**Measures Studies 3 to 6**

**Difficulty Mindset Items, Intelligence Mindset Items, Instructions, and Response Options for Each Study**

***Studies 3 to 5***

5-item, 6-point scales from Fisher and Oyserman (2017)

Blocks presented in randomized order.

Instructions*: Please indicate how much you agree or disagree with each of the following statements by selecting the response that corresponds most closely to your opinion where 1 = strongly disagree, and 6= strongly agree).*

*Difficulty as Impossibility*

1. “Cut your losses” when something feels difficult to do, it may be impossible.
2. If a task feels difficult, my gut says that it may be impossible for me.
3. I know a goal is impossible for me when it feels difficult to work on.
4. When a task feels difficult, the experience of difficulty informs me that succeeding in the task is just not possible for me.
5. When a goal feels difficult to attain, then it is probably out of my reach.

*Difficulty as Importance*

1. “No pain, no gain, nothing worth having comes easy” when something feels difficult to do, it may be important.
2. If a task feels difficult, my gut says that it really matters for me.
3. I know a goal is a key one for me when it feels difficult to work on.
4. When a task feels difficult, the experience of difficulty informs me that succeeding at the task is important for me.
5. When a goal feels difficult to attain, then it is probably worth my effort.

***Study 6***

6-item, 5-point scale from Oyserman, Destin, and Novin (2015).

Items displayed in single interleaved order to middle and high school students.

Instructions: *These next questions ask about your ideas about difficulty. Difficulty is often experienced by people working at, close to, or above their peak capacity. There is no right or wrong answer. Please indicate how much you agree or disagree with each of the following statements.*

Response options*: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree*

*Difficulty as Impossibility*

1. If I feel stuck on a task, it's a sign that my effort is better spent elsewhere.
2. If working on a task feels very difficult, that type of task may not be possible for me.
3. If a task feels too difficult, I should move on to something else.
4. When working on a task feels hard, that feeling means it's not for me.
5. If a task feels really difficult, it may not be possible for me.
6. Finding a task really difficult tells me that I can't complete that task.

*Difficulty as Importance*

1. If I’m working on a task that feels difficult, it means that the task is important.
2. A sign that a task is important to me is how difficult it feels while working on it. If it feels difficult, it's important.
3. Struggling to complete a task reminds me that the task is important.
4. If a task is difficult, it is probably important for me to do well at it.
5. Tasks that feel difficult are important tasks.
6. If a task is difficult, it means that it's important for me.

**Measuring Socioeconomic status**

***Study 4 and 5***

**Educational attainment**. (less than high school, high school or equivalent, some college or AD, bachelor’s degree, advanced degree).

**Income.** (11 options starting with “less than $10,000” and moving up at increments of $10,000 up to a response category labeled “Greater than $100,000”).

**The ladder measure of subjective social status (**Adler, et al, 2000)**.** a picture of a ladder with 10 rungs labeled in sequence from bottom to the top. Participants placed themselves on the rung that best explained their social position relative to others).

**Intergenerational mobility and Income Inequality.** We asked participants to indicate the zip-code of their current address, then linked participant responses to counties of residence to obtain estimates of local intergenerational mobility (Chetty, Hendren, Kline, & Saez, 2014). Mobility estimates are based on the rank of children’s income as adults compared to other children born in the same cohort and the rank of parents of those children based on their income compared to other parents with children in the same birth cohort. We use Chetty and colleagues’ (2014) estimates of “absolute upward mobility” which measures the expected rank of a child born to parents with incomes at the 25th percentile nationally. The mean value of absolute upward mobility in our sample (*M =* 41.71, *SD*  = 3.77) estimates that a child born at the 25th income percentile is expected to be at the 42nd income percentile as an adult at age 30. We also linked participant responses to local income inequality at the county level as measured by the GINI coefficient calculated by the U.S. Census Bureau based on incomes reported in the American Community Survey 5-year estimates for 2011-2015. The GINI coefficient is a measure of inequality based on the Lorenz Curve, where values of 1 mean that a single person possesses 100% of the income in a given population and 0 represents perfect equality (Gini, 1921).

***Study 6***

**Free and Reduced Lunch.** (a binary indicator of eligibility for the federal free and reduced lunch program. Eligibility determined by family income and is set at 130 and 185% of the federal poverty line for free and reduced price lunch respectively).

**Additional Measures in Study 6**

Students completed several other scales as part of the survey in which they completed the IED-IAT. We did not analyze relationships between IED-IAT *D*-scores and these measures. We document these additional measures next.

***Possible Selves and Strategies***

Students responded to a measure adapted from Oyserman et al, 2006 to be used on Qualtrics. Responses were coded for type, number of strategies, plausibility (see coding manual).

*Expected Selves*

Each of us has some idea of what we might be like in the future.

First, imagine yourself next year. What do you expect to be like? What do you expect you will be doing? These are your **next year** **expected possible selves.**

Second, in the boxes below, write what you expect you will be like and what you expect to be doing next year.

Third, ask yourself if you are doing something to work on this next year expected possible self. Click "No" if you are not doing something or click "Yes" if you are doing something to work on this expectation for next year.

|  |  |  |
| --- | --- | --- |
|  | Am I currently doing something to work on this expectation? | |
|  | No | Yes |
| Next year I expect to be...  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| Next year I expect to be...  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| Next year I expect to be...  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
| Next year I expect to be...  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

*Avoided Selves*

In addition to expectations, we all have some idea of what we don't want to be like or things we do not want to be doing.   
  
First, think about what you do not want to be like or things you do not want to be doing next year. You can think of things you are worried about or want to dodge. These are your **next year to-be-avoided possible selves.**

Second, write those things you want to avoid being like or doing next year in the lines below.  
  
Third, ask yourself if you are currently doing something so this next year to-be-avoided self won't happen. For each possible self, click "No" if you are **not** currently doing something to avoid it. Click "Yes" if you are currently doing something to avoid it.  

|  |  |  |
| --- | --- | --- |
|  | Am I currently doing something to avoid this? | |
|  | No | Yes |
| Next year, I want to avoid... |  |  |
| Next year, I want to avoid... |  |  |
| Next year, I want to avoid... |  |  |
| Next year, I want to avoid... |  |  |

*For each of the expected/avoided selves P’s said they were doing something now for, we piped in their response and the following question depending on whether self was avoided or expected.*

What are you doing now to be "${PossibleSelves\_S18/ChoiceTextEntryValue/1}" next year?

What are you doing now so that "${AvoidedSelves\_S18/ChoiceTextEntryValue/4}" will **not** describe you next year?

*For each of the expected/avoided selves, P’s were asked to “self-code” whether self was about school or not. We piped in their responses.*

*Expected Selves*

At the beginning of this survey, you wrote what you expect to be like next year.  Your responses are listed below.  

For each of your responses, click "No" if this does not relate to school. Click "Yes" if this does relate to school.

|  |  |  |
| --- | --- | --- |
|  | Is this about school? | |
|  | No | Yes |
| ${PossibleSelves\_S18/ChoiceTextEntryValue/1} |  |  |
| ${PossibleSelves\_S18/ChoiceTextEntryValue/2} |  |  |
| ${PossibleSelves\_S18/ChoiceTextEntryValue/3} |  |  |
| ${PossibleSelves\_S18/ChoiceTextEntryValue/4} |  |  |

*Avoided Selves*

At the beginning of this survey, you also wrote what you do not want to be like or things you do not want to be doing next year.  Your responses are listed below.

For each of your responses, click "No" if this does not relate to school. Click "Yes" if this does relate to school.

|  |  |  |
| --- | --- | --- |
|  | Is this about school? | |
|  | No | Yes |
| ${AvoidedSelves\_S18/ChoiceTextEntryValue/1} |  |  |
| ${AvoidedSelves\_S18/ChoiceTextEntryValue/2} |  |  |
| ${AvoidedSelves\_S18/ChoiceTextEntryValue/3} |  |  |
| ${AvoidedSelves\_S18/ChoiceTextEntryValue/4} |  |  |

***Future and Current Self Distance***

Adapted from Oyserman et al., 2006

How soon do you need to start to get to your adult possible self?  
   
 Pick the pair of circles that fits how you feel.  
    
 The *longer* the line between 'Me Now' and 'Adult Me' circles, the more you feel your 'Adult Me' is far away so there is no need to start working on my adult possible self until later.    
    
The *shorter* the line between 'Me Now' and 'Adult Me', the more you feel you need to start right away because getting to your Adult Me requires that you start now.  
    
 Focus on how far or near your future feels, not on how much you will change or how many years it will take.

**Diagram

Description automatically generated**

***Future and Current Self Distance***

Adapted from Oyserman et al, 2006

How connected does your adult future self feel to you now?

Look at the circles below, pay attention to the amount of overlap between the ‘Me Now’ and the  ‘Adult Me’ circles.

Pick the pair of circles that fits how you feel.

*More overlap* means that what you do now matters more for your Adult Me.  
   
*Less overlap* means that what you do now really doesn’t make much difference to your Adult Me.

Diagram

Description automatically generated

***Finn Disruptive Behavior Scale***

Finn et al., 1995; 8th grade revision, J. Finn, personal communication, October 14, 1998

The following statements are about **how you act in school**. For each one, rate how often each is true of you.

How often do you...

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Never | Rarely | Sometimes | Often | Always |

1. pay attention in class?
2. lose, forget, or misplace materials?
3. complete homework and in-class assignments?
4. come late to class?
5. work especially hard when you have to solve difficult problems?
6. feel some subjects (math, history, English, science) are not important to you?
7. do more work than your teacher assigns?
8. bother your classmates when they are working?
9. think your classes are valuable to your future?
10. think badly of students who do well in school?
11. participate in class discussions?
12. get disciplined by the teacher or sent to the office?
13. act mouthy and have an attitude with the teacher?
14. talk with the teacher after school or outside of class about what you are studying and learning?

***Self-reported time spent on homework***

The following questions are about what you are normally like.  Please answer the questions about what is normal or typical for you.

1. How many hours a week do you usually spend doing homework?  (open-ended text box)
2. In one week, how much time do you usually spend doing homework? Select the closest answer using the response options below.
   * 0 hours a week
   * less than 1 hour a week
   * 1 hour a week
   * 1-2 hours a week
   * 2-3 hours a week
   * 3-5 hours a week
   * 5-10 hours a week
   * more than 10 hours a week
3. How often do you finish the homework that has been assigned?
   * Never
   * Occasionally (about 25% of the time)
   * About half the time (about 50% of the time)
   * Often (about 75% of the time)
   * Always or almost always
4. How seriously do you take your homework?
   * Not at all seriously
   * Not very seriously
   * 50/50
   * Seriously
   * Very Seriously

***Self-reported Puberty Status***

Participants first responded to questions about their sex and their race. Then, based on their sex, the 4th question was about facial hair or menstruation.

The next few questions are about changes that may be happening to your body.  These changes normally happen at different ages, there is no right or wrong time for your body to start changes but these changes are a reminder of growing up and of adulthood.    
  
To answer each of these questions, select the ONE answer that describes what is happening to your body.  If you do not understand a question or do not know the answer, just mark “I don’t know.”

Would you say your growth in height...

* has not yet begun to spurt or grow really fast
* has barely started
* has definitely started
* seems completed
* I don’t know

Would you say your growth in hair under your arms or in other places besides your head...

* has not yet started
* has barely started
* is definitely underway
* seems completed
* I don’t know

Would you say your change in skin, such as having pimples or other changes in texture…

* has not yet started
* has barely started
* is definitely underway
* seems completed
* I don’t know

Boys only: Would you say growth of hair on your face (a mustache or beard)...

* has not yet started
* has barely started
* is definitely underway
* seems completed
* I don’t know

Girls only: Would you say that your body has begun to change in other ways such as getting your period?

* has not yet started
* has barely started
* is definitely underway
* seems completed
* I don’t know