



RATING SCALES REPORT

MPT-C ©

MULTIDIMENSIONAL PERSONALITY TEST FOR CHILDREN

Hameiri, Aaron MA

Test ID: #00024410

Client ID: Sample Testee

Gender: Male

Age: 17:6

Administration Date #1: 06.10.2021

Administration Date #2: 13.10.2021

Examiner: A. Hameiri

Results contained herein are confidentals, and should only be viewed by those with proper authorization.

The Multidimensional Psychology Test for Children (MPT-C®) is a projective test with an integrated system for multidimensional personality assessment [PRISMA©] designed to help the differential diagnosis, assessment of functional status and personality traits, and classification of a variety of behavioral and emotional disorders of children. However, it is important to underline that the Multidimensional Psychology Test for Children (MPT-C©) does not claim to serve as a taxonomic and diagnostic tool for psychiatric diagnoses and/or classifications by the nosological principles of the common psychiatric diagnostic systems, like DSM-5, ICD-11 or PDM-2.

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RATING SCALES REPORT

Client ID: Sample Testee Age: 17:6

RESPONSE VALIDITY INDEXES	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140	
					65	75	85	95	105	115	125	135		
					Consistency				Inconsistency					
CONSISTENCY INDEX	43	97	96-98					■						
Consistent response style vs Inconsistent response style.														
					65	75	85	95	105	115	125	135		
					Defensiveness				Likely honest			Malingering		
SELECTIVITY OF SYMPTOMS INDEX	####	294	288-299	{2}y-/y-									x	
Defensive responding due to indiscriminate denial of symptoms vs Feigning and malingering by exhibiting indiscriminate endorsement of symptoms.														
													x	
SEVERITY OF SYMPTOMS INDEX	86	115	110-120	{2}y-/y-									x	
Denial of experiencing a discrete number of symptoms as unbearable or extreme in intensity vs Exaggeration of symptom severity.														

LEVEL OF PERSONALITY FUNCTIONING	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
GLOBAL PERS. FUNCTIONING IMPAIRMENT	51	98	95-101	{1}n+/y-				■					
Related to both self and interpersonal dysfunctioning.													
													xx
IDENTITY IMPAIRMENT	90	122	116-128	{1}n+/y-									xx
Elevated score relates to experience in which a unique self and sense of autonomy are virtually absent, boundaries with others are confused or lacking. Emotions are not congruent with context or internal experience; and self-image is weak or distorted.													
								✓					
SELF-DIRECTION IMPAIRMENT	13	85	79-90	{1}n+/y-				✓					
Elevated score relates to poor differentiation of thoughts from actions, setting unrealistic or incoherent goals. Internal standards for behavior are virtually lacking; inability to constructively reflect on own experience.													
								■					
EMPATHY IMPAIRMENT	27	91	89-92	{1}n+/y-				■					
Elevated score relates to pronounced inability to consider and understand others' experience and motivation. Attention to others' perspectives is virtually absent. Social interactions can be confusing.													
													■
INTIMACY IMPAIRMENT	45	97	96-98	{1}n+/y-				■					
Elevated score relates to limited desire for affiliation; detached, disorganized, or consistently negative engagement with others. Social/interpersonal behavior is not reciprocal.													

FUNCTIONAL & MENTAL POTENTIALS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140	
					65	75	85	95	105	115	125	135		
													Danger	
SUICIDE POTENTIAL	3	75	70-80	{1}n+/y-			✓							
Estimation of the likelihood for the individual to have suicide ideations or to attempt or die by suicide.														
													■	
GENERAL PSYCHOPATHOLOGY (p-factor)	62	100	87-113	{1}n+/y-					■					
Refers to a general latent dimension that has been proposed to be able to encapsulate individuals' proclivity to develop all forms of psychopathology included within the broad internalising, externalising and thought disorder dimensions.														
								✓						
STRESS INDUCED THINKING	2	70	67-74	{1}n+/y-				✓						
STRESS INDUCED THINKING = DECISION BIASES: Refers to the extent to which emotionally charged or ambiguous contexts diminish control, disrupt memory, impair cognitive functioning temporarily, leading to unwise or eccentric decision making.														
													■	
EGO-SYNTONICITY vs EGO-DYSTONICITY	43	98	96-101	{2}y+/y-				■						
Ego-syntonicity refers to the state of mind in which behaviors, values, and feelings that are in harmony with the needs and goals of the ego, or consistent with one's ideal self-image. In contrast, ego-dystonicity is the opposite.														
													■	
INTELLECTUAL ABILITIES	70	107	104-110	{1}n-/y+						■				
Refers to high intellectual and adaptive functioning, to a variety of skills required to think critically, see connections between disciplines and problem solve in new or changing situations.														

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PROTECTIVE FACTORS & ADAPTIVE SKILLS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
SELF-ESTEEM	33	93	86-101	{1}n-/y+									
Refers to the individual's positive or negative attitude about the self, the degree of liking or satisfaction with the self, and his or her feeling of perceived worth as compared with others.													
SENSE OF HOPE	33	94	90-98	{1}n-/y+									
Refers to the individual's perceptions regarding his or her capacities to clearly conceptualize goals, to develop the specific strategies to reach those goals, and to initiate and sustain the motivation for using those strategies.													
SELF-EFFICACY	76	109	104-115	{1}n-/y+									
Refers to the individual's beliefs in his or her capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands.													
WELL-BEING	59	104	93-114	{1}n-/y+									
Refers to the experience of positive emotions, low levels of negative moods, the involvement in activities that builds upon one's interests, having rewarding relationships, social connections, and high life satisfaction.													
ADAPTABILITY	94	123	116-130	{1}n-/y+									
Refers to the individual's capacity to effectively respond to change, novelty, uncertainty and transition, including the capacity to think about a new and uncertain situation in a different way.													
RESILIENCY	60	104	99-108	{1}n-/y+									
Refers to the individual capacity to mobilize both internal and external support systems and to achieve positive adaptation despite his or her exposure to significant threat or severe adversity.													
LEADERSHIP POTENTIAL	85	114	107-121	{1}n-/y+									
Refers to competencies that suggest leadership potential and help with good academic, social, and community adaptation, including the ability to work with others, to solve problems and make decisions easily.													
INTERPERSONAL SOCIAL SKILLS	91	120	117-123	{1}n-/y+									
Refer to skills that are necessary for interacting successfully with peers and adults in various social setting, including verbal skills (e.g. requesting favors, apologizing), non-verbal skills (e.g. smiling, imitating) and conversation skills.													
DAILY ACTIVITY SKILLS	82	113	108-118	{1}n-/y+									
Refer to basic skills that are required to organize and perform basic, everyday tasks in an acceptable and safe manner.													
FUNCTIONAL COMMUNICATION SKILLS	21	89	86-92	{1}n-/y+									
Refers to the individual's ability spontaneously and independently communicate his or her wants and needs, to express ideas, and to socialize and communicate with others in a way that others can easily understand.													

STRESS & TRAUMA	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
ACUTE STRESS	35	93	90-96	{1}n+/y-									
Refers to stress which is experienced as an immediate perceived threat, either physical, emotional or psychological.													
CHRONIC STRESS	29	91	87-94	{1}n+/y-									
Refers to prolonged and constant feeling of stress.													
TRAUMATIC EVENT IN THE PAST	1	71	68-74	{1}n+/y-									
Assesses the likelihood of exposure to traumatic events in the past.													
EMOTIONAL IMPACT OF TRAUMATIC EVENTS	19	88	84-91	{1}n+/y-									
Assesses the impact of traumatic events in the past on current distress level.													

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SYNDROME SCALES	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
INTERNALIZING PROBLEMS	<1	63	56-69	{1}n0/y-	✓								
Refers to a group of emotional symptoms are characterized primarily by processes within the self that reveals more prevalent effortful control of behavior, negative affectivity, behavioral inhibition, and fears.													
EXTERNALIZING PROBLEMS	9	80	77-84	{1}n0/y-		✓							
Refers to a group of behavior problems are characterized primarily by actions in the external world, including disruptive, hyperactive, and aggressive and antisocial behaviors.													
	%ile	Std. Sc.	90% CI	re Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
DEPRESSION	<1	51	45-58	{1}n0/y-	✓								
Refers to a negative affective state characterized by continuous feelings of sadness, pessimism, hopelessness, worthlessness or guilt, irritability or anger, and despondency that interferes with daily life.													
MANIA	27	90	87-92	{1}n0/y-				■					
Refers to a state of excitement manifested by mental and physical hyperactivity, disorganization of behavior, and elevation of mood, often accompanied by over-optimism, grandiosity, or impaired judgment.													
SOMATIZATION	12	84	75-93	{1}n0/y-		✓							
Refers to the expression of psychological disturbance in physical symptoms, to the tendency to overreport the occurrence of various physical complaints.													
ANXIETY	8	79	76-83	{1}n0/y-		✓							
Refers to feeling of uneasiness and worry about real or imagined problems, negative thoughts, somatic symptoms of tension, as an overreaction to a situation that is only subjectively seen as menacing.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
AUTISM SPECTRUM*	6	79	77-82	{1}n0/y-		✓							
Refers to a range of neurodevelopmental conditions characterized by varying but often marked difficulties in communication and social interaction. * Standard Score > 126 may be suggestive of ASD													
SOCIAL DEVELOPMENTAL DYSFUNCTION	3	70	69-70	{1}n0/y-		✓							
Refers to social reciprocity deficits, including deficits in interpersonal, social skills and communication (difficulties with the use of verbal and nonverbal language for social purposes), interests and activities.													
SOCIAL WITHDRAWAL	26	89	82-95	{1}n0/y-				✓					
Refers to the tendency to refrain from social activities in the presence of peers. The lack of social interaction may result from a variety of causes, including social fear and anxiety or a preference for solitude.													
WEIRDNESS	21	88	82-93	{1}n0/y-				✓					
Refers to the tendency to behave in ways that are considered weird, incongruent, unusual or irregular, predicting psychotic-like experiences, as well as, social rejection and peer victimization.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
ATTENTION PROBLEMS	9	81	78-84	{1}n0/y-			✓						
Refer to the tendency to be easily distracted, to have difficulty paying attention to details, focusing on schoolwork, keeping up with assignments, completing tasks and social interactions.													
HYPERACTIVITY	35	95	89-101	{1}n0/y-				■					
Refers to the state of being unusually or abnormally active, acting without thinking, rushing through activities, talking excessively and difficulty participating in quiet activities (such as reading).													
AGGRESSION	1	72	69-75	{1}n0/y-		✓							
Refers to the tendency to aggressive fantasies and behavior in an uninhibited manner causing harm to another person.													
CONDUCT PROBLEMS	18	87	81-93	{1}n0/y-				✓					
Refers to a persistent pattern of behavior that involves violating the basic rights of others and ignoring age-appropriate social standards, including hostile and sometimes physically violent behavior.													
BULLYING	1	73	72-74	{1}n0/y-		✓							
Engaged in persistent threatening and aggressive physical behavior or verbal abuse to get what is wanted through manipulation or intimidation, involving a power imbalance between the bully and the victim.													

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SELF-REGULATION	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
ANGER CONTROL DEFICIT	1	64	60-68	{1}n0/y-									
Refers to the tendency to become angry or irritated quickly and impulsively, to have difficulty with response inhibition, and difficulty with affect and self-regulation.													
TEMPERAMENTAL NEGATIVE EMOTIONALITY	9	79	75-83	{1}n0/y-									
Refers to the tendency to experience and react with negative emotions frequently and intensely, to have heightened sensitivity to negative environmental stimuli and difficulty being soothed.													
EMOTIONAL SELF-CONTROL DEFICIT	8	80	72-87	{1}n0/y-									
Refers to difficulties inhibiting inappropriate behavior in response to either positive or negative emotions; refocusing attention from strong emotions.													
EXECUTIVE DYSFUNCTIONING	3	72	69-76	{1}n0/y-									
Refers to the deficit in those skills that allow an individual to perceive stimuli from his or her environment, respond adaptively, flexibly change direction, anticipate future goals, and consider consequences.													

DIMENSIONAL PERSONALITY TRAITS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
NEGATIVE AFFECTIVITY	30	81	78-84	{2}y+/y-									
POSITIVE AFFECTIVITY vs NEGATIVE AFFECTIVITY: Positive emotional experience, reflecting enthusiasm, joy, energy, mental alertness, and confidence vs Subjective distress and a broad range of negative mood states, including fear, sadness, anger, and guilt.													
EMOTIONAL LABILITY	53	100	96-104	{2}y+/y-									
EMOTIONAL STABILITY vs EMOTIONAL LABILITY: The capability of withstanding difficult situations, handling diversity, having reality-oriented thinking and ego strength vs Instability of emotional experiences and mood.													
ANXIOUSNESS	3	73	71-75	{2}y+/y-									
TRANQUILITY vs ANXIOUSNESS: Tendency to be tranquil, calm, serene, and worry-free vs Tendency to view stressors as dangerous, and respond to stressful situations with more intense and frequent anxiety.													
SEPARATION INSECURITY	9	82	77-86	{2}y+/y-									
SEPARATION SECURITY vs SEPARATION INSECURITY: Feeling protected by the caregivers, and knowing that he/she can depend on them to return vs Fear of rejection by / separation from significant others, related to fears of excessive dependency and loss of autonomy.													
PERSEVERATION	25	89	82-97	{2}y+/y-									
COGNITIVE FLEXIBILITY vs PERSEVERATION: The ability to flexibly switch between tasks, and adapt flexibly to changing environments vs Persistence at tasks or in a particular way of doing things long after the behavior has ceased to be functional or effective.													
RESTRICTED AFFECTIVITY	7	78	71-84	{2}y-/y-									
REACTIVE AFFECTIVITY vs RESTRICTED AFFECTIVITY: Tendency to show a wide range of emotional expression vs Little reaction to emotionally arousing situations; constricted emotional experience and expression.													
SUBMISSIVENESS	13	84	81-87	{2}y-/y-									
DOMINANCE vs SUBMISSIVENESS: Tendency to assert control and/or hold a powerful position dealing with others vs Feelings of being controlled and influenced by others or events.													

DIMENSIONAL PERSONALITY TRAITS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
DETACHMENT	54	96	93-100	{2}y+/y-									
EXTRAVERSION vs DETACHMENT: Tendencies to be spontaneous and outgoing, especially in novel social circumstances vs Withdrawal from interpersonal interactions and restricted affective experience and expression.													
WITHDRAWAL	16	85	76-95	{2}y+/y-									
SOCIALITY vs WITHDRAWAL: Tendency to be socially outgoing and seek social contacts and activity vs Preference for being alone to being with others; reticence in social situations; avoidance of social contacts and activity.													
ANHEDONIA	21	88	84-91	{2}y+/y-									
JOYFULNESS vs ANHEDONIA: Tendency to experience, cause, or show joy vs Deficits in the capacity to feel pleasure and take interest in things, to enjoy from, engage in, or have energy for life's experiences.													

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DIMENSIONAL PERSONALITY TRAITS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
DEPRESSIVITY	76	109	107-112	{2}y-/y-									
ELEVATED AROUSAL vs DEPRESSIVITY: State of feeling awake, activated, and highly reactive to stimuli vs Feelings of being down, miserable, and/or hopeless; difficulty recovering from such moods; pervasive shame and/or guilt.													
INTIMACY AVOIDANCE	64	106	101-111	{2}y+/y-									
INTIMACY PROMOTION vs INTIMACY AVOIDANCE: Tendency to seek new close or romantic relationships, interpersonal attachments vs Avoidance of close or romantic relationships, interpersonal attachments, and intimate sexual relationships.													
SUSPICIOUSNESS	43	97	91-103	{2}y-/y-									
GULLIBILITY vs SUSPICIOUSNESS: Tendency to be easily deceived, tricked or manipulated vs Tendency to suspect to negative and harmful intentions of others, to have doubts about loyalty and fidelity of others, and feelings of being mistreated.													
DIMENSIONAL PERSONALITY TRAITS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
ANTAGONISM	28	80	77-84	{2}y+/y-									
AGREEABLENESS vs ANTAGONISM: Tendency to develop and maintain prosocial relationships, reflecting adjustment and mental health vs Exaggerated sense of self-importance, callous antipathy toward others, and readiness to use others.													
MANIPULATIVENESS	31	93	89-98	{2}y-/y-									
NAIVETY vs MANIPULATIVENESS: Lack of experience or sophistication, inexperience that allows one to be tricked vs Tendency to deliberately use interpersonal tactics to influence another persons to achieve one's own personal gain.													
DECEITFULNESS	12	83	76-90	{2}y+/y-									
HONESTY vs DECEITFULNESS: Tendency to be truthful, sincere and free of deceit vs Dishonesty and fraudulence; misrepresentation of self; embellishment or fabrication when relating events.													
GRANDIOSITY	5	75	72-78	{2}y+/y-									
HUMBLENESS vs GRANDIOSITY: Tendency not to be proud or believe that one is important and/or superior to others vs Believing that one is superior to others and deserves special treatment; feelings of entitlement; condescension toward others.													
ATTENTION SEEKING	65	105	104-107	{2}y-/y-									
TIMIDITY vs ATTENTION SEEKING: Frequent and intense shyness, aloofness or discomfort when being around other people vs Engaging in behavior designed to attract notice and to make oneself the focus of others' attention and admiration.													
CALLOUSNESS	<1	60	56-64	{2}y+/y-									
KIND-HEARTEDNESS vs CALLOUSNESS: Empathic or sympathetic concern for the well-being of others vs Lack of empathy and concern for the feelings or problems of others; lack of guilt or remorse about the negative or harmful effects of one's actions on others.													
DIMENSIONAL PERSONALITY TRAITS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
DISINHIBITION	56	99	95-103	{2}y+/y-									
CONSCIENTIOUSNESS vs DISINHIBITION: Tendency to control impulses, act in socially acceptable ways, and plan and organize effectively vs Orientation toward immediate gratification, leading to impulsive behavior, without regard for past learning or consideration of future consequences.													
HOSTILITY	34	93	88-98	{2}y+/y-									
BENEVOLENCE vs HOSTILITY: Frequent concern for the well-being of persons other than oneself, desire to do good or act of kindness to others vs Persistent or frequent angry feelings in response to minor slights and insults; mean or vengeful behavior.													
IMPULSIVITY	34	93	90-97	{2}y+/y-									
SELF-REGULATION vs IMPULSIVITY: Inclination toward judicious, self-restrained and self-controlled behavior pattern vs Acting on the spur of the moment in response to immediate stimuli; difficulty establishing and following plans; self-harming behavior under emotional distress.													
DISTRACTIBILITY	74	110	107-112	{2}y+/y-									
ATTENTION FOCUSEDNESS vs DISTRACTIBILITY: Capability to concentrate and focus on tasks, and to maintain goal-focused behavior vs Difficulty concentrating and focusing on tasks; attention is easily diverted by extraneous stimuli; difficulty maintaining goal-focused behavior.													
RIGID PERFECTIONISM	82	114	108-120	{2}y-/y-									
DISORGANIZATION vs RIGID PERFECTIONISM: Difficulty or carelessness to organize tasks and activities in an expectable way vs Rigid insistence on everything being flawless, perfect, and without errors or faults, sacrificing of timeliness to ensure correctness in every detail.													

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DIMENSIONAL PERSONALITY TRAITS	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
IRRESPONSIBILITY	54	102	98-106	{2}y+/y-									
RESPONSIBILITY vs IRRESPONSIBILITY: Having commitment and obligation to perform the duty or task assigned to him or her vs Disregard for - and failure to honor - financial and other obligations or commitments; carelessness with others' property.													
RISK-TAKING	14	82	79-86	{2}y+/y-				✔					
CAUTIOUSNESS vs RISK-TAKING: Tendency to be careful about avoiding danger or risk vs Engagement in dangerous, risky, and potentially self-damaging activities, reckless pursuit of goals regardless of the level of risk involved.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
PSYCHOTICISM	14	83	80-87	{2}y+/y-				✔					
LUCIDITY vs PSYCHOTICISM: Tendency to see things clearly; rationality; and to have clearness of thought or style vs Exhibiting a wide range of culturally incongruent odd, eccentric, or unusual behaviors and cognitions, including both process (e.g., perception) and content (e.g., beliefs).													
ECCENTRICITY	<1	63	61-65	{2}y+/y-		✔							
CONVENTIONALITY vs ECCENTRICITY: Conventional behavior and perception being typical for a child of this age vs Odd, unusual, or bizarre behavior, appearance, and/or speech; having strange and unpredictable thoughts; saying unusual or inappropriate things.													
PERCEPTUAL DYSREGULATION	50	100	96-104	{2}y+/y-									
LACK OF PERCEPTUAL DYSREGULATION vs PERCEPTUAL DYSREGULATION: Structured and coherent perceptual regulation vs Odd or unusual thought processes and experiences, including depersonalization, dissociative experiences; thought-control experiences.													
UNUSUAL BELIEFS	42	97	92-101	{2}y+/y-									
LACK OF UNUSUAL BELIEFS vs UNUSUAL BELIEFS: Veridical beliefs vs Belief that one has unusual abilities, such as mind reading, unusual experiences of reality, including hallucination-like experiences.													

DEFENSE MECHANISMS (DM)	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
IMMATURE DM	27	115	112-118	{1}n0/y-									✘
Assimilating (immature) defenses that tend to distort reality in accordance with expected outcomes, leading to less adaptive functioning.													
IMMATURE INTERPERSONAL DM	44	97	95-99	{1}n0/y-									
Defenses that predominantly involve interpersonal transactions.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
ACTING OUT	36	95	93-97	{1}n0/y-									
The individual deals with emotional conflict or internal or external stressors by acting rather than by verbalizing his or her reflections or feelings,													
DISPLACEMENT	64	105	103-107	{1}n0/y-									
The individual deals with emotional conflict or internal or external stressors by transferring emotions about a stressor onto other objects or activities that are less threatening psychologically.													
PASSIVE AGGRESSION	54	102	101-104	{1}n0/y-									
The individual deals with emotional conflict or internal or external stressors by indirectly and unassertively expressing negative feelings, such as aggression, anger or annoyance, towards others.													
PROJECTION	26	92	89-94	{1}n0/y-									
The individual deals with emotional conflict or internal or external stressors by falsely attributing unacceptable psychological impulses and traits in oneself to others.													
SPLITTING	5	75	70-79	{1}n0/y-				✔					
The individual deals with conflicts or stressors by maintaining simultaneously contradictory attitudes towards the self and others, but also preventing the formation of a view integrating both qualities concurrently.													
WITHDRAWAL	92	119	115-124	{1}n0/y-									✘
The individual deals with emotional conflict or internal or external stressors by retreating from reality, and removing oneself from events, stimuli, interaction, and usual social discourse under the fear of being reminded of painful thoughts and feelings.													

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DEFENSE MECHANISMS (DM)	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
IMMATURE INTRAPSYCHIC DM	18	83	79-87	{1}n0/y-			✓						
Defenses that establish self regulation by a predominant inward direction.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
CONVERSION	26	90	86-93	{1}n0/y-				■					
The individual deals with emotional conflict or internal or external stressors by converting psychological distress into various bodily symptoms.													
DISSOCIATION	29	92	88-96	{1}n0/y-				■					
The individual deals with stressors by feeling momentarily detached from the usual sense of body, and/or environment, or by breaking the autobiographic continuity across time.													
FANTASY	76	112	109-114	{1}n0/y-								x	
The individual deals with emotional conflict or internal or external stressors by excessive daydreaming as a substitute for human relationships, more effective action, or problem solving.													
OMNIPOTENCE	6	77	74-79	{1}n0/y-			✓						
The individual deals with emotional conflict or internal or external stressors by developing unrealistic belief in his or her superiority over the external world, other people or some aspect of the self.													
REPRESSION	24	89	87-91	{1}n0/y-				✓					
The individual deals with emotional conflict or internal or external stressors by forgetting or actively ignoring unacceptable strivings, wishes, thoughts, or experiences from the conscious mind.													
SOMATIZATION	11	82	73-92	{1}n0/y-				✓					
The individual deals with emotional conflict or internal or external stressors by experiencing and communicating psychological distress in the form of physical symptoms.													
ISOLATION OF AFFECT	44	97	92-103	{1}n0/y+							■		
The individual deals with internal or external stressors by minimizing associative connections between unpleasant or threatening cognitions, and other thoughts and feelings. It is a coping mechanism that does not require delusions of reality.													
UNDOING	5	75	67-84	{1}n0/y-				✓					
The individual deals with emotional conflict or internal or external stressors by engaging in a reverse behavior in order to cancel out or counterbalance threatening, unacceptable thought, action or affect.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
MATURE DM	35	117	114-121	{1}n0/y+								✓	
Accommodating (mature) defenses that attenuate unwelcome reality, allowing more adaptive functioning.													
MATURE INTERPERSONAL DM	45	97	92-102	{1}n0/y+							■		
Defenses that predominantly involve interpersonal transactions.													
	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
ALTRUISM	69	108	106-110	{1}n0/y+								■	
The individual deals with emotional conflict or internal or external stressors by dedication to meeting the needs of others for help or support.													
HUMOR	28	93	85-100	{1}n0/y+							■		
The individual deals with emotional conflict or external stressors by emphasizing the amusing or ironic aspects of the conflict or stressor.													
IDEALIZATION	83	113	102-124	{1}n0/y+								✓	
The individual deals with emotional conflict or internal or external stressors by attributing exaggerated positive qualities to others.													
REACTION FORMATION	8	79	72-86	{1}n0/y+			xx						
The individual deals with emotional conflict or internal or external stressors by substituting behavior, thoughts, or feelings that are diametrically opposed to his or her own unacceptable thoughts or feelings.													

RATING SCALES REPORT

Client ID: Sample Testee Age: 17:6

DEFENSE MECHANISMS (DM)	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
MATURE INTRAPSYCHIC DM	32	92	89-94	{1}n0/y+				■					
Defenses that establish self-regulation by a predominant inward direction.													
DENIAL	18	87	83-91	{1}n0/y+			x						
The individual deals with emotional conflict or internal or external stressors by the separation of ideas from the feelings originally associated with them. It does not refer to "psychotic denial" of overt reality but to denial of affective responses.													
SUBLIMATION	37	96	91-101	{1}n0/y+				■					
The individual deals with emotional conflict or internal or external stressors by channeling socially unacceptable impulses or idealizations into socially acceptable actions or behavior.													
INTELLECTUALIZATION	27	92	89-95	{1}n0/y+				■					
The individual deals with emotional conflict or internal or external stressors by the excessive use of abstract thinking and logic to regulate or minimize uncomfortable or anxiety-provoking emotions.													
SUPPRESSION	54	102	98-106	{1}n0/y+					■				
The individual deals with emotional conflict or internal or external stressors by intentionally avoiding brooding about disturbing problems, wishes, feelings or experiences.													
ANTICIPATION	14	83	79-87	{1}n0/y+			x						
The individual deals with emotional conflict or internal or external stressors by becoming affectively alert to a happening before it happens.													

MALADAPTIVE PERSONALITY STYLES (PS)	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
PROPENSITY to DSM-5 PERSONALITY DISORDERS*													
					65	75	85	95	105	115	125	135	
PARANOID PS	29	81	78-84	{1}n0/y-			✓						
A pattern of being suspicious of others and seeing them as mean or spiteful.													
SCHIZOTYPAL PS	34	85	81-89	{1}n0/y-			✓						
A pattern of being very uncomfortable in close relationships, having distorted thinking and eccentric behavior, odd beliefs, odd or peculiar behavior / speech or excessive social anxiety.													
SCHIZOID PS	34	85	82-89	{1}n0/y-			✓						
A pattern of being detached from social relationships and expressing little emotion.													
ANTISOCIAL PS	30	82	78-85	{1}n0/y-			✓						
A pattern of disregarding or violating the rights of others; nonconformity to social norms, repeatedly lying or deceiving others, or acting impulsively.													
BORDERLINE PS	36	87	83-90	{1}n0/y-			✓						
A pattern of instability in personal relationships, intense emotions, poor self-image and impulsivity.													
HISTRIONIC PS	47	93	90-96	{1}n0/y-				■					
A pattern of excessive emotion and spotlight seeking. The individual may use physical appearance to draw attention to themselves or have rapidly shifting or exaggerated emotions.													
NARCISSISTIC PS	32	82	80-85	{1}n0/y-			✓						
A pattern of need for admiration and lack of empathy for others, grandiose sense of self-importance, sense of entitlement, and taking advantage of others.													
AVOIDANT PS	32	84	80-87	{1}n0/y-			✓						
A pattern of extreme shyness, feelings of inadequacy and extreme sensitivity to criticism; unwilling to attach people unless the individual is definite of being liked.													
DEPENDANT PS	29	82	79-85	{1}n0/y-			✓						
A pattern of needing to be taken care of and submissive and clingy behavior; difficulty making daily decisions without reassurance from others.													
OBSESSIVE-COMPULSIVE PS	52	96	91-100	{1}n0/y-					■				
A pattern of preoccupation with orderliness, perfection, control. The individual may be overly focused on details or schedules, work excessively not allowing time for leisure or friends.													

RATING SCALES REPORT

APPENDIX page 1

Client ID: Sample Testee Age: 17:6

In order to arrange by response quantity, check the box:

COMPOSITE SCALE COMPONENTS

GENERAL PSYCHOPATHOLOGY	Std. S.	weight ¹
NEGATIVE AFFECTIVITY	81	0.334
DETACHMENT	96	0.176
ANTAGONISM	80	0.192
DISINHIBITION	99	0.296
PSYCHOTICISM	83	0.314

GLOBAL PERS. FUNCTIONING IMPAIRMENT	Std. S.	weight
IDENTITY IMPAIRMENT	122	1.000
SELF-DIRECTION IMPAIRMENT	85	1.000
EMPATHY IMPAIRMENT	91	1.000
INTIMACY IMPAIRMENT	97	1.000

INTERNALIZING PROBLEMS	Std. S.	weight
DEPRESSION	51	1.000
ANXIETY	79	1.000
SOMATIZATION	84	1.000

EXTERNALIZING PROBLEMS	Std. S.	weight
HYPERACTIVITY	95	1.000
AGGRESSION	72	1.000
CONDUCT PROBLEMS	87	1.000

DIMENSIONAL PERSONALITY TRAITS ²		
NEGATIVE AFFECTIVITY		
EMOTIONAL LABILITY	100	1.000
ANXIOUSNESS	73	1.000
SEPARATION INSECURITY	82	1.000
DETACHMENT		
WITHDRAWAL	85	1.000
ANHEDONIA	88	1.000
INTIMACY AVOIDANCE	106	1.000
ANTAGONISM		
MANIPULATIVENESS	93	1.000
DECEITFULNESS	83	1.000
GRANDIOSITY	75	1.000
DISINHIBITION		
IMPULSIVITY	93	1.000
DISTRACTIBILITY	110	1.000
IRRESPONSIBILITY	102	1.000
PSYCHOTICISM		
ECCENTRICITY	63	1.000
PERCEPTUAL DYSREGULATION	100	1.000
UNUSUAL BELIEFS	97	1.000

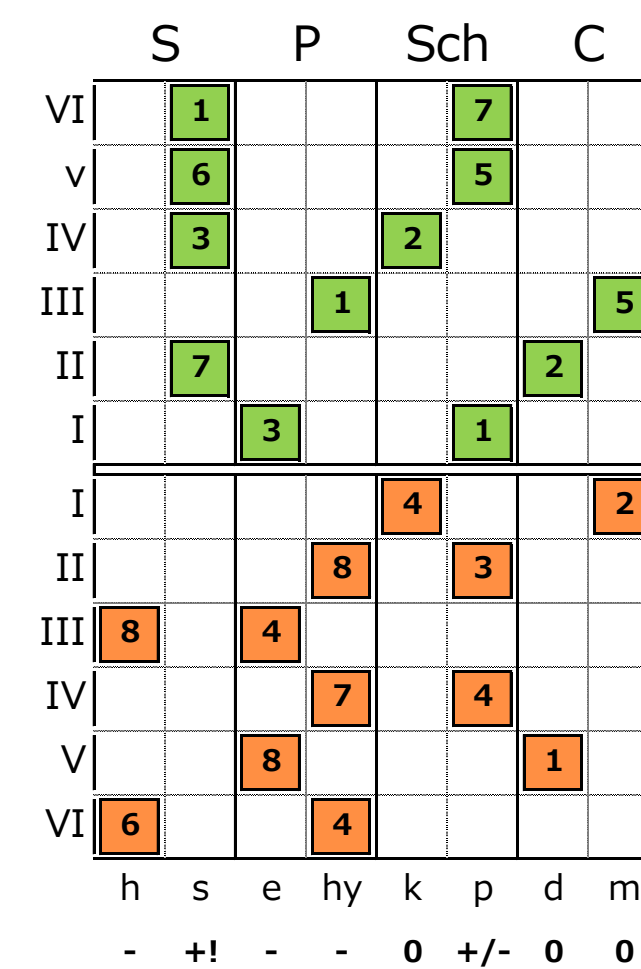
DEFENSE MECHANISMS (DM)		
IMMATURE DM		
IMMATURE INTERPERSONAL DM	97	1.000
IMMATURE INTRAPSYCHIC DM	83	1.000
IMMATURE INTRAPSYCHIC DM		
MATURE INTERPERSONAL DM	97	1.000
MATURE INTRAPSYCHIC DM (*)	92	1.000

(*) Note: ISOLATION OF AFFECT and ANTICIPATION are not included in the index.

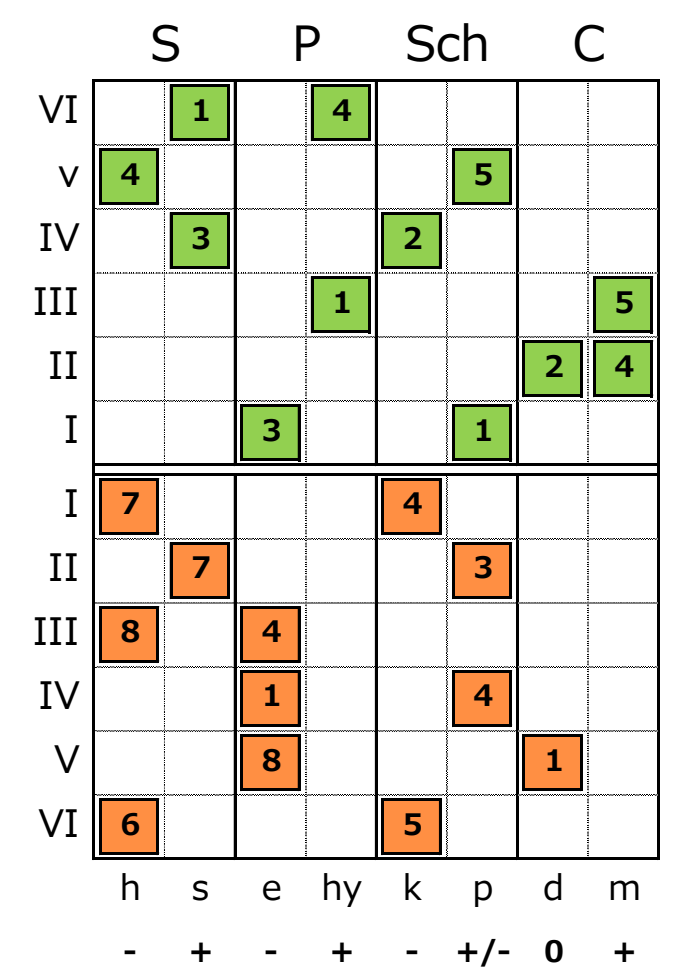
RESPONSE RECORD

PROTOCOL #1 PROTOCOL #2

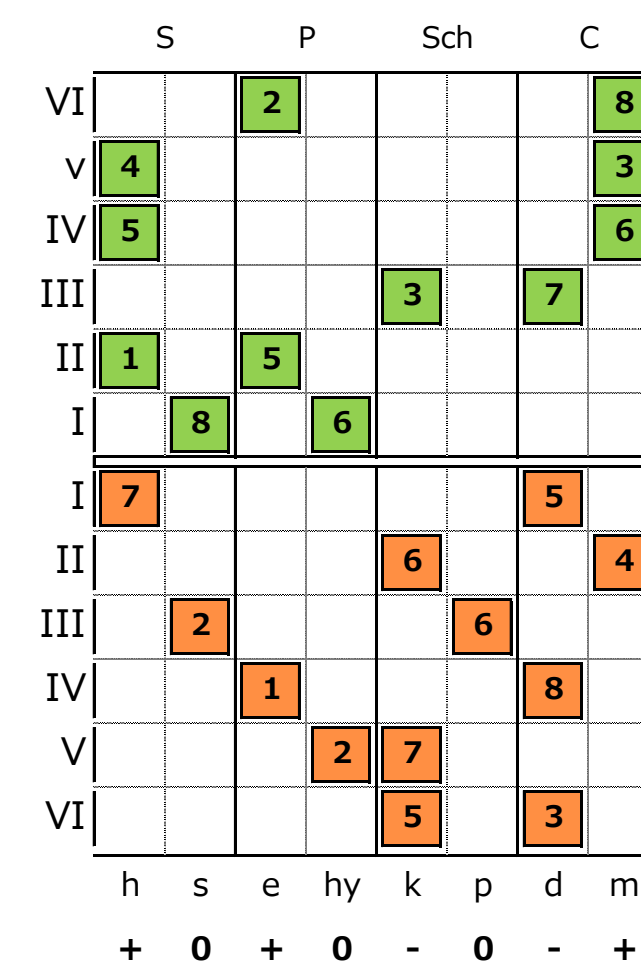
Foreground:



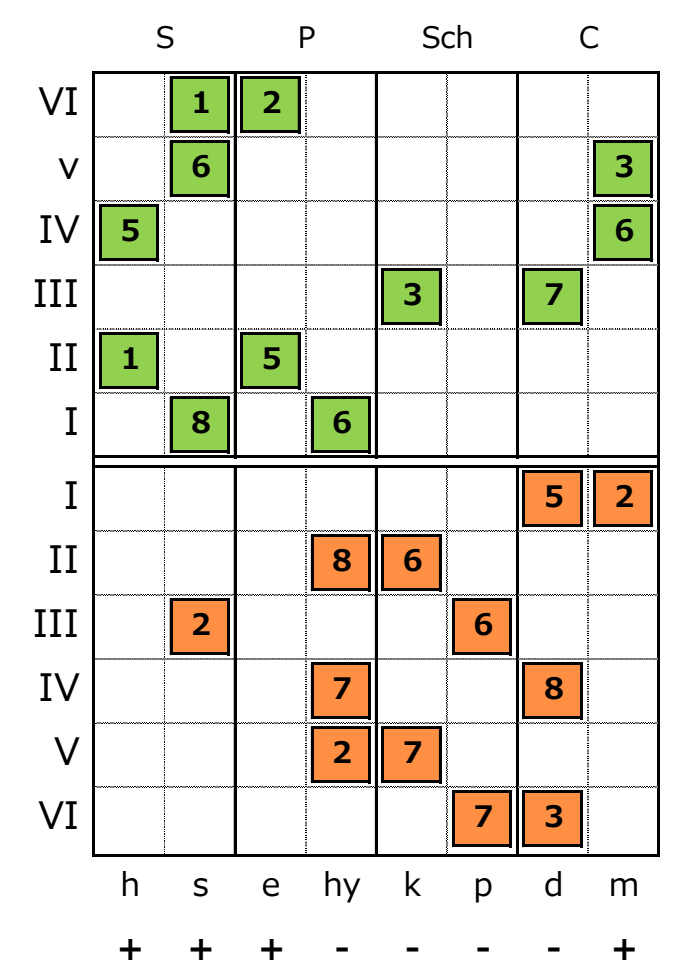
Background:



Foreground:



Background:



INPUT VALUES** ENTERED THE INDEX FORMULAS

Constellations	FOREGROUND					BACKGROUND					
	S	P	Sch	C	!	S	P	Sch	C	!	
(+ +)	h+!	46	47	46	46	49	71	47	46	45	48
(+ -)	s+!	47	46	45	43	66	46	69	45	44	47
(+ 0)	e+!	47	47	46	46	49	63	68	46	46	49
(+ +/-)	hy+!	48	48	47	47	48	47	47	47	46	47
(- +)	k+!	69	65	45	47	48	45	45	46	91	48
(- -)	p+!	47	58	46	47	48	46	45	66	47	48
(- 0)	d+!	47	46	46	48	46	46	46	85	48	46
(- +/-)	m+!	47	47	71	48	48	47	47	47	48	48
(0 +)	h-!	45	47	47	62	47	46	47	46	47	47
(0 -)	s-!	48	47	47	45	49	47	45	46	47	48
(0 0)	e-!	48	48	48	69	47	48	47	48	48	48
(0 +/-)	hy-!	47	47	89	47	47	47	47	47	47	47
(+/- +)	k-!	46	47	47	48	48	47	48	48	47	48
(+/- -)	p-!	48	46	47	48	48	47	47	47	47	48
(+/- 0)	d-!	48	46	47	48	49	47	48	48	47	48
(+/- +/-)	m-!	48	48	48	48	47	48	48	48	48	47

(**) computed based on the constellations' image-preference valency expressed in T-scores.

¹ Factor loadings are taken from: Baume, Y. (2018). Higher-Order Factor Analysis of the Swedish Version of the Personality Inventory for DSM-5 (Dissertation). Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-353164>.

² American Psychiatric Association. (2013). Alternative DSM-5 Model for Personality Disorders. In Diagnostic and statistical manual of mental disorders (5th ed.). p 774-781.

RATING SCALES REPORT

APPENDIX page 2

Client ID: Sample Testee Age: 17:6

COMPOSITE SCALE COMPONENTS ³

PARANOID PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	100	1.000
SUSPICIOUSNESS	97	1.000
MANIPULATIVENESS	93	1.000
CALLOUSNESS	60	1.000
HOSTILITY	93	1.000

SCHIZOTYPAL PS	<i>Std. S.</i>	<i>weight</i>
ECCENTRICITY	63	1.000
PERCEPTUAL DYSREGULATION	100	1.000
UNUSUAL BELIEFS	97	1.000
EMOTIONAL LABILITY	100	1.000
RESTRICTED AFFECTIVITY	78	1.000
WITHDRAWAL	85	1.000
INTIMACY AVOIDANCE	106	1.000

SCHIZOID PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	100	1.000
RESTRICTED AFFECTIVITY	78	1.000
WITHDRAWAL	85	1.000
ANHEDONIA	88	1.000
INTIMACY AVOIDANCE	106	1.000

ANTISOCIAL PS	<i>Std. S.</i>	<i>weight</i>
MANIPULATIVENESS	93	1.000
DECEITFULNESS	83	1.000
CALLOUSNESS	60	1.000
HOSTILITY	93	1.000
IMPULSIVITY	93	1.000
IRRESPONSIBILITY	102	1.000
RISK-TAKING	82	1.000

BORDERLINE PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	100	1.000
ANXIOUSNESS	73	1.000
SEPARATION INSECURITY	82	1.000
DEPRESSIVITY	109	1.000
HOSTILITY	93	1.000
IMPULSIVITY	93	1.000
RISK-TAKING	82	1.000

HISTRIONIC PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	95	1.000
SEPARATION INSECURITY	111	1.000
MANIPULATIVENESS	74	1.000
ATTENTION SEEKING	87	1.000
IMPULSIVITY	75	1.000

NARCISSISTIC PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	95	1.000
MANIPULATIVENESS	74	1.000
DECEITFULNESS	100	1.000
GRANDIOSITY	99	1.000
ATTENTION SEEKING	87	1.000
CALLOUSNESS	103	1.000
HOSTILITY	104	1.000
IMPULSIVITY	75	1.000
IRRESPONSIBILITY	81	1.000
RISK-TAKING	89	1.000

AVOIDANT PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	95	1.000
ANHEDONIA	100	1.000
WITHDRAWAL	101	1.000
ANHEDONIA	100	1.000
INTIMACY AVOIDANCE	91	1.000

DEPENDANT PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	95	1.000
ANXIOUSNESS	89	1.000
SEPARATION INSECURITY	111	1.000
SUBMISSIVENESS	77	1.000
ANHEDONIA	100	1.000
DEPRESSIVITY	86	1.000

OBSESSIVE-COMPULSIVE PS	<i>Std. S.</i>	<i>weight</i>
EMOTIONAL LABILITY	95	1.000
PERSEVERATION	84	1.000
RIGID PERFECTIONISM	68	1.000
RESTRICTED AFFECTIVITY	68	1.000
INTIMACY AVOIDANCE	91	1.000

³ Components were chosen based on:

American Psychiatric Association. (2013). Alternative DSM-5 Model for Personality Disorders. In Diagnostic and statistical manual of mental disorders (5th ed.). p 761-773.

Samuel DB, Hopwood CJ, Krueger RF, Thomas KM, Ruggero CJ. (2013) Comparing methods for scoring personality disorder types using maladaptive traits in DSM-5. Assessment. 2013 Jun; 20(3):353-61.

RATING SCALES REPORT

APPENDIX page 3

Client ID: Sample Testee Age: 17:6

ADDITIONAL NOTES

Standard Score interpretation:

1 Standard Deviation = 15 Std. Scores (SS) // SS<60 {extremely low}, 60=<SS<70 {very low}, 70=<SS<80 {low}, 80=<SS<90 {low average}, 90=<SS<110 {average}, 110=<SS<120 {high average}, 120=<SS<130 {high}, 130=<SS<140 {very high}, 140=<SS {extremely high}

Examples for Score Form interpretation:

Example #1

	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
SELF-DIRECTION IMPAIRMENT	56	102	96-107	{1}n+/y-									
Elevated score relates to poor differentiation of thoughts from actions, with unrealistic or incoherent goals. Internal standards for behavior are virtually lacking. Genuine fulfillment is virtually inconceivable.													

The abbreviation **{1}n+/y-** means that there is one psychological construct **{1}**. The more the Std. Score falls to the left end of the scale, i.e. left to Std. Scr. 100 symbolized with '/', the less the specific construct (SELF-DIRECTION IMPAIRMENT) characterizes the individual, ('n' = no, it does not characterize) which suggests psychological healthiness or adaptability (+). On the contrary, the more the Std. Score falls to the right end of the scale, i.e. right from the mean Std. score symbolized with '/', the more the specific construct (SELF-DIRECTION IMPAIRMENT) characterizes the individual, ('y' = yes, it characterizes) which suggests psychopathology or maladaptability (-). Standard score between 90 and 110 implies of average functioning compared to his or her age group (50% of his or her age group).

Example #2

	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
SELF-ESTEEM	97	127	120-135	{1}n-/y+									
Refers to the individual's positive or negative attitude about the self, the degree of liking or satisfaction with the self, and his or her feeling of perceived worth as compared with others.													

The abbreviation **{1}n-/y+** means that there is one psychological construct **{1}**. The more the Std. Score falls to the left end of the scale, i.e. left to Std. Score 100 symbolized with '/', the less the specific construct (SELF-ESTEEM) characterizes the individual, ('n' = no, it does not characterize) which suggests psychopathology or maladaptability (-). On the contrary, the more the Std. Score falls to the right end of the scale, i.e. right from the mean Std. score symbolized with '/', the more the specific construct (SELF-ESTEEM) characterizes the individual, ('y' = yes, it characterizes) which suggests psychological healthiness or adaptability (+).

Example #3

	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
HOSTILITY	21	88	84-93	{2}y+/y-									

The abbreviation **{2}y+/y-** means that there are two psychological constructs **{2}**, i.e. one versus another one (Benevolence vs HOSTILITY). The more the Std. Score falls to the left end of the scale, i.e. left to Std. Score 100 symbolized with '/', the more the specific construct (Benevolence) characterizes the individual, ('y' = yes, it characterizes) which suggests psychological healthiness or adaptability (+). On the contrary, the more the Std. Score falls to the right end of the scale, i.e. right from the mean Std. score symbolized with '/', the more the construct on the right end (HOSTILITY) characterizes the individual, ('y' = yes, it characterizes) which suggests psychopathology or maladaptability (-).

Example #4

	%ile	Std. Sc.	90% CI	Score Form	60	70	80	90	100	110	120	130	140
					65	75	85	95	105	115	125	135	
ACTING-OUT	3	71	69-74	{1}n0/y-									
The individual deals with emotional conflict or internal or external stressors by actions rather than reflections or feelings.													

The abbreviation **{1}n0/y-** means that there is one psychological construct **{1}**. The more the Std. Score falls to the left end of the scale, i.e. left to Std. Score 100 symbolized with '/', the less the specific construct (ACTING-OUT) characterizes the individual, ('n' = no, it does not characterize) from which one cannot draw significant conclusions. On the contrary, the more the Std. Score falls to the right end of the scale, i.e. right from the mean Std. score symbolized with '/', the more the specific construct (ACTING-OUT) characterizes the individual, ('y' = yes, it characterizes) which suggests psychopathology or maladaptability (-).

IDIOGRAPHIC INTERPRETATION

(Supplementary Information)

It is important to note that the descriptions of the following constellations are not designed for nomothetic interpretation but for idiographic, within-subject interpretation only. Reliance on idiographic interpretation is recommended primarily when the nomothetic interpretation cannot shed light on the inner dynamics of the personality, due to statistical bias or the examinee's quantitatively average character.

Remember if a certain constellation appears in both profiles of the protocol, i.e. both in the first and second administration, it tends to imply a likelihood of a more robust manifestation of the given tendency or clinical picture it represents, as opposed to a one-time appearance. The test constellations, especially given seemingly contradictory constellations, cannot be interpreted separately but in context with each other only, while always keeping the diagnostic question in mind. Nevertheless, occurrence of contradictory constellations in a given domain tends to indicate lability and fluctuation between the two eventualities.

The idiographic interpretation should not be the sole basis for making important diagnostic, intervention or treatment decisions. Moreover, the whole interpretation process must be based, first and foremost, on the interpretation of normative data, i.e. first part of Rating Scales Report, whereas the idiographic interpretation elaborated based on correlation analysis should constitute a supplementary data only.

The examinee's test choices in each administration are converted into four domains, namely, (S) Social Attitude, (P) Process of Emotion Regulation, (Sch) Self-characteristics and (C) Contact. Within each domain there are two factors, each with four possible positions (+, -, 0, +/-) which together yield a total of 16 variations. In the four domains together, obviously, there exist 64 constellation variations. In the following pages, the meaning of these 64 constellations is presented by domains.

(S) Social and Interpersonal Attitude

Profile #1: S (- +!)

Given a male examinee, the examinee is likely to appear self-confident and make an impression on the others. Others may think he is smart and may respect and admire him. He is likely to have the ability to take control of situations and have no difficulty telling his peers what to do without offending them. Given s+!, the examinee is likely to feel the need to come out on top. He is likely to feel uncomfortable if things are not done the way he wants them, and may be very critical of others. This competitive, self-enhancing behavior may pull envy, distrust, inferiority feelings, and at times respectful admiration from others.

Given a female examinee, there is a likelihood of a tendency to control and maintain order in interrelations. She tends to stand up for her rights, as well as may be adaptively dominant by interrelating with individuals who wish to be submissive. However, especially given s+!, there can be an overbearing manner toward others, showing absolute disregard for the other's needs. She is likely to put up a fight to get what she wants and get back at people who offend her. The impairments of interpersonal functioning might be manifested in aggressive, intimidating and even tyrannizing tendencies.

Profile #2: S (- +)

(The same constellation as in the first profile)

(P) Process of Emotion Regulation and Affect

Profile #1: P (- -)

The examinee tends to display goal-accomplishing behaviors such as thinking before doing, following the norms, planning, and managing and prioritizing jobs which enable him or her to do adequate emotion regulation strategy. Generally, the examinee makes a sound judgment, and has capacity to make appropriate decisions, and appropriately act on them in social situations. However, when strong emotions take over, producing an influx of physiological sensation (emotional flooding) there is a tendency to feel momentarily detached from the situation, or to engage in a reverse behavior in order to cancel out or counterbalance the threatening, unacceptable thought, action or affect.

Profile #2: P (- +)

The examinee may have capability to concentrate and focus on tasks, and to maintain goal-focused behavior, and to deal with emotional conflict or stressors by channeling socially unacceptable impulses or idealizations into socially acceptable actions or behavior.

(Sch) Self-characteristics and Personality Functioning

Profile #1: Sch (0 +/-)

The examinee may have a negative and distorted self-image with a significant difference between his or her actual self and ideal self. There is a likelihood of negative perception about his or her being, including physical features, mental and physical abilities, which tends to be reflected in his or her actions and behavior. He or she may have difficulties to adopt a more efficient coping style to solve his problems as a manifestation of hopelessness and impaired self-concept. The examinee's self-awareness may be more emotion-based as he or she remains vigilant to interpersonal cues and his or her own negative emotional reactions without proper control functions. The examinee tends to not believe that he or she can accomplish things on his or her own and must turn to others for advice and reassurance.

Profile #2: Sch (- +/-)

The examinee is likely to experience ambivalence over autonomy which constitutes a regressive but necessary stage to the successful resolution of adolescent individuation, i.e. he or she strives for autonomy, but at the same time also anxious about it. On the one hand, he or she strives to diminish family dependencies by disengaging from internalized, infantile images of parents as omnipotent figures of authority and strives to develop a sense of autonomy, whereas on the other hand, he or she mourns over the loss of childhood identifications. Given successful resolution, the examinee is likely to respond effectively to change, novelty, and uncertainty, and to mobilize both internal and external support systems and to achieve positive adaptation.



(C) Contact, Attachment and Object Relation

Profile #1: C (0 0)

The examinee may intentionally avoid thinking about disturbing problems, wishes, feelings or experiences. He or she is likely to long for unconditional acceptance by others, for a consistent and responsive interpersonal environment.

Profile #2: C (0 +)

The examinee is likely to be before the completion of the second individuation process. There may still be a continuing attachment to infantile objects and idealization of his or her parents, which tends to hold back the development of a more complex, integrated understanding of self and others, as well as an investment in extra-familial relationships.

Your Personal Notes:
