



To Whom It May Concern:

Dr. Kristin Neff grants permission to use the Self-Compassion Scale for Youth (Neff et al., 2021) for any purpose whatsoever, including research, clinical work, teaching, etc. Please cite:

Neff, K. D., Bluth, K., Tóth-Király, I., Davidson, O., Knox, M. C., Williamson, Z., & Costigan, A. (2021). Development and validation of the Self-Compassion Scale for Youth. *Journal of personality assessment, 103*(1), 92-105.

Permission is also given to translate the SCS-Youth using the analytic approach to validate the factor structure that was established in:

Neff, K. D., Tóth-Király, I., Yarnell, L., Arimitsu, K., Castilho, P., Ghorbani, N.,... Mantios, M. (2019). Examining the Factor Structure of the Self-Compassion Scale using exploratory SEM bifactor analysis in 20 diverse samples: Support for use of a total score and six subscale scores. *Psychological Assessment, 31* (1), 27-45.

Best wishes,

Kristin Neff, PhD

The Self-Compassion Scale Youth Version (SCS-Youth)

Instructions: Please read each sentence carefully and indicate the answer that best describes how you act towards yourself in difficult times. Please answer honestly using the following scale

1 Almost never 2 Not very often 3 Sometimes 4 Very often 5 Almost always

1. I try to be kind and supportive to myself when I'm having a hard time.
2. When I feel sad or down, it seems like I'm the only one who feels that way.
3. When I notice things about myself that I don't like, I get really frustrated.
4. When I feel I'm not "good enough" in some way, I try to remind myself that other people sometimes feel this way too.
5. When I feel frustrated or disappointed, I think about it over and over again.
6. When something upsetting happens I try to see things as they are without blowing it out of proportion.
7. I get mad at myself for not being better at some things.
8. When I'm sad or unhappy, I remember that other people also feel this way at times.
9. I'm kind to myself when things go wrong and I'm feeling bad.
10. When I feel bad or upset, I tend to feel most other people are probably happier than I am.
11. When something difficult happens, I try to see things clearly without exaggerations.
12. I'm really hard on myself when I do something wrong.
13. When things aren't going well, I keep in mind that life is sometimes hard for everyone.
14. When I'm feeling bad or upset, I can't think of anything else at the time.
15. I try to be understanding and patient with myself even when I mess up.
16. When I'm really struggling, I tend to feel like other people are probably having an easier time of it.
17. When something upsets me, I try to notice my feelings and not get carried away by them.

Reference: [Neff, K. D., Bluth, K., Tóth-Király, I., Davidson, O., Knox, M. C., Williamson, Z., & Costigan, A. \(2021\). Development and validation of the Self-Compassion Scale for Youth. *Journal of personality assessment*, 103\(1\), 92-105.](#)

SCORING KEY

Self-Kindness Items: 1, 9, 15

Self-Judgment Items (reverse scored): 3, 7, 12

Common Humanity Items: 4, 8, 13

Isolation Items (reverse scored): 2, 10, 16

Mindfulness Items: 6, 11, 17

Over-identification Items (reverse scored): 5, 14

To reverse score items (1=5, 2=4, 3=3, 4=2, 5=1).

To compute a total self-compassion score, first reverse score the negative subscale items - self-judgment, isolation, and over-identification. Then take the mean of each subscale, and compute a total mean (the average of the six subscale means).

When examining subscale scores, higher scores on the self-judgment, isolation and over-identification scale indicate *less* self-compassion before reverse-coding, and *more* self-compassion after reverse coding. You can choose to report subscale scores with or without reverse-coding, but these three negative subscales must be reverse coded before calculating a total self-compassion score.

NORMS AND SCORE SIGNIFICANCE

There are no clinical norms or scores which indicate that an individual is high or low in self-compassion. Rather, scores are mainly used in a comparative manner to examine outcomes for youths scoring higher or lower in self-compassion.

As an ad hoc rubric, however, you can consider scores 1.0-2.49 to be low, between 2.5-3.5 to be moderate, and 3.51-5.0 to be high. When trying to determine whether self-compassion levels are high or low relevant to a particular sample, some researchers use a median split.

SCALE DEVELOPMENT, RELIABILITY AND VALIDITY

Neff et al. (2021) created a youth version of the SCS that would be appropriate for use with early adolescents in middle school. Study 1 (n=279) developed the 17-item scale from an initial pool of 36 items. Items were selected that had the strongest target loadings, relatively low cross-loadings, adequate content validity, and performed well in subsequently re-estimated measurement models. Three items were selected each representing the subscales of self-kindness, mindfulness, common humanity, self-judgment, isolation, but only two items representing over-identification were found to be adequate. Bifactor- ESEM supported the use of a general self-compassion score and six subscale scores. Study 2 cross-validated the factor structure of the SCS-Y with a second sample of youths (n=402). Reliability was good: Cronbach's alpha $\geq .82$ for a total SCS-Y score in both samples, and the subscales were also generally reliable. Study 3 (n=102) found support for the test-retest reliability of the SCS-Y ($r = .83$). Study 4 (n=212) established construct validity by demonstrating that SCS-Y scores were significantly associated with mindfulness, happiness, life-satisfaction, depression,

resilience, and achievement goal orientation in expected directions. Overall, findings suggest that the SCS-Y is a reliable and valid measure of self-compassion for use with youths.

ANALYTIC APPROACH FOR VALIDATION AND TRANSLATION

In order to validate the factor structure of the SCS-Youth (including for translations) we strongly recommend the use of bifactor ESEM, as this is the most appropriate method to assess the operation of self-compassion components as a system. Information on this analytic method can be found in ([Neff et al., 2019](#)). Moreover, appropriate syntax for how to conduct these analyses for the SCS using Mplus can be found in the online supplement to that article and also [here](#).