

## SUPPLEMENTARY MATERIALS

### APPENDIX S1

#### TIPI ADAPTATION FOR CHILDREN AND ADOLESCENTS

For the adaptation of the instrument, to ensure content and construct validity (Polit & Beck, 2006), 6 experts in the study of personality rated the items according to their comprehension, dimensionality, representativeness, and precision on a 4-point scale. Additionally, to determine whether a group of 50 adolescents (12-16 years old) equivalent to the final sample understood the expressions used in the study, and whether their explanation coincided with the one proposed by the judges, we requested a group of adolescents to read the items and asked them: What does this specific item mean to you?; how would you explain it to a child who does not understand it? They were also asked about each adjective, what does “this adjective” mean to you? and how would you say it

in your own words? Consequently, 14/20 terms of the 10 items were replaced by other terms more comprehensible for these ages, such as “serena” (calm) by “tranquila” (quiet), “colérica” (critical) by “que critica a los demás” (critical toward others) or “polifacética” (complex) by “con intereses diversos” (with diverse interests). The instructions were also modified to adapt them to the child and youth population: “Below is a list of adjectives and expressions that we use to talk about the way people are and that could describe you. Please, following the response scale, **write next to each pair of expressions the number you think indicates the extent to which you agree or disagree**. You should rate the degree to which you agree or disagree that EACH PAIR of characteristics describes you, even though one of the two may describe you to more than the other.”

Table S1

*Original, adult Spanish version, and current version of the TIPI for children and adolescents*

Original (Gosling et al., 2003)	Adult Spanish version (Renau et al., 2013)	Child and Adolescent Spanish version (Current study)
<p><b>Instructions:</b> Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.</p> <p>I see myself as:</p>	<p><b>Instrucciones:</b> Aquí encuentra una serie de rasgos de personalidad que pueden o no referirse a Vd. Por favor, escriba un número al lado de cada par de expresiones para indicar en qué medida está de acuerdo o en desacuerdo con ella. Debería valorar el grado en qué cada par de rasgos corresponde a su persona, aunque una pueda corresponder en más grado que otra.</p> <p>Me veo a mí mismo/a como a una persona:</p>	<p><b>Instrucciones:</b> A continuación, hay una lista de adjetivos y expresiones que utilizamos para hablar de la forma de ser de las personas y podrían describirte. Por favor, según la escala de respuesta, escribe al lado de cada pareja de expresiones el número que consideres para indicar en qué medida estás de acuerdo o en desacuerdo. Debes valorar el grado de acuerdo o desacuerdo en que CADA PAREJA de características te describe, aunque una de las dos pueda describirte en más grado que otra</p> <p>Me veo a mí mismo/a como una persona:</p>
<p><b>Response format:</b></p> <p>(1) Disagree strongly (2) Disagree moderately (3) Disagree a little (4) Neither agree nor disagree (5) Agree a little (6) Agree moderately (7) Agree strongly</p> <p>1. Extraverted, enthusiastic. 2. Critical, quarrelsome. 3. Dependable, self-disciplined. 4. Anxious, easily upset. 5. Open to new experiences, complex. 6. Reserved, quiet. 7. Sympathetic, warm. 8. Disorganized, careless. 9. Calm, emotionally stable. 10. Conventional, uncreative.</p>	<p><b>Formato de respuesta:</b></p> <p>(1) Completamente en desacuerdo (2) Bastante en desacuerdo (3) Un poco en desacuerdo (4) Ni de acuerdo ni en desacuerdo (5) Un poco de acuerdo (6) Bastante de acuerdo (7) Completamente de acuerdo</p> <p>1. Extravertida, entusiasta. 2. Colérica, discutidora 3. Fiable, auto-disciplinada. 4. Ansiosa, fácilmente alterable 5. Abierta a nuevas experiencias, polifacética. 6. Reservada, callada. 7. Comprensiva, amable. 8. Desorganizada, descuidada. 9. Serena, emocionalmente estable. 10. Tradicional, poco imaginativa.</p>	<p><b>Formato de respuesta:</b></p> <p>(1) Completamente en desacuerdo (2) Bastante en desacuerdo (3) Un poco en desacuerdo (4) Ni de acuerdo ni en desacuerdo (5) Un poco de acuerdo (6) Bastante de acuerdo (7) Completamente de acuerdo</p> <p>1. Sociable, entusiasta. 2. Que critica a las demás personas, discutidora. 3. De confianza, responsable. 4. Preocupada, que se altera con facilidad. 5. Abierta a nuevas experiencias, con intereses diversos. 6. Tímida, callada. 7. Bondadosa, amable. 8. Desordenada, descuidada. 9. Tranquila, que suele controlar sus emociones. 10. Tradicional (prefiere lo conocido), con poca imaginación.</p>

Table S2

Intercorrelations of the TIPI-CA items (whole sample)

	1	2	3	4	5	6	7	8	9	10
1. ES-Worried, easily upset	–									
1. ES-Preocupado/a, que se altera con facilidad	<b>-.24**</b>	–								
2. ES-Calm, usually controls his/her emotions	-.09**	.21**	–							
2. ES-Tranquilo/a, que suele controlar sus emociones	.17**	.03	<b>-.28**</b>	–						
3. E-Sociable, enthusiastic	-.04	.17**	.41**	-.20**	–					
3. E-Sociable, entusiasta	.13*	.07**	-.10**	.18**	<b>-.18**</b>	–				
4. E-Shy, quiet	.32**	-.14**	-.08**	.05*	-.05*	.13**	–			
4. E-Tímido/a, callado/a	-.07**	.30**	.36**	-.01	.31**	-.04*	<b>-.20**</b>	–		
5. O-Open to new experiences, with different interests	-.01	.24**	.34**	-.03	.29**	-.03	-.16**	.42**	–	
5. O-Abierto/a a nuevas experiencias, con intereses diversos	.22**	-.17**	-.11**	.14**	-.05**	.07**	.23**	-.14**	<b>-.18**</b>	–
6. O-Conventional (who prefers what is already known), unimaginative										
6. O-Tradicional (prefiere lo conocido), con poca imaginación										
7. A-Critical towards others, quarrelsome										
7. A-Que critica a los demás, discutidora										
8. A-Kind, friendly										
8. A-Bondadoso/a, amable										
9. C-Reliable, responsible										
9. C-De confianza, responsable										
10. C-Messy, careles										
10. C-Desordenado/a, descuidado/a										

Note. ES – emotional stability; E – extraversion; O – openness to experience; A – agreeableness; C – conscientiousness. Bold denotes the correlations between the items of the corresponding traits. The original TIPI-CA items in Spanish are in italics. \*  $p < .05$ , \*\*  $p < .01$ . Effect size (Cohen, 1992): .10 – small, .30 – moderate, .50 – large.

Table S3

Intercorrelations of the TIPI-CA items on children (7-11 years old)

	1	2	3	4	5	6	7	8	9	10
1. ES-Worried, easily upset	–									
1. ES-Preocupado/a, que se altera con facilidad										
2. ES-Calm, usually controls his/her emotions	<b>-.17**</b>	–								
2. ES-Tranquilo/a, que suele controlar sus emociones										
3. E-Sociable, enthusiastic	<b>-.07*</b>	<b>.27**</b>	–							
3. E-Sociable, entusiasta										
4. E-Shy, quiet	<b>.20**</b>	<b>-.05</b>	<b>-.19**</b>	–						
4. E-Tímido/a, callado/a										
5. O-Open to new experiences, with different interests	<b>-.06</b>	<b>.24**</b>	<b>.46**</b>	<b>-.23**</b>	–					
5. O-Abierto/a a nuevas experiencias, con intereses diversos										
6. O-Conventional (who prefers what is already known), unimaginative	<b>.16**</b>	<b>.04</b>	<b>-.12**</b>	<b>.18**</b>	<b>-.17**</b>	–				
6. O-Tradicional (prefiere lo conocido), con poca imaginación										
7. A-Critical towards others, quarrelsome	<b>.34**</b>	<b>-.10**</b>	<b>-.09**</b>	<b>.11**</b>	<b>-.09**</b>	<b>.16**</b>	–			
7. A-Que critica a los demás, discutidora										
8. A-Kind, friendly	<b>-.08**</b>	<b>.33**</b>	<b>.38**</b>	<b>-.06</b>	<b>.36**</b>	<b>-.10**</b>	<b>-.17**</b>	–		
8. A-Bondadoso/a, amable										
9. C-Reliable, responsible	<b>-.06</b>	<b>.24**</b>	<b>.35**</b>	<b>-.07*</b>	<b>.33**</b>	<b>-.08*</b>	<b>-.23**</b>	<b>.35**</b>	–	
9. C-De confianza, responsable										
10. C-Messy, careles	<b>.27**</b>	<b>-.20**</b>	<b>-.14**</b>	<b>.22**</b>	<b>-.07*</b>	<b>.13**</b>	<b>.27**</b>	<b>-.20**</b>	<b>-.18**</b>	–
10. C-Desordenado/a, descuidado/a										

Note. ES – emotional stability; E – extraversion; O – openness to experience; A – agreeableness; C – conscientiousness. Bold denotes the correlations between the items of the corresponding traits. The original TIPI-CA items in Spanish are in italics. \* $p < .05$ , \*\* $p < .01$ . Effect size (Cohen, 1992): .10 – small, .30 – moderate, .50 – large.

Table S4

Intercorrelations of the TIPI-CA items on adolescents (12-18 years old)

	1	2	3	4	5	6	7	8	9	10
1. ES-Worried, easily upset	–									
1. ES-Preocupado/a, que se altera con facilidad	<b>-.27**</b>	–								
2. ES-Calm, usually controls his/her emotions	-.09**	.16**	–							
2. ES-Tranquilo/a, que suele controlar sus emociones	.13**	.12**	<b>-.33**</b>	–						
3. E-Sociable, enthusiastic	.00	.10**	.37**	-.16**	–					
3. E-Sociable, entusiasta	.09**	.11**	-.07**	.15**	<b>-.17**</b>	–				
4. E-Shy, quiet	.28**	-.15**	-.06*	-.03	.00	.09**	–			
4. E-Tímido/a, callado/a	-.04	.27**	.34**	.05	.26**	.02	<b>-.21**</b>	–		
5. O-Open to new experiences, with different interests	.03	.25**	.33**	.00	.27**	.00	-.12**	.48**	–	
5. O-Abierto/a a nuevas experiencias, con intereses diversos	.16**	-.12**	-.06*	.04	-.02	.00	.18**	-.09**	<b>-.20**</b>	–
6. O-Conventional (who prefers what is already known), unimaginative										
6. O-Tradicional (prefiere lo conocido), con poca imaginación										
7. A-Critical towards others, quarrelsome										
7. A-Que critica a los demás, discutidora										
8. A-Kind, friendly										
8. A-Bondadoso/a, amable										
9. C-Reliable, responsible										
9. C-De confianza, responsable										
10. C-Messy, careles										
10. C-Desordenado/a, descuidado/a										

Note. ES – emotional stability; E – extraversion; O – openness to experience; A – agreeableness; C – conscientiousness. Bold denotes the correlations between the items of the corresponding traits. The original TIPI-CA items in Spanish are in italics. \*  $p < .05$ , \*\*  $p < .01$ . Effect size (Cohen, 1992): .10 – small, .30 – moderate, .50 – large.

Table S5

Correlations between the five factors personality traits and the SDQ subscales (self-reported) found in research

Variable	Emotional symptoms	Conduct problems	Hyperactivity	Peer problems	Prosocial behaviors
Lewis et al. (2014) <sup>1</sup>					
ES	-.51**	-.29**	-.25**	-.33**	.13**
E	-.26**	.04	.01	-.34**	.29**
O	.06*	-.01	.05	.01	.13**
A	.06*	-.26**	-.13**	-.13**	.34**
C	-.06*	-.23**	-.33**	-.09**	.25**
Slobodskaya (2007) <sup>2</sup>					
ES	-.47**	-.20**	–	-.21**	.08*
E	-.18**	.01	–	-.26**	.26**
O	-.13**	.02	–	-.16**	.19**
A	-.13**	-.37**	–	.02	.25**
C	-.20**	-.19**	–	-.07*	.28**
Kawamoto et al. (2021) <sup>3</sup>					
ES	-.16**	-.02	-.03	-.08**	.00
E	-.10**	.10**	.09**	-.22**	.14**
O	-.02	.03	.01	-.01	.03
A	-.08**	-.21**	-.19**	-.15**	.13**
C	-.08**	-.10**	-.19**	-.13**	.12**
Muris et al. (2005) <sup>4</sup>					
ES	-.57*	-.46*	-.42*	-.40*	.08
E	-.21*	-.04	.04	-.26*	.34*
O	.09	.00	-.19*	.00	.26*
A	-.09	-.25*	-.20*	-.18*	.59*
C	-.13	-.25*	-.56*	-.09	.25*
Bore et al. (2020) <sup>5</sup>					
ES	-.57**	-.59**	-.47**	-.42**	-.23**
E	-.39**	-.45**	-.39**	-.52**	.50**
O	-.28**	-.36**	-.47**	-.27**	.32**
A	-.27**	-.54**	-.47**	-.39**	.60**
C	-.14**	-.38**	-.46**	-.15**	.35**

Note. ES – emotional stability; E – extraversion; O – openness to experience; A – agreeableness; C – Conscientiousness. Instruments employed: <sup>1</sup>Five-factor model rating form [30-item inventory] (Mullins-Sweatt et al., 2006); <sup>2</sup>ICID [Inventory of Child Individual Differences, 108 items] (Halverson et al., 2003); <sup>3</sup>TIPI [Ten Item Personality Inventory] (Japanese version, Oshio et al., 2012); <sup>4</sup>BFQ-C [Big Five Questionnaire for Children, 65 items] (Dutch version, Muris et al., 2005); <sup>5</sup>BFC-SF [Big Five Questionnaire for Children-Short Form, 20 items] (derived from the BFQ-C, Bore et al., 2020). \* $p < .05$ , \*\* $p < .01$ . Effect size (Cohen, 1992): .10 – small, .30 – moderate, .50 – large.

**Table S6***Internal consistency and temporal stability of the TIPI-CA*

	Cronbach's $\alpha$	Spearman-Brown	Test-retest
Emotional stability	.39	.39	.52
Extraversion	.43	.44	.51
Openness to experience	.31	.31	.46
Agreeableness	.33	.34	.66
Conscientiousness	.29	.30	.57

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