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:


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


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.

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 ≥ .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](#).