

**Possible Selves**  
Year 8 / Grade 7  
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 : C8AI

Scored : PSS8

**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 8 for the normative and control participants only. The total sample size for these analyses was 384, with 253 Normative participants and 131 Control participants. Sixty-six 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 (28.6%), Pennsylvania (27.8%), Nashville (21.6%), and Seattle (22.1%).

### 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	251	4.04	1.22	0	5
	Control	130	4.01	1.15	0	5
	Total	381	4.03	1.20	0	5
Likelihood of Attaining #2 Expect/Goal?	Normative	252	3.17	1.90	0	5
	Control	130	2.97	2.07	0	5
	Total	382	3.10	1.96	0	5
Likelihood of Attaining #3 Expect/Goal?	Normative	253	2.25	2.15	0	5
	Control	131	2.06	2.20	0	5
	Total	384	2.19	2.17	0	5
Likelihood of Attaining #4 Expect/Goal?	Normative	253	1.63	2.16	0	5
	Control	131	1.38	2.04	0	5
	Total	384	1.54	2.12	0	5
Likelihood of Actually Avoiding #1?	Normative	251	4.13	1.27	0	5
	Control	128	3.93	1.24	0	5
	Total	379	4.06	1.26	0	5
Likelihood of Actually Avoiding #2?	Normative	252	2.91	2.17	0	5
	Control	130	2.52	2.17	0	5
	Total	382	2.77	2.18	0	5
Likelihood of Actually Avoiding #3?	Normative	253	1.90	2.27	0	5
	Control	131	1.71	2.11	0	5
	Total	384	1.84	2.22	0	5
Likelihood of Actually Avoiding #4?	Normative	253	1.22	1.99	0	5
	Control	130	1.23	2.01	0	5
	Total	383	1.22	1.99	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.