Piers-Harris 2 Interpretation Overview

INC - Inconsistent Responding Index helps to detect random response patterns. A raw score of 4 or more on the INC scale (T \geq 70) suggests that the child may have responded randomly to at least some of the items on the questionnaire.

RES - Response Bias, refers to a tendency to agree or disagree with test items, irrespective of content. With positive RES (response bias) a child tends to answer “YES” to Piers Harris 2 items, regardless of what the items actually say. With negative RES a child’s tendency is to answer no. The RES index can be used to assess positive or negative biases. Higher RES scores indicate a tendency towards positive response bias, and lower RES scores indicate a tendency toward negative response bias. Thus, if a child gets a RES score of 40 or above (T \geq 70), 18 or below (T \leq 30), you should not interpret that child’s results further until you talk to him or her to find out more about how he or she approached the questionnaire.

TOT - Total Score, is the single most reliable measure on the P-H2. TOT is a measure of general self-concept.
- **High Range (\geq 60)** Children with high TOT scores are reporting a strongly positive general self appraisal.
- **Very High Range (\geq 70)** Children with Very High TOT scores can indicate very strong self-esteem, a tendency to exaggerate in the positive direction, or a combination of these two factors.
- **Average Range (40T to 59T)** Children in the Average Range are considered to be within normal limits.
- **High Average Range (56T to 59T)** The balance shifts in the direction of positive self evaluation.
- **Low Average Range (40T to 44T)** There is more admission of negative characteristics.
- **Low Range (\leq 39T)** Low TOT scores are characteristic of children with serious doubts about their own self worth.
- **Very Low Range (\leq 29T)** There is an increased likelihood the youngster has a diagnosable psychiatric disorder.

BEH - Behavioral Adjustment, measures admission or denial of problematic behaviors.
- **Above Average Range (\geq 56T)** Children in this range perceive themselves as well behaved and able to comply with rules and expectations at home and at school.
- **Average Range (40T to 55T)** Children in this range evaluate themselves as fairly well behaved, but do acknowledge a few difficulties with their conduct.
- **Low Average Range (40T to 44T)** The child is admitting to more difficulties managing his or her own behavior than the typical individual in the standardization sample, but the overall level of these problems is still considered to be within normal limits.
- **Low Range (\leq 39T)** Children in this range are acknowledging significant behavioral difficulties.
- **Very Low Range (\leq 29T)** With a VERY LOW score the presence of disruptive behavior disorders and the need for clinical attention is likely.
INT—Intellectual Status, reflects a child’s assessment of his or her abilities with respect to intellectual and academic tasks.

**Above Average (≥56T)** Children in this range are expressing confidence both in their general intellectual abilities and in their performance on specific academic tasks such as reading, responding to teacher queries in the classroom, and presenting oral report to the class.

**Average Range (40T to 55T)** Children view themselves as performing acceptable well in the academic realm, but acknowledge a few difficulties with school-related tasks.

**Low Average Range (40T to 44T)** The child is admitting to more difficulties with academic work than the typical individual, but the overall level of these problems is still within normal limits.

**Low Range (≤39T)** Children are acknowledging numerous perceived difficulties on specific school related tasks.

**Very Low Range (≤29T)** Children in this range may have a general sense that they do not fit in well at school and do not have the “smarts” to succeed in their schoolwork. Children with specific learning disabilities or attention-deficit syndromes will frequently score in the lower ranges of the INT scale.

PHY—Physical Appearance and Attributes, measures a youngster’s appraisal of his or her physical appearance as well as attributes such as leadership and the ability to express ideas.

**Above Average Range (≥56T)** Children in this range are expressing general satisfaction with their physical appearance and perceive themselves as popular with their peers.

**Average Range (40T to 55T)** The child reports both positive and negative appraisals of their appearance and personal attributes, with positive evaluations outnumbering the negative.

**Low Average Range (40T to 44T)** Expressing more dissatisfaction with his or her appearance and attributes than the typical individual, but considered to be within normal limits.

**Low Range (≤39T)** Children are likely to have poor self-esteem in relation to their body image and physical strength.

**Very Low Range (≤29T)** These children may feel they are unattractive and are not well liked or admired by peers.

FRE—Freedom from Anxiety, reflects anxiety and dysphoric mood.

**Above Average Range (≥56T)** Children are denying that they are bothered by sadness, nervousness, worry, and other unpleasant mood states.

**Average Range (40T to 55T)** Report mostly positive emotional states, but acknowledge a few difficulties related to their mood.

**Low Average Range (40T to 44T)** Admitting to more unpleasant emotional experiences than they typical individual, but considered to be within normal limits.

**Low Range (≤39T)** Acknowledging significant problems with dysphoric mood.

**Very Low Range (≤29T)** The need for further evaluation and clinical attention is likely.

POP—Popularity, represents a child’s evaluation of his or her social functioning.
**Above Average Range (≥56T)** Children perceive themselves as being successful in their peer relationships.

**Average Range (40T to 55T)** Children are mostly satisfied with their social functioning, but nevertheless acknowledge a few difficulties with peer interactions.

**Low Average Range (40T to 44T)** Child is admitting to more difficulties with peer relations than the typical individual, but within normal limits.

**Low Range (≤39T)** Children in this range feel unhappy about their social functioning.

**Very Low Range (≤29T)** The presence of psychological disorders is more likely in the Very Low Range.

**HAP-Happiness and Satisfaction, reflects feeling of happiness and satisfaction with life.**

**Above Average Range (≥56T)** Children evaluate themselves and their life circumstances in a generally positive way.

**Average Range (40T to 55T)** Children report both positive and negative appraisals of their general life circumstances, with positive tending to outnumber the negative.

**Low Average Range (40T to 44T)** Child is admitting to more feelings of dissatisfaction than the typical individual, but overall level is still within normal limits.

**Low Range (≤39T)** Children are apt to report general unhappiness and dissatisfaction with themselves.

**Very Low Range (≤29T)** It is more likely that the student has serious emotional or behavioral disorders.