked to play by others		18 _____		
19. Good at running			19 _____	
20. Mom plays with you				20 _____
21. Knows first letter of name	21 _____			
22. Eats dinner at friends'		22 _____		
23. Good at hopping			23 _____	
24. Mom talks to you				24 _____

Column (Subscale) Total:

Column (Subscale) Mean:
(Total Divided by 6)

Comments:

**The Pictorial Scale of Perceived Competence and Social Acceptance
for Young Children***
Individual Recording and Scoring Sheet, Form 1-2

Child's Name _____ Age _____ Gender: M F

Class/Grade _____ Teacher _____ Testing Date _____

Item Order and Description	Cognitive Competence	Peer Acceptance	Physical Competence	Maternal Acceptance
1. Good at numbers	1 _____			
2. Friends to play with		2 _____		
3. Good at swinging			3 _____	
4. Eats at friends'				4 _____
5. Knows a lot in school	5 _____			
6. Others share		6 _____		
7. Good at climbing			7 _____	
8. Mom takes you places				8 _____
9. Can read alone	9 _____			
10. Friends to play games with		10 _____		
11. Good at bouncing ball			11 _____	
12. Mom cooks favorite foods				12 _____
13. Good at writing words	13 _____			
14. Has friends on playground		14 _____		
15. Good at skipping			15 _____	
16. Mom reads to you				16 _____
17. Good at spelling	17 _____			
18. Gets asked to play by others		18 _____		
19. Good at running			19 _____	
20. Stays overnight at friends'				20 _____
21. Good at adding	21 _____			
22. Others sit next to you		22 _____		
23. Good at jumping rope			23 _____	
24. Mom talks to you				24 _____

Column (Subscale) Total:

Column (Subscale) Mean:
(Total Divided by 6)

Comments:

Teacher's Rating Scale of Child's Actual Competence and Social Acceptance* Form P-K

Child's Name _____ Class/Grade _____ Rater _____

Instructions: Place the appropriate number indicating how true the statement is for this child in the designated space to the right of each item.

Not Very True = 1, Sort of True = 2, Pretty True = 3, Really True = 4

Item Order and Description	Cognitive Competence	Peer Acceptance	Physical Competence
1. Good at puzzles	1 _____		
2. Has lots of friends		2 _____	
3. Good at swinging			3 _____
4. Gets stars on papers	4 _____		
5. Stays overnight at friends'		5 _____	
6. Good at climbing			6 _____
7. Knows names of colors	7 _____		
8. Has friends to play with		8 _____	
9. Can tie shoe			9 _____
10. Good at counting	10 _____		
11. Has friends on playground		11 _____	
12. Good at skipping			12 _____
13. Knows alphabet	13 _____		
14. Gets asked to play by others		14 _____	
15. Good at running			15 _____
16. Knows first letter of name	16 _____		
17. Eats dinner at friends'		17 _____	
18. Good at hopping			18 _____
Column (Subscale) Total:	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>
Column (Subscale) Mean: (Total Divided by 6)	_____	_____	_____

Comments:

Teacher's Rating Scale of Child's Actual Competence and Social Acceptance* Form 1-2

Child's Name _____ Class/Grade _____ Rater _____

Instructions: Place the appropriate number indicating how true the statement is for this child in the designated space to the right of each item.

Not Very True = 1, Sort of True = 2, Pretty True = 3, Really True = 4

Item Order and Description	Cognitive Competence	Peer Acceptance	Physical Competence
1. Good at numbers	1 _____		
2. Friends to play with		2 _____	
3. Good at swinging			3 _____
4. Knows a lot in school	4 _____		
5. Others share with this child		5 _____	
6. Good at climbing			6 _____
7. Can read alone	7 _____		
8. Has friends to play games with		8 _____	
9. Good at bouncing a ball			9 _____
10. Good at writing words	10 _____		
11. Has friends on playground		11 _____	
12. Good at skipping			12 _____
13. Good at spelling	13 _____		
14. Gets asked to play by others		14 _____	
15. Good at running			15 _____
16. Good at adding	16 _____		
17. Others want to sit next to this child		17 _____	
18. Good at jumping rope			18 _____
Column (Subscale) Total:	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>
Column (Subscale) Mean: (Total Divided by 6)	_____	_____	_____

Comments:

Individual Profile Form

THE PICTORIAL SCALE OF PERCEIVED COMPETENCE AND SOCIAL ACCEPTANCE FOR YOUNG CHILDREN

Susan Harter and Robin Pike, 1983

Name:

Grade:

Age:

Gender:

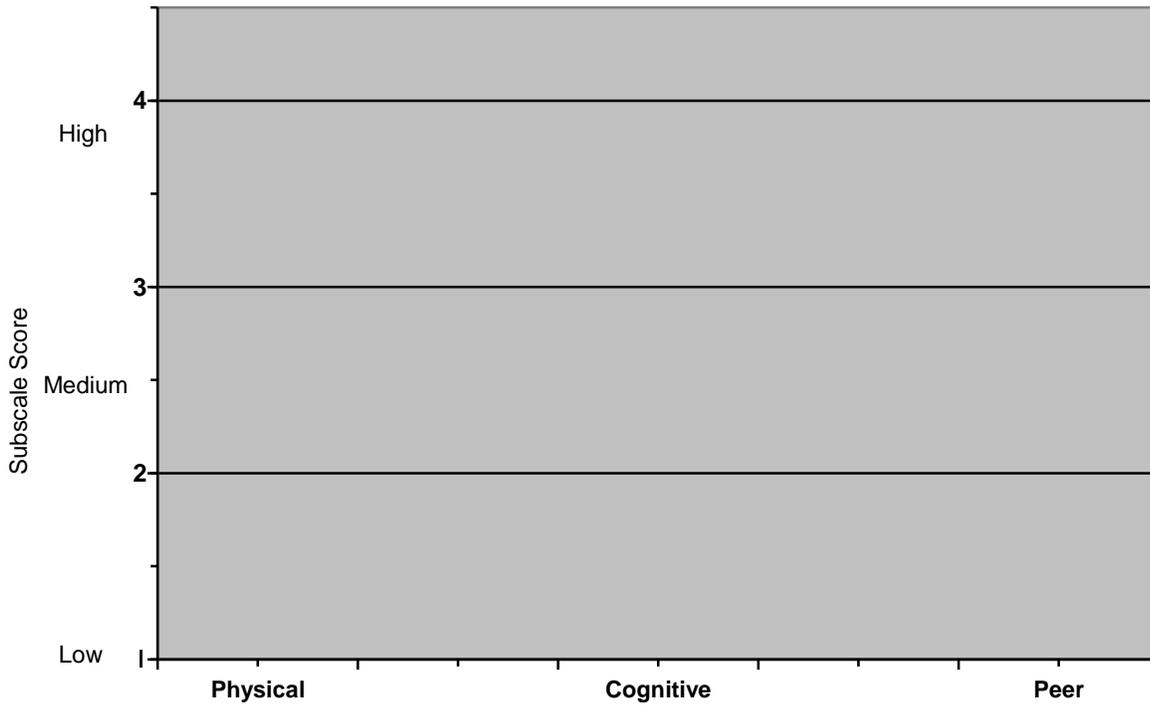


Student Rating



Teacher Rating

Date:



Domains Tapped by our Instruments at each Period of the Lifespan

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

<i>Early childhood</i>	<i>Middle to late childhood</i>	<i>Adolescence</i>	<i>College years</i>	<i>Early through middle adulthood</i>	<i>Late Adulthood</i>
Cognitive competence	Scholastic competence	Scholastic competence	Scholastic competence Intellectual ability Creativity	Intelligence	Cognitive abilities
Physical competence	Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence
Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance
Social competence	Social competence	Social competence	Peer acceptance	Sociability	
		Close friendship Romantic relationships	Close friendship Romantic relationships Relationships with parents	Close friendship Intimate relationships	Relationships with friends Family relationships
Behavioral conduct	Behavioral conduct	Conduct/morality	Morality Sense of humor	Morality Sense of humor Nurturance Household management Adequacy as a provider	Morality Nurturance Personal, household management 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	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