

The Way I Feel About Myself

PIERS-HARRIS 2

AutoScore™ Form

by Ellen V. Piers, Ph.D., Dale B. Harris, Ph.D., & David S. Herzberg, Ph.D.

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Client's Name (or ID #): _____

Today's Date: _____ Age: _____

Gender: (circle one) Female Male Grade: _____

School: _____

Teacher's Name (optional): _____

Race/Ethnicity: ☐ Asian ☐ Hispanic ☐ White
☐ Black ☐ Native American ☐ Other

Directions

Here are some sentences that tell how some people feel about themselves. Read each sentence and decide whether it tells the way you feel about yourself. If it is *true* or *mostly true* for you, circle the word *yes* next to the statement. If it is *false* or *mostly false* for you, circle the word *no*. Answer every question, even if some are hard to decide. Do not circle both *yes* and *no* for the same sentence. If you want to change your answer, cross it out with an X and circle your new answer.

Remember that there are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark each sentence the way you really feel inside.

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W-388A

- | | | |
|------------------------------------------------------------|-----|----|
| 1. My classmates make fun of me. | yes | no |
| 2. I am a happy person. | yes | no |
| 3. It is hard for me to make friends. | yes | no |
| 4. I am often sad. | yes | no |
| 5. I am smart. | yes | no |
| 6. I am shy. | yes | no |
| 7. I get nervous when the teacher calls on me. | yes | no |
| 8. My looks bother me. | yes | no |
| 9. I am a leader in games and sports. | yes | no |
| 10. I get worried when we have tests in school. | yes | no |
| 11. I am unpopular. | yes | no |
| 12. I am well behaved in school. | yes | no |
| 13. It is usually my fault when something goes wrong. | yes | no |
| 14. I cause trouble to my family. | yes | no |
| 15. I am strong. | yes | no |
| 16. I am an important member of my family. | yes | no |
| 17. I give up easily. | yes | no |
| 18. I am good in my schoolwork. | yes | no |
| 19. I do many bad things. | yes | no |
| 20. I behave badly at home. | yes | no |
| 21. I am slow in finishing my schoolwork. | yes | no |
| 22. I am an important member of my class. | yes | no |
| 23. I am nervous. | yes | no |
| 24. I can give a good report in front of the class. | yes | no |
| 25. In school I am a dreamer. | yes | no |
| 26. My friends like my ideas. | yes | no |
| 27. I often get into trouble. | yes | no |
| 28. I am lucky. | yes | no |
| 29. I worry a lot. | yes | no |
| 30. My parents expect too much of me. | yes | no |
| 31. I like being the way I am. | yes | no |

32. I feel left out of things. yes no
33. I have nice hair. yes no
34. I often volunteer in school. yes no
35. I wish I were different. yes no
36. I hate school. yes no
37. I am among the last to be chosen for games and sports. yes no
38. I am often mean to other people. yes no
39. My classmates in school think I have good ideas. yes no
40. I am unhappy. yes no
41. I have many friends. yes no
42. I am cheerful. yes no
43. I am dumb about most things. yes no
44. I am good-looking. yes no
45. I get into a lot of fights. yes no
46. I am popular with boys. yes no
47. People pick on me. yes no
48. My family is disappointed in me. yes no
49. I have a pleasant face. yes no
50. When I grow up, I will be an important person. yes no
51. In games and sports, I watch instead of play. yes no
52. I forget what I learn. yes no
53. I am easy to get along with. yes no
54. I am popular with girls. yes no
55. I am a good reader. yes no
56. I am often afraid. yes no
57. I am different from other people. yes no
58. I think bad thoughts. yes no
59. I cry easily. yes no
60. I am a good person. yes no

Inconsistent Responding Index
Check box if:

☐ Item 1 = 0 and Item 47 = 1

☐ Item 2 = 0 and Item 42 = 1

☐ Item 3 = 1 and Item 41 = 0

☐ Item 4 = 1 and Item 40 = 0

☐ Item 5 = 0 and Item 43 = 1

☐ Item 7 = 0 and Item 10 = 1

☐ Item 9 = 1 and Item 51 = 0

☐ Item 14 = 1 and Item 20 = 0

☐ Item 18 = 0 and Item 21 = 1

☐ Item 19 = 0 and Item 27 = 1

☐ Item 26 = 0 and Item 39 = 1

☐ Item 29 = 1 and Item 56 = 0

☐ Item 31 = 0 and Item 35 = 1

SCORING WORKSHEET (ITEMS 1-31)

Item	No	Yes	Domain Scales					
			BEH	INT	PHY	FRE	POP	HAP
1.	1	0					<input type="checkbox"/>	
2.	0	1						<input type="checkbox"/>
3.	1	0					<input type="checkbox"/>	
4.	1	0				<input type="checkbox"/>		
5.	0	1		<input type="checkbox"/>	<input type="checkbox"/>			
6.	1	0				<input type="checkbox"/>	<input type="checkbox"/>	
7.	1	0		<input type="checkbox"/>		<input type="checkbox"/>		
8.	1	0			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
9.	0	1			<input type="checkbox"/>			
10.	1	0				<input type="checkbox"/>		
11.	1	0					<input type="checkbox"/>	
12.	0	1	<input type="checkbox"/>	<input type="checkbox"/>				
13.	1	0	<input type="checkbox"/>					
14.	1	0	<input type="checkbox"/>					
15.	0	1			<input type="checkbox"/>			
16.	0	1		<input type="checkbox"/>				
17.	1	0				<input type="checkbox"/>		
18.	0	1	<input type="checkbox"/>	<input type="checkbox"/>				
19.	1	0	<input type="checkbox"/>					
20.	1	0	<input type="checkbox"/>					
21.	1	0		<input type="checkbox"/>				
22.	0	1		<input type="checkbox"/>				
23.	1	0				<input type="checkbox"/>		
24.	0	1		<input type="checkbox"/>				
25.	1	0		<input type="checkbox"/>				
26.	0	1		<input type="checkbox"/>	<input type="checkbox"/>			
27.	1	0	<input type="checkbox"/>					
28.	0	1						<input type="checkbox"/>
29.	1	0				<input type="checkbox"/>		
30.	1	0	<input type="checkbox"/>					
31.	0	1				<input type="checkbox"/>		<input type="checkbox"/>

Inconsistent Responding Index
Check box if:

☐ Item 44 = 1 and Item 49 = 0

☐ Item 53 = 1 and Item 60 = 0

SCORING WORKSHEET (ITEMS 32-60)

Item	No	Yes	Domain Scales					
			BEH	INT	PHY	FRE	POP	HAP
32.	1	0				<input type="checkbox"/>	<input type="checkbox"/>	
33.	0	1			<input type="checkbox"/>			
34.	0	1		<input type="checkbox"/>				
35.	1	0				<input type="checkbox"/>		<input type="checkbox"/>
36.	1	0	<input type="checkbox"/>					
37.	1	0					<input type="checkbox"/>	
38.	1	0	<input type="checkbox"/>					
39.	0	1		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
40.	1	0				<input type="checkbox"/>		<input type="checkbox"/>
41.	0	1					<input type="checkbox"/>	
42.	0	1						<input type="checkbox"/>
43.	1	0		<input type="checkbox"/>				
44.	0	1			<input type="checkbox"/>			
45.	1	0	<input type="checkbox"/>					
46.	0	1			<input type="checkbox"/>			
47.	1	0					<input type="checkbox"/>	
48.	1	0	<input type="checkbox"/>					
49.	0	1			<input type="checkbox"/>			<input type="checkbox"/>
50.	0	1		<input type="checkbox"/>				
51.	1	0					<input type="checkbox"/>	
52.	1	0		<input type="checkbox"/>				
53.	0	1						<input type="checkbox"/>
54.	0	1			<input type="checkbox"/>		<input type="checkbox"/>	
55.	0	1		<input type="checkbox"/>				
56.	1	0				<input type="checkbox"/>		
57.	1	0					<input type="checkbox"/>	
58.	1	0	<input type="checkbox"/>					
59.	1	0				<input type="checkbox"/>		
60.	0	1	<input type="checkbox"/>					<input type="checkbox"/>
Sum of "Yes" answers			RES					
<input type="checkbox"/>			Sum of "1" answers					
TOT			BEH	INT	PHY	FRE	POP	HAP

INC

SCORING INSTRUCTIONS

1. Calculate the Validity Scores

To determine the Inconsistent Responding (INC) index raw score, review the 15 INC item pairs listed in the left column of the Scoring Worksheet. Make a check mark in the box next to each pair for which the inconsistency conditions are met. For example, for the first INC pair listed, you mark the box *only if* Item 1 is scored "0" and Item 47 is scored "1." Count the number of check marks in these boxes, and enter the total in the space labeled *INC* at the bottom of the Scoring Worksheet. To calculate the Response Bias (RES) index raw score, count the number of circles that appear in the "Yes" column. Enter this number in the space labeled *RES* at the bottom of the Scoring Worksheet.

2. Calculate the Self-Concept Scores

The Self-Concept raw scores include the Piers-Harris 2 Total (TOT) score and the six domain scale scores: Behavioral Adjustment (BEH), Intellectual and School Status (INT), Physical Appearance and Attributes (PHY), Freedom From Anxiety (FRE), Popularity (POP), and Happiness and Satisfaction (HAP). To obtain the raw TOT score, count the number of items for which "1" is circled on the Scoring Worksheet. Enter this number in the space labeled *TOT* at the bottom of the Scoring Worksheet. To determine the raw scores for the six domain scales, locate each item for which a "1" has been circled and make a check mark in the box(es) in the same row as that item. Then count the number of check marks you have made in the columns that correspond to each domain scale. Enter these totals in the appropriate spaces at the bottom of the Scoring Worksheet. **Note:** Do not calculate the TOT score by summing the raw scores from the six domain scales. Because some items appear on more than one scale, the TOT raw score is not equivalent to the sum of the domain scale raw scores.

3. Complete the Piers-Harris 2 Profile Sheet

Transfer the Validity and Self-Concept raw scores from the Scoring Worksheet to the corresponding spaces at the bottom of the Profile Sheet. Circle the value in each column that corresponds to the raw score you have entered at the bottom. Then connect the circled scores to plot the profile. The *T*-score and percentile rank for each raw score can be found along the left and right margins of the Profile Sheet. Enter the *T*-scores for the Validity and Self-Concept scales in the appropriate spaces at the bottom of the Profile Sheet. Please refer to chapter 3 of the *Piers-Harris 2 Manual* for complete instructions on how to interpret the scores.

PIERS-HARRIS 2

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PROFILE SHEET

Name (or ID#): _____

Age: _____ Gender: ☐ Male ☐ Female

%ile	T	INC	RES	TOT	BEH	INT	PHY	FRE	POP	HAP	T	%ile
>99	≥80	≥7	≥52								≥80	>99
	79	6	51								79	
	78		50	60							78	
	77		48-49								77	
	76		46-47								76	
	75	5	45								75	
>99	74		44								74	>99
99	73		43								73	99
	72		42	59							72	
98	71		41								71	98
	70	4	40	VERY HIGH							70	
97	69	HIGH	39	58							69	97
96	68		38						12		68	96
	67										67	
95	66		37	57							66	95
93	65	3				16	11	14			65	93
92	64		36								64	92
90	63		35	56							63	90
88	62				14						62	88
86	61		34	55							61	86
84	60	2	33	54					11		60	84
82	59	HIGH AVE.				15				10	59	82
79	58		32	53			10	13			58	79
76	57										57	76
73	56		31	52			↑ ABOVE AVE				56	73
69	55		51				AVE.				55	69
66	54		30		13	14		12	10		54	66
62	53	1		50							53	62
58	52		29	49			9				52	58
54	51			48		13		11		9	51	54
50	50		28	47					9		50	50
46	49			46	12						49	46
42	48		27	44-45		12	8	10			48	42
38	47			43					8	8	47	38
34	46		26	42	11	11		9			46	34
31	45			41			7				45	31
27	44		39-40			10	LOW AVE.		7		44	27
24	43	0	25	38	10			8		7	43	24
21	42			37		9	6				42	21
18	41			36	9			7	6		41	18
16	40		24	34-35		8	5			6	40	16
14	39			33	8	LOW		6	5		39	14
12	38		23	31-32		7	4				38	12
10	37			30	7			5		5	37	10
8	36			28-29		6			4		36	8
7	35		22	27	6		3	4		4	35	7
5	34			26		5					34	5
	33		21	24-25	5			3	3	3	33	
4	32		20	22-23		4	2				32	4
3	31		19	21	4			2	2		31	3
	30			19-20						2	30	
2	29		<18	17-18	3	3	1	VERY LOW	.1		29	2
	28			16	2			1			28	
1	27			15		2				1	27	1
<1	26			≤14	1						26	<1
	25										25	
	24					1			0		24	
	23						0				23	
	22				0			0		0	22	
	21										21	
<1	≤20					0					≤20	<1
%ile	T	INC	RES	TOT	BEH	INT	PHY	FRE	POP	HAP	T	%ile
Raw Score											Raw Score	
T-Score											T-Score	
Validity Scales				Self-Concept Scales								

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