

Piers Harris Children's Self-Concept Scale, Second Edition (Piers-Harris 2)

WPS TEST REPORT

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ID Number: 111

Age: 12

Gender: Male

Grade: 6

Ethnicity: Hispanic

Name: SAMPLE

Administration Date: 12/28/01

Processing Date: 12/28/01

Examiner ID Number: 999

Examiner Name: SAMPLE

Users of this WPS TEST REPORT should be familiar with the information in the Piers-Harris 2 Manual (WPS Product No. W-388B). The interpretations provided in this report are hypotheses about the client that must be verified against informed clinical judgment.

Summary of Scores

Scale	Raw	T	Range	T-Score
				30 40 45 56 60 70
Validity Scales				
Inconsistent Responding Index (INC)	1	53	Normal	
Response Bias Index (RES)	34	61	Normal	
Self-Concept Scales				
Total Score (TOT)	33	39	Low	
Domain Scales				
Behavioral Adjustment (BEH)	3	<30	Very Low	
Intellectual and School Status (INT)	5	34	Low	
Physical Appearance and Attributes (PHY)	7	45	Average	
Freedom From Anxiety (FRE)	12	54	Average	
Popularity (POP)	7	44	Low Average	
Happiness and Satisfaction (HAP)	10	59	Above Average	

Validity Considerations

The Piers-Harris 2 includes measures that are sensitive to validity concerns such as exaggeration, response bias, and random responding. None of these indices raised any concerns about response validity for this child.

Self-Concept Scales

The self-concept scales include the Total (TOT) score and the six domain scales. The six domain scales measure specific aspects of self-concept. They can also be used to assess strengths and weaknesses in self-image.

On all scales, higher scores indicate favorable self-concept (i.e., high degree of self-esteem or self-regard), whereas lower scores are associated with more negative self-concept.

Total Score (TOT)

The TOT score is a measure of general self-concept. It is based on responses to all 60 Piers-Harris 2 items. This child's TOT score of 39*T* is in the Low range. He expressed serious doubts about his own self-worth. He likely has negative self-appraisals in several specific areas of functioning, which can be clarified by examining the domain scale scores and item responses. TOT scores in this range are frequently associated with disturbances in mood and behavior that may require therapeutic intervention.

Behavioral Adjustment (BEH)

The BEH scale measures admission or denial of problematic behaviors in home and school settings. This child's BEH score of 29*T* is in the Very Low range. He endorsed pervasive negative feelings about his own behavior. He is likely to feel that he frequently causes trouble, acts aggressively, and is unable to comply with the standards of conduct set by his parents and/or teachers. Very low BEH scores can be associated with a variety of psychological syndromes, especially disruptive behavior disorders such as conduct disorder, oppositional defiant disorder, and attention-deficit/hyperactivity disorder.

Intellectual and School Status (INT)

The INT scale represents a youngster's self-assessment of intellectual abilities and academic performance. The items also cover general satisfaction with school and future expectations about achievement. This child's INT score of 34*T* is in the Low range. He acknowledged numerous perceived difficulties in school-related tasks. Depending on the item responses, these problems may be academic and/or behavioral in nature. He may have a general sense that he does not fit in well at school and does not have the necessary "smarts" to succeed in his schoolwork. A low INT score may have varying significance depending on the child's prior history of academic achievement. In youngsters with a record of high achievement, a low INT score may indicate unrealistically high expectations from themselves or their parents. In youngsters with a record of low academic achievement or a history of learning or behavioral problems in school, a low INT score may reflect an internalization of the disappointment of parents, teachers, and other authority figures. Screening for learning disability and/or attention-deficit/hyperactivity disorder should be considered for this child.

Physical Appearance and Attributes (PHY)

The PHY scale measures a youngster's appraisal of his or her physical appearance, as well as attributes such as leadership and the ability to express ideas. This child's PHY score of 45*T* is in the Average range. He seems to have relatively balanced feelings about his physical appearance and strength. His specific positive and negative self-appraisals can be discerned by examining the item responses. This pattern of responses is similar to that of the typical student in the Piers-Harris 2 standardization sample.

Freedom From Anxiety (FRE)

The FRE scale assesses anxiety and dysphoric mood. Individual items tap a variety of specific emotions, including worry, nervousness, shyness, sadness, and fear. This child's FRE score of 54*T* is in the Average range. He endorsed mostly positive mood states,

but acknowledged a few negative feelings as well. These specific aspects of his emotional experience can be discerned by examining the item responses. This pattern of responses is similar to that of the typical student in the Piers-Harris 2 standardization sample.

Popularity (POP)

The POP scale represents a youngster's evaluation of his or her social functioning. The items tap perceived popularity, ability to make friends, and inclusion in activities such as games and sports. This child's POP score of 44*T* is in the Low Average range. He endorsed a mixture of positive and negative feelings with regard to his peer relationships. Although his score is

considered to be within normal limits, he acknowledged more interpersonal difficulties than the typical student in the Piers-Harris 2 standardization sample. The nature of these concerns can be clarified by examining the item responses.

Happiness and Satisfaction (HAP)

The HAP scale assesses general feelings of happiness and satisfaction with life. This child's HAP score of 59*T* is in the Above Average range. He evaluated himself and his life circumstances in a generally positive way. He reported an overall sense of well being. He would tend to describe himself as cheerful, satisfied, lucky, and able to get along well with others.

Negative Self-Concept Item Responses

Listed below are the items that this child endorsed in the direction of negative self-concept. The items are listed by domain scale. The response choice (Y = *yes*, N = *no*) is provided in parentheses following each item. Provided in brackets is the percentage of respondents in the standardization sample who gave the same response as this child.

Behavioral Adjustment (BEH)

- 12. I am well behaved in school. (N) [16%]
- 13. It is usually my fault when something goes wrong. (Y) [21%]
- 18. I am good in my schoolwork. (N) [18%]
- 19. I do many bad things. (Y) [18%]
- 20. I behave badly at home. (Y) [13%]
- 27. I often get into trouble. (Y) [22%]
- 30. My parents expect too much of me. (Y) [42%]
- 36. I hate school. (Y) [33%]
- 38. I am often mean to other people. (Y) [15%]
- 45. I get into a lot of fights. (Y) [17%]
- 58. I think bad thoughts. (Y) [25%]

Intellectual and School Status (INT)

- 5. I am smart. (N) [12%]
- 12. I am well behaved in school. (N) [16%]
- 18. I am good in my schoolwork. (N) [18%]
- 21. I am slow in finishing my schoolwork. (Y) [26%]
- 24. I can give a good report in front of the class. (N) [33%]
- 25. In school I am a dreamer. (Y) [41%]
- 34. I often volunteer in school. (N) [45%]
- 39. My classmates in school think I have good ideas. (N) [30%]
- 43. I am dumb about most things. (Y) [17%]

52. I forget what I learn. (Y) [31%]

55. I am a good reader. (N) [21%]

Physical Appearance and Attributes (PHY)

5. I am smart. (N) [12%]

33. I have nice hair. (N) [25%]

39. My classmates in school think I have good ideas. (N) [30%]

54. I am popular with girls. (N) [33%]

Freedom From Anxiety (FRE)

10. I get worried when we have tests in school. (Y) [48%]

17. I give up easily. (Y) [19%]

Popularity (POP)

1. My classmates make fun of me. (Y) [21%]

39. My classmates in school think I have good ideas. (N) [30%]

47. People pick on me. (Y) [26%]

54. I am popular with girls. (N) [33%]

57. I am different from other people. (Y) [73%]

Inconsistent Responding Pairs

The Inconsistent Responding (INC) index is a measure of random response tendencies. Listed below are the item pairs for which this child produced inconsistent answers. Please see the "Validity Considerations" section of this report to determine the interpretive significance of these responses.

14. I cause trouble to my family. (N)

20. I behave badly at home. (Y)

Item Responses:

1. Y	11. N	21. Y	31. Y	41. Y	51. N
2. Y	12. N	22. Y	32. N	42. Y	52. Y
3. N	13. Y	23. N	33. N	43. Y	53. Y
4. N	14. N	24. N	34. N	44. Y	54. N
5. N	15. Y	25. Y	35. N	45. Y	55. N
6. N	16. Y	26. Y	36. Y	46. Y	56. N
7. N	17. Y	27. Y	37. N	47. Y	57. Y
8. N	18. N	28. Y	38. Y	48. N	58. Y
9. Y	19. Y	29. N	39. N	49. Y	59. N
10. Y	20. Y	30. Y	40. N	50. Y	60. Y

Response Key

Y Yes

N No

- Missing Response

Number of Missing Responses: 0

This report was generated based on WPS TEST REPORT Microcomputer Data Entry.

END OF REPORT