

Normative-Developmental Changes in Self-Representations during Adolescence			
	Age period		
	Early adolescence	Middle adolescence	Late adolescence
Salient content	Social skills, attributes, that influence interactions with others or one's social appeal; differentiation of attributes according to roles	Further differentiation of attributes associated with different roles and relational contexts	Normalization of different role-related attributes; attributes reflecting personal beliefs, values, and moral standards; interest in future selves
Structure/ organization	Intercoordination of trait labels into single stractions; abstractions compartmentalized; all-or-none thinking; opposites; don't detect, integrate, opposing abstractions	Initial links between single abstractions, often opposing attributes; cognitive conflict caused by seemingly contradictory characteristics, concern over which reflect one's true self	Higher-order abstractions that meaningfully integrate single abstractions and resolve inconsistencies, conflict
Valence/ accuracy	Positive attributes at one point in time; negative attributes at another; leads to inaccurate overgeneralizations	Simultaneous recognition of positive and negative attributes; instability, leading to confusion and inaccuracies	More balanced, stable view of both positive and negative attributes: greater accuracy; acceptance of limitations
Nature of comparisons	Social comparison continues although less overt	Comparisons with significant others in different relational contexts; personal fable	Social comparison diminishes as comparisons with one's own ideals increase
Sensitivity to others	Compartmentalized attention to internalization of different standards and opinions of those in different relational contexts	Awareness that the differing standards and opinions of others represent conflicting self-guides, leading to confusion over self evaluation and vacillation with regard to behavior; imaginary audience	Selection among alternative self-guides; construction of one's own self-standards that govern personal choices; creation of one's own ideals toward which the self aspires

Quadro 1: «Normative-Developmental Changes in Self-Representations during Adolescence» - síntese proposta por Susan Harter (1999: 61).