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# THE SELF-PERCEPTION PROFILE FOR EMERGING ADULTS: MANUAL AND QUESTIONNAIRE

Susan Harter  
University of Denver  
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UNIVERSITY *of*  
DENVER

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ARTS, HUMANITIES  
& SOCIAL SCIENCES  
Department of Psychology

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# THE SELF-PERCEPTION PROFILE FOR EMERGING ADULTS

## INTRODUCTION AND RATIONALE

The instrument described in this manual, The Self-Perception Profile for Emerging Adults, designed for ages 18 to 25, adds to our life-span developmental battery of self-perception profiles. The list of the domains tapped at each period of the life span can be found in the Appendix. All of the instruments themselves are available on the following website:

<http://portfolio.du.edu/SusanHarter>

Why do we need another multidimensional instrument to tap self-perceptions during the period between adolescence and adulthood proper? Research reveals that most 18- to 25-year-olds do not yet consider themselves to be adults (Arnett, 1997). They realize that they are no longer adolescents but have yet to embrace adult roles and responsibilities in US culture. Thus, Arnett (2000, 2007, 2010) introduced the term “emerging adulthood,” bringing credibility to a new and distinct transitional period of development. This stage occurs between the ages of 18, when most youth in the United States graduate from high school, and around the age of 25, when young people are presumed to enter “true” adulthood. Interestingly, neurologists point to the age of approximately 25 as the developmental juncture when frontal lobes, the seat of judgment and decision making, are finally fully developed. Individuals between the ages of 18 and 25 are typically no longer as dependent upon parents or parent figures as they were during childhood and adolescence. However, most have not yet taken on the full and more enduring responsibilities of adulthood, for example, occupational or career commitment, financial independence, home ownership, marriage, and parenting. A wall plaque I discovered sums it up succinctly: “She isn’t where she has been, she isn’t where she is going, but she is on her way.”

Individuals during the period of emerging adulthood undergo many transitions. A major developmental task for emerging adults involves occupational exploration; there is typically a shift from mere temporary after-school or post-graduation jobs (e.g., flipping burgers or being a restaurant waiter/waitress) to the budding commitment to a particular occupation, vocation, or career. Such exploration may involve education beyond high school; for example, college, vocational school, graduate school, or professional training toward an advanced degree.

There is often experimentation in the realm of romantic relationships. During this period, romantic liaisons typically last longer than during adolescence and many emerging adults begin to engage in an exploration of a more serious intimate relationship. This may involve cohabitation and a more long-term commitment that for some leads to the consideration of marriage.

Peer social relationships also undergo change. No longer are friendships and social support narrowly confined to relationships within one's high school (e.g., with those in classes, on sports teams, or in extracurricular activities). There are no longer these ready-made niches that comfortably provide friendship opportunities. The emerging adult must put forth more individual effort to make friends in the workplace, on the college campus, or in other wider societal contexts.

Relationships with parents also undergo challenging transitions. During the high school years, the norm is still dependence on parents who meet many of the adolescent's needs. Parents typically provide a home, meals, and many material possessions such as clothing, a personal TV, a cell phone, a computer or tablet, internet access, sports equipment, a car, car insurance, spending money, etc. However, this financial dependence often abates during emerging adulthood, particularly for those who make the transition to the world of work, probably more so than for those who opt to go to college. As part of this process, there is a developmentally-appropriate need to establish increasing independence from parents, to become a more autonomous individual. However, what makes emerging adulthood a

particularly challenging period are the seemingly conflicting goals of becoming more independent of parents while at the same time remaining psychologically *connected* to parents (see Harter, 1999; 2012).

Global concepts of self may also change or be in flux during emerging adulthood. For example, the adolescent's level of self-esteem may undergo alterations. Constructing a stable sense of worth as a person is a challenge because the documented *causes* of self-esteem, namely perceived adequacy in domains of importance as well as social acceptance from peers (see Harter, 1999), may, themselves, change. That is, altered priorities defining which life domains are important, as well as shifting social support networks, are both likely to cause the level of self-esteem to change.

Another self construct, the perception that one is displaying one's true self versus donning a false self, can also be subject to alteration. Emerging adults with positive feelings of adequacy across the important domains in their life, with accompanying social support, are more likely to report not only high self-esteem but that they feel comfortable displaying their true selves. In contrast, those who question their domain-specific adequacy and who do not garner social approval may doubt their worth as a person are more likely to report that they are prone to engage in false-self behavior.

Other constructs, perhaps more circumscribed but no less important, can be observed as the focus of self-evaluation. The emerging adult may wrestle with an estimate of his or her current cognitive competence, athletic abilities, or feelings of attractiveness. Perceptions of one's appearance can be powerful, particularly given the punishing expectations of today's American society, loudly broadcast through various media. Moreover, evaluations of one's physical appearance are the most highly correlated, of any domain, with global self-esteem. The development of personal moral standards may also come to the fore. In addition, how to evaluate one's attempts to handle awkward or embarrassing moments with a sense of humor can also represent a challenge that evokes evaluation. Additionally, the potential pressures of coping with the chores of daily life-management take on new meaning, as a domain of self-evaluation. Maintaining a sense of optimism in the face of normative

uncertainty about one's future, given one's changing world, can loom large, causing one to reflect on the ability to cope with the increasing demands of emerging adulthood.

## DOMAINS ON THIS INSTRUMENT

Thirteen different domains, described below, were identified. Given that the very definition of emerging adulthood implies a sense of "becoming," self-perceptions in each domain may reflect the fact that these judgments are evolving. The emerging adult may well be characterized as a "work in progress." Thus, the actual wording of the description of these thirteen domains, as well as the actual items themselves, should reflect this normative and reflective developmental process. Self-evaluations are typically still in flux until certain life decisions become more crystallized, for example, a reasonable occupational choice or a serious relationship commitment. That is, self-evaluations are still actively evolving during emerging adulthood and may not be well predicted by self-perceptions during previous developmental periods, nor will they necessarily predict self-evaluations in the subsequent period of "true" adulthood.

**Intelligence.** This subscale assesses how intelligent or cognitively competent the young adult perceives the self to be at this transitional period of life.

**Job or occupational competence.** This subscale taps the extent to which young adults feel that they are successful at exploring job or occupational options where they can perform competently.

**Athletic or physical competence.** Given that high school provides a structure for playing sports that will most likely vanish for many upon graduation, the items on the emerging adult instrument make reference to young adults' success in finding new opportunities to pursue their athletic interests post-graduation. Can emerging adults find situations in which they can demonstrate their perceived athletic or physical skills? This may be more difficult for those emerging adults who move directly into the world of work, in contrast to those who go to college. On the other hand, colleges may be most interested in

recruiting top athletes to play on competitive sports teams, leaving little opportunity for the average student to engage in athletic activities.

**Physical appearance.** This subscale assesses the young adult's perceptions of his or her current physical appearance. Does the individual feel that he or she is meeting personal or societal standards of attractiveness?

**Peer friendships and social acceptance.** This subscale taps whether or not, after high school, the emerging adult feels that he or she has been able to develop new and meaningful friendships and to garner acceptance in their current social environment.

**Intimate relationships.** This subscale assesses whether the emerging adult feels that he/she has the capacity to develop an intimate relationship, one that is more serious and reflects commitment, in contrast to casual romantic encounters.

**Relationships with parents.** This subscale taps perceptions of dealing with the challenge of moving toward increasing autonomy or independence from parents while continuing to maintain a sense of psychological connectedness to parents, albeit in a more mature form.

**Morality.** This subscale addresses the goal of developing more internalized moral or ethical standards that the young adult has personally come to construct and to own.

**Sense of humor.** This subscale is specific to young adults' ability to laugh at themselves and current life situations that may be unexpected, awkward, or potentially embarrassing.

**Daily life management.** This subscale taps a major challenge for emerging adults, namely the perceived practical ability to meet the new demands of managing one's daily life responsibilities.

**Optimism.** This subscale addresses emerging adults' feelings of optimism or hopefulness about their future versus potential pessimism or hopelessness.

**True-self vs. false-self behavior.** This subscale taps the young adult’s ability to be his or her true self in social situations versus the tendency to don a false self in order to cope socially.

**Global self-esteem.** This subscale taps the young adult’s current perception of his or her global self-esteem, that is, how much he or she likes himself or herself as a person, in contrast to disappointment with his or her overall self.

## QUESTION FORMAT

In order to offset the tendency to give socially-desirable responses, we employed a “structured alternative” question format that was developed for earlier self-perception profiles (see Harter, 1982). The format implies that *some* young adults feel one way about themselves, either positively or negatively, whereas *other* young adults may feel the opposite about themselves. Thus, respondents are asked to identify with one group or the other, indicating which type of young adults they are most like. An example of a question is shown below:

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 young adults have been able to make new and supportive friends since leaving high school	BUT	Other young adults have had difficulty developing new and meaningful friendships	<input type="checkbox"/>	<input type="checkbox"/>

Given this format, the young adult is first asked to decide which of the two descriptions is more like him or her, the one on the left or the one on the right. The young adult respondent, after making this initial choice, is then asked to indicate whether the description selected is “Really True for me” or “Sort of True for me.” The actual scale, administered to participants, entitled WHAT I AM LIKE, is included in the Appendix.



**Scoring.** While a detailed scoring key is provided in the Appendix, the general procedure is that each item is scored on a four-point scale where a score of 1 is assigned to the choice of the negative option, rated “Really True”, and a score of 2 is assigned to the “Sort of True” rating of the negative statement. A score of 3 is given for selecting the “Sort of True” rating for the positive description and a score of 4 is given to the “Really True” option for the more positive description. Items are counterbalanced, such that for half of the items the description on the left is worded positively whereas for the other half of the items, the description on the left is worded negatively. Items where the choice on the left is positive are scored 4, 3, 2, 1 across the four possible response options whereas items are scored 1, 2, 3, 4 for items where the description on the left is worded negatively. Each subscale has four items. Scores for the four items are summed and then divided by 4, to obtain a mean score for each subscale. A scoring key and data coding sheet are provided in the Appendix.

## MASTER LIST OF ITEMS

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

*Please note that the actual version administered to the young adult can be found in the Appendix. You have permission to copy the instrument for your own use.*

Item #	Keyed	Intelligence
1	-	Some young adults do <i>not</i> feel mentally able to cope with the situations they now must face BUT Other young adults do feel mentally capable of coping with their new life situations
14	+	Some young adults feel intellectually equipped to meet the problem-solving demands of this period of their life BUT Other young adults do <i>not</i> feel intellectually equipped
27	-	Some young adults now question whether they are very intelligent BUT Other young adults do feel that they are quite intelligent
40	+	Some young adults feel that they have the “smarts” to successfully compete with others at this point in their development BUT Other young adults feel that they lack the “smarts” to compete

Item #	Keyed	Job/Occupational Competence
2	+	Some young adults believe that they have found a rewarding job where they can develop their talents BUT Other young adults have <i>not</i> found such a rewarding job opportunity
15	-	Some young adults do <i>not</i> feel that they are moving in the right direction in terms of selecting a promising occupation BUT Other young adults <i>do</i> feel that that they are moving in the right occupational direction
28	+	In exploring job possibilities, some young adults feel confident that they will do well at the work that they have chosen BUT Other young adults do <i>not</i> feel confident about their abilities at their current choice of jobs
41	-	Some young adults do <i>not</i> feel competent at their current job because they have not clarified their employment goals BUT Other young adults <i>do</i> feel competent at the job they selected as their occupational goals have become clearer

Item #	Keyed	Athletic/Physical Competence
3	-	Some young adults, since high school, have <i>not</i> been able to find outlets for their athletic energies BUT Other young adults have found rewarding avenues where they can demonstrate their athletic skills
16	+	Some young adults have been able to find opportunities to use their physical abilities BUT Other young adults have <i>not</i> been able to find such opportunities
29	-	Some young adults have <i>not</i> found ways to get the physical exercise they need BUT Other young adults have been successful at finding ways to get needed physical exercise
42	+	Some young adults have been able to find sports partners or teams that allow them to perform at their highest level of play BUT Other young adults have been <i>unable</i> to find sports partners or teams that allow them to perform at their highest level

Item #	Keyed	Physical Appearance
4	+	Some young adults currently like their physical appearance; it is appropriate for their age and social situation BUT Other young adults do <i>not</i> like their current physical appearance
17	+	Some young adults like the way they look, although their standards have changed since high school BUT Other young adults do <i>not</i> like the way they look in the face of changing standards
30	-	Some young adults are currently unhappy with their body and weight, wishing they were different BUT Other young adults <i>are</i> happy with their body and weight right now
43	-	Some young adults do <i>not</i> feel that they are physically attractive, given their goals for how they want to look BUT Other young adults do feel satisfied that they are meeting their goals for attractiveness

Item #	Keyed	Peer Friendships/Social Acceptance
5	+	Some young adults have been able to establish new and meaningful social relationships since leaving high school BUT Other young adults have found it difficult to establish new and meaningful relationships
18	-	Some young adults have <i>not</i> made friends in their current work or educational environment BUT Other young adults <i>have</i> been able to make satisfying friendships at their work or in their educational environment
31	-	Some young adults feel that they are <i>not</i> accepted by their peers given their current life situation BUT Other young adults currently feel that there are peers who do accept them
44	+	Some young adults have been able to make new and supportive friends since leaving high school BUT Other young adults have had difficulty developing new and supportive friendships

Item #	Keyed	Intimate Relationships
6	+	Some young adults feel that they are developing the capacity to engage in relationships that are more intimate than casual dating BUT Other young adults feel that they have yet to experience this capacity
19	-	Some young adults question whether they will have the ability to move into a committed relationship BUT Other young adults <i>do</i> feel that they have the ability to commit to a serious relationship, eventually
32	+	Some young adults feel that a genuine, deep love relationship may be possible BUT Other young adults question whether this will be possible
45	+	Some young adults have entertained the idea of moving into a serious and rewarding long-term intimate relationship as they mature BUT Other young adults have doubts about whether such an intimate relationship will ever be possible for them

Item #	Keyed	Relationships with Parents
7	+	Some young adults feel that they are able to maintain a close relationship with their parents while at the same time beginning to be their "own person" BUT Other young adults do <i>not</i> seem to be able to do both
20	+	Some young adults are learning to balance their developing independence from parents with different and more mature types of dependence upon parents for support BUT Other young adults have difficulty achieving this balance between independence from, and dependence upon, parents
33	-	Some young adults are having difficulty negotiating their changing relationship with their parents BUT Other young adults are negotiating these changes pretty successfully
46	-	Some young adults seem unable to establish their autonomy from their parents while retaining a sense of connectedness BUT Other young adults have found a way to combine autonomy from parents with a modified sense of connectedness to parents

Item #	Keyed	Morality
8	+	Some young adults feel that their moral principles are becoming clearer and more crystallized BUT Other young adults are struggling to establish their own clear moral standards
21	-	Some young adults are having difficulty developing their own independent ethical guidelines BUT Other young adults are more successful at creating personal ethical guidelines, separate from those imposed by others
34	-	Some young adults are still searching for a solid sense of their own core personal values BUT Other young adults seem to be developing personal values that they feel are very solid
47	+	Some young adults are aware that knowing right from wrong requires new moral standards BUT Other young adults are <i>not</i> so concerned with issues of morality at this point in their development

Item #	Keyed	Sense of Humor
9	+	Some young adults are able to laugh at some ironies of life that now confront them BUT Other young adults are more cynical and less able to laugh about their unexpected current life experiences
22	-	Some young adults find it difficult to find humor in uncomfortable situations that face them at this point in their lives BUT Other young adults can maintain a sense of humor in the face of new and sometimes awkward situations
35	+	Some young adults don't take themselves too seriously and can laugh off situations that might be a cause for embarrassment BUT Other young adults find it hard to see the humor in situations that might be personally embarrassing
48	+	Some young adults can laugh at themselves when things don't always go as they personally planned BUT Other young adults have a hard time finding any humor at their expense, when things don't go as planned

Item #	Keyed	Daily Life Management
10	+	In the face of current living arrangements, some young adults feel that they are managing pretty well BUT Other young adults are having difficulty adjusting to current living arrangements
23	-	Some young adults are facing challenges coping with the need to make their own day-to-day decisions BUT Other young adults seem to be able to cope with their new decision-making responsibilities
36	-	Some young adults struggle with the need to structure their time and meet the current obligations in their everyday life BUT Other young adults are able to handle these demands pretty successfully
49	+	Some young adults seem to be able to successfully manage the current requirements of daily life (for example, household chores, meals, expenses, getting to work or classes on time) BUT Other young adults are having difficulty managing the current requirements of daily life

Item #	Keyed	Optimism
11	+	Some young adults are optimistic about creating and achieving their future goals BUT Other young adults are more pessimistic about whether they can create and achieve future goals
24	-	Some young adults feel rather hopeless about whether than can fulfill personal aspirations BUT Other young adults are hopeful that they will fulfill their personal aspirations
37	+	Some young adults display optimism about creating a rewarding future life BUT Other young adults experience pessimism about the life they face ahead of them
50	-	Some young adults often feel hopeless, fearing that they cannot create a rewarding future life BUT Other young adults feel hopeful about creating a rewarding future life

Item #	Keyed	True/False Self Behavior
12	+	Some young adults feel that they are able to be their <i>true</i> selves in most current situations BUT Other young adults find that they put on a false self much of the time
25	-	Some young adults feel that currently they need to act phony in order to cope socially BUT Other young adults do <i>not</i> have to be phony in order to cope pretty well in social situations
38	+	Some young adults are able to be their true selves, their real selves inside BUT Other young adults struggle to act like the self they really are inside
51	-	Some young adults feel compelled to adopt a false self in order to survive socially at this point in their lives BUT Other young adults are able to rely on their true selves in order to both survive and succeed socially

Item #	Keyed	Global Self-Esteem
13	+	Some young adults like the kind of person they are becoming BUT Other young adults do <i>not</i> like the kind of person they seem to be, they wish they could be different
26	-	Some young adults do <i>not</i> feel good about themselves overall; they experience low self-esteem BUT Other young adults do feel good about themselves; they have high self-esteem
39	+	Some young adults are typically pleased with themselves BUT Other young adults are often disappointed with themselves
52	-	Some young adults are unhappy with how they are currently leading their lives BUT Other young adults are pretty pleased with the way they are presently leading their lives

## ADMINISTRATION AND INSTRUCTIONS

The Self-Perception Profile for Emerging Adults may be administered in groups (preferably not larger than 30) as well as individually. Total administration time should be approximately 20 to 30 minutes. In explaining the question format, it is essential to make clear that only one box per item should be selected, sometimes it will be on the left and sometimes it will be on the right. For each item, they should never check two boxes, that is, they do *not* check both sides of a given item. They select the one box that is most like them. If a participant says that both sides are true, acknowledge that this might be the case for them but that usually one of the descriptions is a little more typical for them than the other and that they should go to that side of the question and rate it as “Sort of True for me.”

### INSTRUCTIONS TO THE YOUNG ADULT PARTICIPANTS

*As you can see on the top on your questionnaire, it is entitled “WHAT I AM LIKE”. We are interested in how you view yourself in various areas of your life. This survey allows you to select descriptions that match your perceptions of yourself. THIS IS NOT A TEST! That is, there are no right or wrong answers. Each of you is an individual and thus your responses will be different from other young adults--your choices will describe YOU.*

*Let me explain how these questions work. Please first look at the sample item at the top of the questionnaire. It provides two different descriptions of what a young adult might prefer to do in his or her spare time. The description on the left depicts a preference for going to the movies whereas the description on the right depicts a preference for engaging in outdoor activities. With this sample question, and all of the items that follow, make the choice that is MOST LIKE YOU. If both describe you, pick the one that is typical for you MORE of the time. SO:*

- 1. First decide whether you are more like the young adults described in the first half of the item on the LEFT or whether you are more like the young adults described in the second half of the item on the RIGHT. Don't mark anything yet.*
- 2. Next, think about and decide whether the choice of the description that is more like you is REALLY TRUE FOR YOU or only SORT OF TRUE FOR YOU. Mark the box that is more descriptive of you.*
- 3. It is important to note that you only mark ONE BOX for each item. Sometimes it will be on the left and sometimes it will be on the right. Do NOT check both sides of a given item.*



## CROSS-CULTURAL CONSIDERATIONS

We are experiencing an increasingly global or international interest in the self within the field of psychology where cross-cultural research is burgeoning, and there is considerable networking among researchers in different countries and cultures. This is a welcome trend and can only enrich the field at large. However, we must be prudent in our thinking about how this applies to the use of instruments across countries and cultures (see Harter, 2012, *The construction of the self: Developmental and sociocultural foundations*, Guilford Press).

Our own instruments were specifically designed for populations and samples in the United States, in terms of the *structure* of the instruments, the choice of *domains*, the *content* of the items in each domain and the *question format*. Our instruments are not necessarily appropriate in other countries and cultures. Previous studies in countries other than the US on earlier self-perception profiles have revealed that the *content* of the items is not necessarily appropriate. The *question format* is also problematic in that it calls for *social comparison* which is frowned upon in some cultures. In some countries, our format has been found to lead to unexpectedly lower scores, particularly in certain Asian countries, where the social comparison aspect of the question leads to self-perceptions that do not match the higher objective performance of children. These various concerns can attenuate subscale internal consistency reliabilities and lead to inadequate factor patterns. All of these problems cast doubt on the interpretation of scores and their meaningfulness in countries other than the US.

Moreover, the self constructs we assess may not even be that important or *relevant* in other cultures. Borrowing from Maslow's (1954) concept of a hierarchy of needs, in certain cultures the challenges of meeting even the basic needs of food, shelter, and safety may preclude the more heady preoccupation with the self, which culminates in self-actualization at the top of Maslow's hierarchy. In regions of extreme poverty, in war-torn countries, in areas of the world where refugees are fleeing their homeland and are facing many dangers including rejection from a potential host country, a focus on

saving one's life is the most basic goal. Thoughts of the self and self-actualization may understandably be far from the top of their own immediate hierarchy of needs.

For these and other reasons, I have discouraged the use of our instruments in other countries since they are likely to be culturally insensitive. I urge those doing research in other countries to first think through what "self" even means in a given culture. Independent of an analysis of a hierarchy of needs, certain languages (e.g., Chinese) do not even have a word for concepts such as "self-esteem." Thus, researchers need to think through whether self-constructs have meaning in a given culture, much less a priority in the minds of citizens of any age (see chapter on multicultural issues in Harter, 2012). This consideration has methodological implications. As I have argued before, one should not put the methodological cart before the conceptual horse. That is, one should approach cultural issues with caution and thoughtfulness. A researcher should be well versed in the values and customs of a given culture and should design hypotheses that reflect this understanding. Investigators should not race to the use of measures designed in the US as the gold standard. These instruments are very culturally-specific. Thus, I suggest that those interested in self constructs in other cultures first design open-ended questions on surveys, in interviews, in focus group discussions, etc. before racing to adopt or adapt US measures, be they ours or those of other researchers in the United States.

Cross-cultural issues are particularly relevant to Arnett's concept of *emerging adulthood*. Arnett has written thoughtfully about this stage, which has meaning in US culture. He suggests that it may be manifest very differently in different educational groups, different socio-cultural groups, and different ethnic groups within the United States. If one extends this reasoning, one can certainly appreciate the fact that in different countries and different cultures, this period may not even exist, or it might be manifest in some very different forms that are culturally appropriate. Thus, one should not rush off to another culture with the current measure in hand. That mistake has been observed with some investigators who have administered our previous self-perception profiles in Asian countries and

cultures, in particular. To conduct cross-cultural research on the issue of a potential stage of emerging adulthood requires a very thoughtful analysis of a given culture and how *it* defines the developmental periods and tasks relevant to survival and success *in that culture*. Meaningful cross-cultural research does *not* mean employing measures developed for those in the US in other countries and cultures. It means understanding a given culture from the ground up, leaving our psychometric blinders at home, taking instead a compassionate psychological microscope that will reveal the specific values of a given cultural group, including whatever American concepts of self might or might not exist.

## DATA COLLECTION

We are currently planning our own data-gathering strategies. However, because people have been urging us to develop such an instrument for their own work, as emerging adulthood seems more and more relevant in our culture, I decided to make the instrument available now in the hopes that researchers might try it out *and share their findings with us*. Thus, we would appreciate it if you would send your findings to [sharter@du.edu](mailto:sharter@du.edu) and we will cite your work. It will be particularly important to locate samples of *non-college* or *non-university* students. College students for many of us have been samples of “convenience.” But they do not represent the vast number of those between the ages of 18 and 25 who move into the world of work, rather than to college, vocational school, graduate school, or professional school. Thus, we need thoughtful recruiting strategies to locate emerging adults who move more directly into a full-time job or occupation where many may receive on-the-job training. Another subgroup may be those who are living at home with parents. If you have access to such samples, your findings could be very helpful.

If you utilize this instrument in your own work, we would be interested in obtaining: (1) A description of the demographics of your sample, that is, age, gender, SES and ethnic/racial breakdowns, (2) Means and standard deviations for each subscale, by these demographic variables, (3) Subscale reliabilities for each subscale, for these same subsamples, (4) Any other analyses, for example, factor

analyses (ideally oblique rotations or possible confirmatory factor analyses). This could be very helpful to obtain a much broader picture of how these domains operate in different subsamples. Arnett has argued that there is great diversity during this transitional period and that we can no longer simply rely on university students as if they represent all young adults.

In discussing this new instrument with Jeffrey Arnett, we have a further proposal. If people want to use this instrument toward examining thoughtful hypotheses, including expanded groups of non-college students whose characteristics are well-defined and defended, and if the instrument proves to be reliable and valid, we suggest the following: We invite investigators to submit their research in an article (APA style) to both of us. We will review such articles and select a few to be the basis for a symposium at the October 2017 Emerging Adult Society convention. If there is interest, we could also schedule a follow-up session for discussion of the use of this instrument including the experiences of investigators who have already administered it as well as those interested in using it in their own future research.

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## APPENDIX

## What I Am Like

Name: \_\_\_\_\_ Age: \_\_\_\_\_  Male  Female (check one)

**Instructions.** The following questionnaire contains statements that allow young adults to describe themselves. This is NOT a test! There are no right or wrong answers, only what is true for you. Each item contains a statement on the left and a statement on the right. **First** decide which of those statements is more like YOU. **Then**, go that side of the statement, either on the left or the right and choose how true that statement is for you: *Really True* or *Sort of True* and check the box on that side of the item. Sometimes the statement that is more like you will be on the left and sometimes it will be on the right. **You will just check ONE of the four boxes for each item** (Do NOT check both sides on a given item). Think particularly about what you are like NOW as a young adult. There is a sample item about what you prefer to do in your spare time, go to the movies (on the left) or engage in outdoor activities (on the right). First think about which of the two statements better describes YOU, typically, and then check whether that particular statement is *Really True* for you or just *Sort of True*. Only check one of the four boxes.

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
<b>Sample Item</b>							
a.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults prefer to go to the movies in their spare time	<b>BUT</b>	Other young adults prefer to engage in outdoor activities in their spare time	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults do <i>not</i> feel mentally able to cope with the situations they now must face	<b>BUT</b>	Other young adults do feel mentally capable of coping with their new life situations	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults believe that they have found a rewarding job where they can develop their talents	<b>BUT</b>	Other young adults have <i>not</i> found such a rewarding job opportunity	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults, since high school, have <i>not</i> been able to find outlets for their athletic energies	<b>BUT</b>	Other young adults have found rewarding avenues where they can demonstrate their athletic skills	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults currently like their physical appearance; it is appropriate for their age and social situation	<b>BUT</b>	Other young adults do <i>not</i> like their current physical appearance	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have been able to establish new and meaningful social relationships since leaving high school	<b>BUT</b>	Other young adults have found it difficult to establish new and meaningful relationships	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that they are developing the capacity to engage in relationships that are more intimate than casual dating	<b>BUT</b>	Other young adults feel that they have yet to experience this capacity	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that they are able to maintain a close relationship with their parents while at the same time beginning to be their "own person"	<b>BUT</b>	Other young adults do <i>not</i> seem to be able to do both	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that their moral principles are becoming clearer and more crystallized	<b>BUT</b>	Other young adults are struggling to establish their own clear moral standards	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are able to laugh at some ironies of life that now confront them	<b>BUT</b>	Other young adults are more cynical and less able to laugh about their unexpected current life experiences	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	In the face of current living arrangements, some young adults feel that they are managing pretty well	<b>BUT</b>	Other young adults are having difficulty adjusting to current living arrangements	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are optimistic about creating and achieving their future goals	<b>BUT</b>	Other young adults are more pessimistic about whether they can create and achieve future goals	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that they are able to be their <i>true</i> selves in most current situations	<b>BUT</b>	Other young adults find that they put on a false self much of the time	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults like the kind of person they are becoming	<b>BUT</b>	Other young adults do <i>not</i> like the kind of person they seem to be, they wish they could be different	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel intellectually equipped to meet the problem-solving demands of this period of their life	<b>BUT</b>	Other young adults do <i>not</i> feel intellectually equipped	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults do <i>not</i> feel that they are moving in the right direction in terms of selecting a promising occupation	<b>BUT</b>	Other young adults <i>do</i> feel that that they are moving in the right occupational direction	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have been able to find opportunities to use their physical abilities	<b>BUT</b>	Other young adults have <i>not</i> been able to find such opportunities	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults like the way they look, although their standards have changed since high school	<b>BUT</b>	Other young adults do <i>not</i> like the way they look in the face of changing standards	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have <i>not</i> made friends in their current work or educational environment	<b>BUT</b>	Other young adults <i>have</i> been able to make satisfying friendships at their work or in their educational environment	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults question whether they will have the ability to move into a committed relationship	<b>BUT</b>	Other young adults <i>do</i> feel that they have the ability to commit to a serious relationship, eventually	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are learning to balance their developing independence from parents with different and more mature types of dependence upon parents for support	<b>BUT</b>	Other young adults have difficulty achieving this balance between independence from, and dependence upon, parents	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are having difficulty developing their own independent ethical guidelines	<b>BUT</b>	Other young adults are more successful at creating personal ethical guidelines, separate from those imposed by others	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults find it difficult to find humor in uncomfortable situations that face them at this point in their lives	<b>BUT</b>	Other young adults can maintain a sense of humor in the face of new and sometimes awkward situations	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are facing challenges coping with the need to make their own day-to-day decisions	<b>BUT</b>	Other young adults seem to be able to cope with their new decision-making responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel rather hopeless about whether they can fulfill personal aspirations	<b>BUT</b>	Other young adults are hopeful that they will fulfill their personal aspirations	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that currently they need to act phony in order to cope socially	<b>BUT</b>	Other young adults <i>do not</i> have to be phony in order to cope pretty well in social situations	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults <i>do not</i> feel good about themselves overall; they experience low self-esteem	<b>BUT</b>	Other young adults <i>do</i> feel good about themselves; they have high self-esteem	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults now question whether they are very intelligent	<b>BUT</b>	Other young adults <i>do</i> feel that they are quite intelligent	<input type="checkbox"/>	<input type="checkbox"/>



	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
28.	<input type="checkbox"/>	<input type="checkbox"/>	In exploring job possibilities, some young adults feel confident that they will do well at the work that they have chosen	<b>BUT</b>	Other young adults do <i>not</i> feel confident about their abilities at their current choice of jobs	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have <i>not</i> found ways to get the physical exercise they need	<b>BUT</b>	Other young adults have been successful at finding ways to get needed physical exercise	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are currently unhappy with their body and weight, wishing they were different	<b>BUT</b>	Other young adults <i>are</i> happy with their body and weight right now	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that they are <i>not</i> accepted by their peers given their current life situation	<b>BUT</b>	Other young adults currently feel that there are peers who do accept them	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that a genuine, deep love relationship may be possible	<b>BUT</b>	Other young adults question whether this will be possible	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are having difficulty negotiating their changing relationship with their parents	<b>BUT</b>	Other young adults are negotiating these changes pretty successfully	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are still searching for a solid sense of their own core personal values	<b>BUT</b>	Other young adults seem to be developing personal values that they feel are very solid	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults don't take themselves too seriously and can laugh off situations that might be a cause for embarrassment	<b>BUT</b>	Other young adults find it hard to see the humor in situations that might be personally embarrassing	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults struggle with the need to structure their time and meet the current obligations in their everyday life	<b>BUT</b>	Other young adults are able to handle these demands pretty successfully	<input type="checkbox"/>	<input type="checkbox"/>
37.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults display optimism about creating a rewarding future life	<b>BUT</b>	Other young adults experience pessimism about the life they face ahead of them	<input type="checkbox"/>	<input type="checkbox"/>
38.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are able to be their true selves, their real selves inside	<b>BUT</b>	Other young adults struggle to act like the self they really are inside	<input type="checkbox"/>	<input type="checkbox"/>
39.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are typically pleased with themselves	<b>BUT</b>	Other young adults are often disappointed with themselves	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
40.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel that they have the “smarts” to successfully compete with others at this point in their development	<b>BUT</b>	Other young adults feel that they lack the “smarts” to compete	<input type="checkbox"/>	<input type="checkbox"/>
41.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults do <i>not</i> feel competent at their current job because they have not clarified their employment goals	<b>BUT</b>	Other young adults <i>do</i> feel competent at the job they selected as their occupational goals have become clearer	<input type="checkbox"/>	<input type="checkbox"/>
42.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have been able to find sports partners or teams that allow them to perform at their highest level of play	<b>BUT</b>	Other young adults have been <i>unable</i> to find sports partners or teams that allow them to perform at their highest level	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults do <i>not</i> feel that they are physically attractive, given their goals for how they want to look	<b>BUT</b>	Other young adults do feel satisfied that they are meeting their goals for attractiveness	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have been able to make new and supportive friends since leaving high school	<b>BUT</b>	Other young adults have had difficulty developing new and supportive friendships	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults have entertained the idea of moving into a serious and rewarding long-term intimate relationship as they mature	<b>BUT</b>	Other young adults have doubts about whether such an intimate relationship will ever be possible for them	<input type="checkbox"/>	<input type="checkbox"/>
46.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults seem unable to establish their autonomy from their parents while retaining a sense of connectedness	<b>BUT</b>	Other young adults have found a way to combine autonomy from parents with a modified sense of connectedness to parents	<input type="checkbox"/>	<input type="checkbox"/>
47.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are aware that knowing right from wrong requires new moral standards	<b>BUT</b>	Other young adults are <i>not</i> so concerned with issues of morality at this point in their development	<input type="checkbox"/>	<input type="checkbox"/>
48.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults can laugh at themselves when things don’t always go as they personally planned	<b>BUT</b>	Other young adults have a hard time finding any humor at their expense, when things don’t go as planned	<input type="checkbox"/>	<input type="checkbox"/>
49.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults seem to be able to successfully manage the current requirements of daily life (for example, household chores, meals, expenses, getting to work or classes on time)	<b>BUT</b>	Other young adults are having difficulty managing the current requirements of daily life	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
50.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults often feel hopeless, fearing that they cannot create a rewarding future life	<b>BUT</b>	Other young adults feel hopeful about creating a rewarding future life	<input type="checkbox"/>	<input type="checkbox"/>
51.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults feel compelled to adopt a false self in order to survive socially at this point in their lives	<b>BUT</b>	Other young adults are able to rely on their true selves in order to both survive and succeed socially	<input type="checkbox"/>	<input type="checkbox"/>
52.	<input type="checkbox"/>	<input type="checkbox"/>	Some young adults are unhappy with how they are currently leading their lives	<b>BUT</b>	Other young adults are pretty pleased with the way they are presently leading their lives	<input type="checkbox"/>	<input type="checkbox"/>

## The Self-Perception Profile for Emerging Adults

Harter, 2016

### What I Am Like

#### SCORING KEY

*Transfer scores to master coding sheets*

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
1. <i>Intell</i>	1	2	Some young adults do <i>not</i> feel mentally able to cope with the situations they now must face	<b>BUT</b>	Other young adults do feel mentally capable of coping with their new life situations	3 4
2. <i>Job</i>	4	3	Some young adults believe that they have found a rewarding job where they can develop their talents	<b>BUT</b>	Other young adults have <i>not</i> found such a rewarding job opportunity	2 1
3. <i>Athl</i>	1	2	Some young adults, since high school, have <i>not</i> been able to find outlets for their athletic energies	<b>BUT</b>	Other young adults have found rewarding avenues where they can demonstrate their athletic skills	3 4
4. <i>App</i>	4	3	Some young adults currently like their physical appearance; it is appropriate for their age and social situation	<b>BUT</b>	Other young adults do <i>not</i> like their current physical appearance	2 1
5. <i>Peer</i>	4	3	Some young adults have been able to establish new and meaningful social relationships since leaving high school	<b>BUT</b>	Other young adults have found it difficult to establish new and meaningful relationships	2 1
6. <i>IntRel</i>	4	3	Some young adults feel that they are developing the capacity to engage in relationships that are more intimate than casual dating	<b>BUT</b>	Other young adults feel that they have yet to experience this capacity	2 1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
7. PRel	4	3	Some young adults feel that they are able to maintain a close relationship with their parents while at the same time beginning to be their "own person"	BUT	Other young adults do <i>not</i> seem to be able to do both	2	1
8. Moral	4	3	Some young adults feel that their moral principles are becoming clearer and more crystallized	BUT	Other young adults are struggling to establish their own clear moral standards	2	1
9. Hum	4	3	Some young adults are able to laugh at some ironies of life that now confront them	BUT	Other young adults are more cynical and less able to laugh about their unexpected current life experiences	2	1
10. Daily	4	3	In the face of current living arrangements, some young adults feel that they are managing pretty well	BUT	Other young adults are having difficulty adjusting to current living arrangements	2	1
11. Optim	4	3	Some young adults are optimistic about creating and achieving their future goals	BUT	Other young adults are more pessimistic about whether they can create and achieve future goals	2	1
12. TFSelf	4	3	Some young adults feel that they are able to be their <i>true</i> selves in most current situations	BUT	Other young adults find that they put on a false self much of the time	2	1
13. SE	4	3	Some young adults like the kind of person they are becoming	BUT	Other young adults do <i>not</i> like the kind of person they seem to be, they wish they could be different	2	1
14. Intell	4	3	Some young adults feel intellectually equipped to meet the problem-solving demands of this period of their life	BUT	Other young adults do <i>not</i> feel intellectually equipped	2	1
15. Job	1	2	Some young adults do <i>not</i> feel that they are moving in the right direction in terms of selecting a promising occupation	BUT	Other young adults <i>do</i> feel that that they are moving in the right occupational direction	3	4
16. Athl	4	3	Some young adults have been able to find opportunities to use their physical abilities	BUT	Other young adults have <i>not</i> been able to find such opportunities	2	1
17. App	4	3	Some young adults like the way they look, although their standards have changed since high school	BUT	Other young adults do <i>not</i> like the way they look in the face of changing standards	2	1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
18. Peer	1	2	Some young adults have <i>not</i> made friends in their current work or educational environment	BUT	Other young adults <i>have</i> been able to make satisfying friendships at their work or in their educational environment	3 4
19. IntRel	1	2	Some young adults question whether they will have the ability to move into a committed relationship	BUT	Other young adults <i>do</i> feel that they have the ability to commit to a serious relationship, eventually	3 4
20. PRel	4	3	Some young adults are learning to balance their developing independence from parents with different and more mature types of dependence upon parents for support	BUT	Other young adults have difficulty achieving this balance between independence from, and dependence upon, parents	2 1
21. Moral	1	2	Some young adults are having difficulty developing their own independent ethical guidelines	BUT	Other young adults are more successful at creating personal ethical guidelines, separate from those imposed by others	3 4
22. Hum	1	2	Some young adults find it difficult to find humor in uncomfortable situations that face them at this point in their lives	BUT	Other young adults can maintain a sense of humor in the face of new and sometimes awkward situations	3 4
23. Daily	1	2	Some young adults are facing challenges coping with the need to make their own day-to-day decisions	BUT	Other young adults seem to be able to cope with their new decision-making responsibilities	3 4
24. Optim	1	2	Some young adults feel rather hopeless about whether they can fulfill personal aspirations	BUT	Other young adults are hopeful that they will fulfill their personal aspirations	3 4
25. TFSelf	1	2	Some young adults feel that currently they need to act phony in order to cope socially	BUT	Other young adults <i>do not</i> have to be phony in order to cope pretty well in social situations	3 4
26. SE	1	2	Some young adults do <i>not</i> feel good about themselves overall; they experience low self-esteem	BUT	Other young adults <i>do</i> feel good about themselves; they have high self-esteem	3 4
27. Intell	1	2	Some young adults now question whether they are very intelligent	BUT	Other young adults <i>do</i> feel that they are quite intelligent	3 4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
28. Job	4	3	In exploring job possibilities, some young adults feel confident that they will do well at the work that they have chosen	BUT	Other young adults do <i>not</i> feel confident about their abilities at their current choice of jobs	2 1
29. Athl	1	2	Some young adults have <i>not</i> found ways to get the physical exercise they need	BUT	Other young adults have been successful at finding ways to get needed physical exercise	3 4
30. App	1	2	Some young adults are currently unhappy with their body and weight, wishing they were different	BUT	Other young adults <i>are</i> happy with their body and weight right now	3 4
31. Peer	1	2	Some young adults feel that they are <i>not</i> accepted by their peers given their current life situation	BUT	Other young adults currently feel that there are peers who do accept them	3 4
32. IntRel	4	3	Some young adults feel that a genuine, deep love relationship may be possible	BUT	Other young adults question whether this will be possible	2 1
33. PRel	1	2	Some young adults are having difficulty negotiating their changing relationship with their parents	BUT	Other young adults are negotiating these changes pretty successfully	3 4
34. Moral	1	2	Some young adults are still searching for a solid sense of their own core personal values	BUT	Other young adults seem to be developing personal values that they feel are very solid	3 4
35. Hum	4	3	Some young adults don't take themselves too seriously and can laugh off situations that might be a cause for embarrassment	BUT	Other young adults find it hard to see the humor in situations that might be personally embarrassing	2 1
36. Daily	1	2	Some young adults struggle with the need to structure their time and meet the current obligations in their everyday life	BUT	Other young adults are able to handle these demands pretty successfully	3 4
37. Optim	4	3	Some young adults display optimism about creating a rewarding future life	BUT	Other young adults experience pessimism about the life they face ahead of them	2 1
38. TFSelf	4	3	Some young adults are able to be their true selves, their real selves inside	BUT	Other young adults struggle to act like the self they really are inside	2 1
39. SE	4	3	Some young adults are typically pleased with themselves	BUT	Other young adults are often disappointed with themselves	2 1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
40. Intell	4	3	Some young adults feel that they have the “smarts” to successfully compete with others at this point in their development	BUT	Other young adults feel that they lack the “smarts” to compete	2	1
41. Job	1	2	Some young adults do <i>not</i> feel competent at their current job because they have not clarified their employment goals	BUT	Other young adults <i>do</i> feel competent at the job they selected as their occupational goals have become clearer	3	4
42. Athl	4	3	Some young adults have been able to find sports partners or teams that allow them to perform at their highest level of play	BUT	Other young adults have been <i>unable</i> to find sports partners or teams that allow them to perform at their highest level	2	1
43. App	1	2	Some young adults do <i>not</i> feel that they are physically attractive, given their goals for how they want to look	BUT	Other young adults do feel satisfied that they are meeting their goals for attractiveness	3	4
44. Peer	4	3	Some young adults have been able to make new and supportive friends since leaving high school	BUT	Other young adults have had difficulty developing new and supportive friendships	2	1
45. IntRel	4	3	Some young adults have entertained the idea of moving into a serious and rewarding long-term intimate relationship as they mature	BUT	Other young adults have doubts about whether such an intimate relationship will ever be possible for them	2	1
46. PRel	1	2	Some young adults seem unable to establish their autonomy from their parents while retaining a sense of connectedness	BUT	Other young adults have found a way to combine autonomy from parents with a modified sense of connectedness to parents	3	4
47. Moral	4	3	Some young adults are aware that knowing right from wrong requires new moral standards	BUT	Other young adults are <i>not</i> so concerned with issues of morality at this point in their development	2	1
48. Hum	4	3	Some young adults can laugh at themselves when things don’t always go as they personally planned	BUT	Other young adults have a hard time finding any humor at their expense, when things don’t go as planned	2	1
49. Daily	4	3	Some young adults seem to be able to successfully manage the current requirements of daily life (for example, household chores, meals, expenses, getting to work or classes on time)	BUT	Other young adults are having difficulty managing the current requirements of daily life	2	1



	Really True for me	Sort of True for me			Sort of True for me	Really True for me
50. Optim	1	2	Some young adults often feel hopeless, fearing that they cannot create a rewarding future life	<b>BUT</b>	Other young adults feel hopeful about creating a rewarding future life	3 4
51. TFSelf	1	2	Some young adults feel compelled to adopt a false self in order to survive socially at this point in their lives	<b>BUT</b>	Other young adults are able to rely on their true selves in order to both survive and succeed socially	3 4
52. SE	1	2	Some young adults are unhappy with how they are currently leading their lives	<b>BUT</b>	Other young adults are pretty pleased with the way they are presently leading their lives	3 4





