

**Possible Selves**  
Year 9 / Grade 8  
Fast Track Project Technical Report  
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**Citation**

*Instrument*

Oyserman, D., & Markus, H. R. (1990). Possible selves and delinquency. *Journal of Personality and Social Psychology*, 59, 112-125.

*Report*

Iselin, A. R. (2011). *Possible Selves* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fasttrackproject.org>

**Data Sources**

Raw : C9AI

Scored : PSS9

**I. Scale Description**

The Possible Selves measure asks participants to list up to 4 goals s/he would like to accomplish during the upcoming year (e.g., make good grades). For each goal, the participant is asked (1) what behavior s/he needs to do to accomplish that goal (e.g., study more) and (2) what behavior s/he needs to avoid doing to accomplish the goal (e.g., being a bad student). Responses to these questions are open-ended responses. Participants are then asked to rate how likely it is that s/he will engage in the behaviors listed in (1) and (2) using a 6-point scale ranging from 0 (not at all likely) to 5 (very likely). Only numeric answers were analyzed for this technical report. The analyst is referred to the raw datasets to examine or code open-ended responses.

**II. Report Sample**

Primary analyses were conducted on Cohort 1 year 9 for the normative and control participants only. The total sample size for these analyses was 361, with 237 Normative participants and 124 Control participants. Sixty-three participants were part of both the normative and the control group. The sample sizes used for analyses, however, are non-overlapping samples such that the Normative sample is comprised of only Low-Risk respondents and the Control sample is comprised of only high risk respondents. The total sample was fairly evenly spread across all sites: Durham (28.8%), Pennsylvania (28.0%), Nashville (20.1%), and Seattle (23.1%).

### III. Means and Standard Deviations

Table 1 below provides the means and standard deviations for all numeric responses indicating the likelihood that s/he will attain a goal and the likelihood that s/he will avoid negative behaviors that would prevent her/him from attaining the same goal. Sample sizes vary across questions because not every child provided goal for which s/he could respond. Mean likelihood scores across all goals did not significantly differ between the Normative and Control samples.

		N	Mean	Standard Deviation	Minimum	Maximum
Likelihood of Attaining #1 Expect/Goal?	Normative	237	4.23	.819	1	5
	Control	124	4.12	.812	2	5
	Total	361	4.19	.817	1	5
Likelihood of Attaining #2 Expect/Goal?	Normative	236	3.07	1.995	0	5
	Control	124	2.98	2.080	0	5
	Total	360	3.04	2.022	0	5
Likelihood of Attaining #3 Expect/Goal?	Normative	237	1.68	2.145	0	5
	Control	124	1.76	2.206	0	5
	Total	361	1.70	2.164	0	5
Likelihood of Attaining #4 Expect/Goal?	Normative	237	.78	1.713	0	5
	Control	124	.98	1.876	0	5
	Total	361	.85	1.771	0	5
Likelihood of Actually Avoiding #1?	Normative	222	4.28	.973	0	5
	Control	123	4.13	.949	1	5
	Total	345	4.23	.966	0	5
Likelihood of Actually Avoiding #2?	Normative	225	2.76	2.188	0	5
	Control	123	2.39	2.216	0	5
	Total	348	2.63	2.202	0	5
Likelihood of Actually Avoiding #3?	Normative	225	1.06	1.895	0	5
	Control	123	1.15	1.978	0	5
	Total	348	1.09	1.922	0	5
Likelihood of Actually Avoiding #4?	Normative	226	.51	1.449	0	5
	Control	123	.59	1.504	0	5
	Total	349	.54	1.467	0	5

#### **IV. Recommendations for Use**

On this measure, participants report their beliefs about their abilities to engage in behaviors that will help them accomplish a goal while also avoiding behaviors that would get in the way of them accomplishing that same goal. Participants provided both open-ended and numeric responses on this measure. Only numeric responses were analyzed. The low-risk normative and high-risk control samples did not differ on their numeric responses about their likelihood of engaging in or avoiding behaviors required to accomplish their goals.