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THE ASSESSMENT OF SELF DESCRIPTIONS

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INTRODUCTION

The sense of self is an essential construct in most theories of personality, including behavioral, cognitive, social learning, and psychoanalytic theories. However, definitions of the self and conceptions of its central role in personality organization and functioning vary widely across these diverse perspectives. In psychoanalytic thought, the concept of the self has assumed increased importance as a central construct. Yet there has been sparingly little empirical work on self-representation, even though object representation has become the focus of considerable systematic investigation. In an effort to develop a reliable and valid empirical method for studying normal and pathological aspects of the self as well as changes in the self over the course of normal development and in the psychotherapeutic process, we developed the current methodology to assess subjective experiences of self.

An essential tension seems to exist in any theory of the self between subjective and objective perspectives (Grossman, 1982). One can attempt to evaluate the self objectively as in much of developmental and social psychology. But this perspective has limitations because the self is essentially a phenomenological construct (Blatt & Bers, 1993). We, therefore, turned to a more unstructured procedure, to spontaneous self descriptions, to study the sense of self. Our method is to ask individuals in a relatively open-ended procedure to "describe yourself". Though we utilize conscious descriptions of the self as our data base, we maintain that, consistent with psychoanalytic assumptions, access can be gained to unconscious experience from verbal reports, as in projective techniques, psychotherapy, and psychoanalysis.

Based on a review of the clinical, social, and developmental literature,

aspects of the sense of self were identified and developed into scales that we thought captured important dimensions of self-representations across a broad range from normality to severe psychopathology.¹

Six categories of scales were developed to apply to spontaneous self descriptions as a method for assessing important aspects of the sense of self in both clinical and nonclinical samples. Table 1 presents an outline of these six categories of self description scales.

The first group of scales concerns modes of description including a) Predominant Mode of representation (physical, behavioral, observable personality traits, and internal psychological qualities), b) Substantiality (the number of different modes used to describe the self), c) Conceptual Level² of the self description ranging from global, amorphous descriptions based on action sequences and need gratification, to more differentiated descriptions emphasizing part properties, and finally to highly articulated, integrated, and complex forms of descriptions that include feelings, thoughts, and values (Blatt, 1974; Blatt, Chevron, Quinlan, Schaffer, & Wein, 1988).

The second group of scales is designed to assess the sense of relatedness in the description of self: a) Articulation of Relationships, b) the Quality of Relatedness and c) Relatedness to Examiner or Reader in the self description. We assume that failure to include aspects of relatedness in

¹ An earlier version of this manual for scoring self-descriptions (Blatt, Bers, & Stein, 1985) was derived from procedures used to assess descriptions of significant others, especially parents (Blatt, Chevron, Quinlan, Schaffer, & Wein, 1988; Blatt, Chevron, Quinlan, & Wein, 1981). But this earlier scoring procedure seemed relatively insensitive to important aspects of self-descriptions that might appear with seriously disturbed patients. Therefore, we extended our methodology to include a broader range which could be useful for evaluating the self-descriptions of clinical as well as normal subjects.

² Conceptual level is based on developmental theory and therefore should also be included with the development variables (see the fifth group of scales).

the description of oneself indicates a constriction in the sense of self.

The third group of scales is designed to assess certain cognitive variables in representing the self: a) Self-Reflectivity; b) Tolerance of Contradictory Aspects of the self; and c) Differentiation and Integration (how many different domains or content areas are used and integrated to describe the self).

The fourth set of scales is designed to assess self-view in the self description: a) Negative-Positive Self-Regard, b) Self-Critical, and c) Striving/Ambitious.

The fifth group is developmental variables including ratings of a) Level of Relatedness, b) Level of Self Definition, c) Balance Between Relatedness and Self-Definition, and e) Level of Integrity.

The sixth group of scales evaluates the presence of affective variables including a) Anxiety and b) Depression about the self, others and life in general.

Before scoring the six categories described below, one should determine the length of the description by estimating or counting the number of words used in the description:

up to 20 words = 1	101 - 150 words = 5
21 - 40 words = 2	151 - 200 words = 6
41 - 60 words = 3	200+ words = 7
61 - 100 words = 4	

Table 1
Outline of Scoring Categories for
Self Description Scales

Length

I. Modes of Description

- A. Predominant Mode of Representation
- B. Substantiality ✓
- C. Conceptual Level ✓

II. Sense of Relatedness

- A. Articulation of Relationships
- B. Quality of Relatedness
- C. Relatedness to Examiner

III. Cognitive Variables

- A. Self-Reflectivity
- B. Tolerances of Contradictory Aspects
- C. Differentiation and Integration

IV. Self View

- A. Negative-Positive Self-Regard
- B. Self-Critical
- C. Striving/Ambitious

V. Developmental Variables

- A. Level of Relatedness ✓
- B. Level of Self Definition ✓
- C. Balance Between Relatedness and Self Definition
- D. Integrity ✓

VI. Affective Variables

- A. Anxiety
- B. Depression

VII. Length

THE SCORING MANUAL

I. MODES OF DESCRIPTION

A. Predominant Mode of Representation (physical, behavioral, personality, and internal qualities).

This scale indicates which mode of representation is given greatest emphasis in the description of self. The four modes are: (1) physical or demographic properties (e.g. height, gender, place of residence); (2) behavioral features (specific actions engaged in, e.g. skiing, watching T.V., talking a lot); (3) personality traits (e.g. "I am friendly," "I am impatient," "I have a lot of friends," "I have a great family.") and descriptions of interests or preferences which seem fairly central (see note below); and (4) internal qualities (e.g. values, attitudes, feelings. (1 = physical traits; 2 = behavioral features; 3 = personality traits; 4 = internal qualities).

Notes: Direct mention of physical and demographic properties (e.g. "I weigh 140 pounds," "I'm from New York") as well as indirect ones (e.g. "I'd like to lose 5 pounds," "I care about my appearance," "I'm a real New Yorker") are all in category (1). Indirect physical and demographic statements might include other dimensions as well, e.g. "I'm a real New Yorker," or "I have an Irish spirit," and would be in both categories (1) and (3). References to bodily experiences, e.g. "Sometimes my heart pounds and my hands sweat," are considered physical descriptions and would receive a score of (1). References to physical illness, e.g. "I have diabetes," or "I get headaches a lot," also would receive a score of (1).

Behavioral features (2) refer to what a person does, whereas personality traits (3) refer to how a person behaves. For example, "I talk to friends a lot" or "I do lots of sports" or "I am majoring in art" would be in category (2), but "I'm a friendly person" or "I'm athletic" would be in category (3), and "I'm a dedicated art major" would be in both categories (2) and (3).

The distinction between personality traits (3) and internal qualities (4) should depend on whether or not there is a definite sense of the person's subjective experiences. Internal qualities (4) convey a sense of the individual's inner world even though at times they may include or imply behavioral and/or personality traits. Personality traits (3), on the other hand, do not provide an understanding of the person's internal state. Often the context or manner in which a quality is discussed will help determine whether it is a personality trait or an internal quality.

Statements of interests and preferences could range from a single

concrete description of a behavior or activity (2), e.g. "I like to swim," "I am interested in reading," "I like to paint," to a description of interests which seem fairly central and are not expressed in behavioral terms (3), e.g. "I enjoy literature," "I like animals," "My favorite holiday is New Year's," to an elaboration of one's central values in life, (4) e.g. "my aesthetic sensibilities are important to me," "literature is an essential part of my life because it opens up new points of view." Career goals could be scored (3) or (4) depending on how central or elaborated they are.

Every phrase in the description, even clarifications and repetitions, should receive a score. On occasion a statement that describes someone else is included in the self description; it should be scored on this variable only if it describes the other in relation to the self. When self-descriptions are obtained by an examiner, questions of clarification about the general nature of the task, which are on an impersonal level, e.g. "You mean physical or personality?", would not count as the use of a dimension by themselves. But, questions which refer to dimensions in a more personal way, e.g. "What I do in school, or work?" or "Do you want to know about my family?" or "Do you want my height?" should be scored as the use of a dimension even by themselves.

B. Substantiality.

Self descriptions of some seriously disturbed patients often seem to be at a high level conceptually because of their preoccupation with expressions of inner thoughts and feelings, yet often lack other modes of self description, such as physical qualities, behaviors, and outer personality traits. Emphasis on only one mode can give a self description a sense of "flatness" or "one-sidedness" (Geller, Cooley, & Hartley, 1982). The Substantiality scale evaluates the extent of the inclusion and integration of the four modes of representation (as described in the variable "Predominant Mode"): (1) physical/demographic properties, (2) overt behavioral features, (3) personality traits, and (4) inner thoughts, feelings, and values. A low score indicates a flat sense of self including only one or two modes of representation. A high score (4) indicates the self is described multidimensionally with an integration of physical (or demographic), behavioral, and personality features along with inner feelings, attitudes and values.

1 = one mode present

2 = two modes present

3 = three modes present

4 = four modes present

C. Conceptual Level.

This scale assesses the highest cognitive developmental level of the self description. Five developmental levels of the conceptualization of a self representation are defined on this scale.

Sensorimotor-preoperational (score 1). The self is unstable, fragmented, and lacking in definition and boundaries. The self could be described in terms of wants and needs with an emphasis on need gratification and on the things that bring the self pleasure and pain.

Concrete-perceptual (score 3). The self-definition is primarily concrete, literal, and global. Emphasis is often on external characteristics or physical properties. There is a beginning differentiation of self from other.

External iconic (score 5). The self is described in terms of activities and external traits. The description may still be somewhat concrete and literal, but the emphasis is upon activities, interests and external qualities -- on what the self does and acts like. There is little recognition of complexity.

Internal iconic (score 7). The self is described in terms of thoughts, feelings and values. The description includes internal dimensions, but with little recognition of subtlety, apparent contradiction, or development over time.

Conceptual representation (score 9). The description contains a wide range of levels on which the self is understood and experienced. The integration of a variety of dimensions, the acknowledgment of apparent

contradictions, and the sense of development over time characterize this level.

Notes: When a description has significant elements of several different levels, then the score of the highest developmental level should be assigned. For example, if a description is predominantly how a person feels and is at an internal iconic level (7), the description should not be penalized by the fact that lower level elements may be included such as how the person looks.

An over-simplified but useful way to think about scoring levels 3,5 and 7 is:

- 3 = what the person looks like
- 5 = what the person does / how they act
- 7 = how the person feels inside

Even scores (2,4,6,8) fall between each of the developmental levels; and they should be used to indicate that, while a response does not quite reach a particular developmental level, it is somewhat higher than the preceding level. Occasionally, a description will be predominantly on a lower level with a brief hint of elements from a higher developmental level. For example, the description may be predominantly at the concrete-perceptual level of how the person looks (score 3) with a very "brief" comment, adjective, or phrase describing how the person feels (e.g., sad), which is at an internal iconic level. In such a case, the even-numbered score above the predominant level would be assigned--in this example, the description would be given a score of (4).

On occasion, a response seems to be predominantly at a particular level, but it does not seem to be well consolidated at this level. In this instance, the even numbered scores below the predominant level should be assigned.

II. SENSE OF RELATEDNESS

A. Articulation of Relationships.

This scale indicates the extent to which people are mentioned in terms of relationships. Specifically, this scale measures the articulation and specificity of interpersonal relatedness in the description, rather than the quality of involvement. Others may be implied, e.g. "I like to talk and flirt", but unless there is an explicit reference to people the variable is scored 1. (Note: The quality of the involvement is assessed by the variable "Quality of Relatedness").

1 = no explicit mention of others

2 = others mentioned globally or in a nonspecific way,

e.g. "I am very interested in other people."

"Others think I am very smart."

3 = a class or specific group of people is referred to, but there is no reference to the particular nature of the relationship or a particular person,

e.g. "My classmates seem to study less than I do."

"I'm interested in helping women get involved
in traditionally male sports."

"My friends like to dance."

"My family gets together for holidays."

4 = particular relationships are specified, or there is some elaboration of the nature of a relationship, but in a general way,

e.g. "I have a sister and brother."

"I share an apartment with two other guys."

"I am very loyal to my friends."

"Very close to my family (or parents)."

5 = a particular relationship is described with more specificity and elaboration,

e.g. "My roommate John and I argue a lot."

"I've been going out with someone for three years and plan to get married."

"I am very close to my sister (or mother)."

"I like to go to the movies with my best friend."

B. Quality of Relatedness.

This scale reflects the quality of feelings towards and perceptions of others. People (either specific people or people in general) may be perceived as impacting on the self and/or others in a negative or positive way, whether intended or not. A low score reflects emotional detachment, interpersonal distance or demandingness, or feeling rejected or judged by others. A high score refers to friendliness and caring about others. Engagement with others and relationships may be viewed as important, satisfying, or positive aspects of one's life. (1 = cold, negative; 7 = warm, positive). A score of (9) is given if there is no explicit reference to the quality of relatedness.

C. Relatedness to Examiner/Reader.

This scale captures the degree to which the individual indicates an awareness of the presence of the examiner or reader. 1 = no indication; 2 = subtle or covert indication in the context of impersonal or neutral requests for a clarification of the instructions (e.g. "Like what I look like?"); 3 = explicit or overt indication in the context of asking for a clarification of the task (e.g. "What do you mean?" or "Oh! You're writing that down?"); 4 = a reference which reflects an awareness of the presence of another or others (i.e. the examiner or reader) without an explicit reference to a particular

person (e.g. "I hope this is understandable," or "Let me try to make this clear."); 5 = an explicit or overt reference to the examiner or reader indicating awareness of the examiner's or reader's role, feelings, or reaction (e.g. "Your hand must be getting tired," "I hope you understand this.")

III COGNITIVE VARIABLES.

A. Self-Reflectivity

This rating refers to the degree to which the self description itself is introspective and self-reflective. A high score (5) indicates a substantial degree of introspection; the individual reflects on his or her subjective experiences, which could include an appreciation of how he or she is perceived and experienced by others. (1 = no introspection; 2 = a little introspection; 3 = some introspection; 4 = moderate introspection; 5 = much introspection)

B. Tolerance of Contradictory Aspects

This scale refers to the presence and tolerance of contradictory aspects of the self (e.g. strong vs. weak, self-accepting vs. self-critical, outgoing vs. shy). A low score (1) indicates a unidimensional self-description; a midpoint (3) reflects the presence and tolerance of only one contradictory aspect or the presence of several contradictory aspects which are not well-tolerated; and a high score (5) reflects the presence and tolerance of several diverse, and at times apparently contradictory elements, which the individual accepts comfortably as part of his/her personality.

C. Differentiation and Integration

This rating reflects the extent to which the self is viewed and understood across multiple domains (e.g. social life, leisure activities, interests, work, school, family relationships, personal qualities), and the degree to which these domains are interrelated and integrated. (The specific

domains may vary to some degree depending on the nature of the sample, such as whether the sample being studied is engaged in school, therapy, etc). These domains predominantly focus on content areas of a person's life rather than on "modes" of representation as used in the variable Predominant Mode (e.g. physical/demographic, behavioral, personality, and internal, as described on page 6). One point is given for each domain, up to a total of 6 points. Depending on the degree to which the individual integrates these domains, this total can be adjusted up by one point (for high integration) or down by one point (for low integration), or not adjusted (for moderate integration). A score of (7) is obtained when the individual refers to 6 or more domains which are highly integrated.

IV. SELF VIEW

These variables reflect how the individual views him or herself, not how the scorer views the individual.

A. Negative-Positive Self-Regard

Negative indicates that the self is viewed in a primarily negative and critical way, expressing self-hatred, harsh judgment, or neglect of the self. Positive indicates that there is a stable sense of self with feelings of confidence, strength, or success. The self is described in a benevolent, accepting, caring way expressing positive self-regard and self-esteem (1 = negative; 7 = positive).

B. Self-Critical.

This rating indicates the extent to which the individual evaluates or makes harsh judgments, reflecting a lack of satisfaction with oneself. A high score reflects that the individual feels driven by standards which he or she is not meeting. Both the intensity and pervasiveness of this quality in the

self should be evaluated.

(1 = non-critical; 3 = moderately critical; 5 = highly critical)

C. Striving/Ambitious.

This rating reflects the individual's strivings for accomplishment, drivenness, or investment in achieving in the areas of his or her choice. This could refer to an occupation, school work, and interests central to one's sense of self. The motivation could be self-generated or externally determined. (1 = non-striving; 3 = moderately striving; 5 = strongly striving)

Note: A score of (9) is given if there is no reference to striving and ambitiousness. Low scores on this variable must be carefully distinguished from scores of (9). A score of (1) is given for an explicit mention of a lack of striving or ambition. A score of (2) could reflect a lack of certainty or clarity about striving or about the area in which to strive. A mention of a goal (e.g. "I want to be a teacher," or "I want to get married and have a child,") could receive a score of (3). But a mention of feeling successful (e.g. "I am a good student.") or a mention of one's current occupation (e.g. "I am a math major," "I am a gardener") does not necessarily convey a sense of striving and therefore, by itself, would receive a score of (9).

V. DEVELOPMENT VARIABLES

The following variables are scored on the overall level of preoccupations or concerns as contrasted with the variable Conceptual Level which is scored on the highest level expressed in the self description.

A. Level of Relatedness.

This scale reflects the degree to which relationships with others (whether explicitly or implicitly stated), as portrayed in the self-description, are characterized by mutuality, reciprocity, and empathy.

At the lowest level (1), the individual describes him or herself as fused, indistinguishable, or inseparable from another.

At the next level (2), the individual conveys a sense of him or herself as isolated or disengaged from others.

At the next level (4), there is a one-sidedness in relationships. The

individual could be concerned with receiving (and/or losing) support, care, attention, and affection from others. There is a sense of dependency on others, or a preoccupation with possible loss and abandonment. This preoccupation with loss might be expressed in excessive caring for others. In general, interactions have a unilateral rather than a mutual quality.

At the next level (6), there is an ability for mutual relatedness or cooperation in a shared activity without a commitment to a longstanding and close relationship.

At the highest level (8), mutuality and reciprocal caring occur in the context of an enduring, intimate relationship, e.g. a close friendship, a relative, or a lover.

In some descriptions neither relationships nor the quality of relationships are mentioned; in these cases the variable should be scored (9). A brief reference to how a person relates to others, e.g. "I'm a friendly person," would not by itself be scorable.

B. Level of Self-Definition.

This scale reflects the degree to which the description expresses that the individual has a clearly defined identity with particular goals and values conveying a sense of agency.

At the lowest level (1) self descriptions are characterized by either a lack of articulation of a sense of self and/or by expression of annihilation or fragmentation.

At the next level (3) there is a preoccupation with asserting or defining (even protecting) one's rights, prerogatives, and individuality. There is an emerging sense of self possibly in reaction to others or external circumstances.

At the middle level (5) the sense of self begins to be experienced

internally. For example, there could be a concern with developing a sense of stability, order, regulation, and continuity. This is a transitional stage between the emerging or reactive sense of self in level 3 and the proactive, intentional sense of self based on a more internal definition in level 7.

At level (7) the focus is on accomplishments, activities, or goals which are part of one's identity and sense of well-being.

At the highest level (9) the individual has integrated many of his/her past and present experiences into an identity which enables the person to articulate values and to establish future plans and goals with a sense of purpose and dedication.

These are not fixed points but guidelines to a developmental process. The rating should reflect where the person is in this developmental sequence.

C. Balance Between Relatedness and Self-Definition.

This scale is an estimate of whether themes of relatedness and affiliation as opposed to self-definition and agency are predominant in the description. In a few individuals, agency could be expressed in feeling a sense of competence and satisfaction in one's role in a relationship, such as being an effective parent. For other individuals, the sense of relatedness emerges as part of one's goals and activities, such as working towards creating opportunities for others. Either relatedness (1) or self-definition (2) must be chosen.

D. Integrity.

This rating reflects the degree to which the description is characterized by a sense of integrity.

At the lower end of the scale (1), descriptions are characterized by a feeling of psychic deadness, an inner void, and feelings of depersonalization that create a sense that one does not exist as a person.

At the next level (3), descriptions are characterized by a sense of despair, a fear that there is little or no chance of becoming the person one wishes to be. There is a sense that life is passing one by too quickly and is meaningless and/or a waste.

A score of (4) reflects a transition between the feeling of despair at level 3 and the feeling of hope at level 5. There is a struggle to define or become whom one wants to be, or essentially is, but a lack of certainty about whether this is possible.

A score of (5) reflects an emerging ability to sense one's inner continuity and identity; there is an ability to begin to contemplate choices and directions in terms of relationships and/or achievements that will give expression to one's sense of self.

A score of (7) is characterized by a more definitive sense of self which is expressed in confidence in one's capacity for agency and/or relatedness.

A score of (9) reflects a sense of emotional integration, cohesiveness, and a satisfaction with one's life through both agency and relatedness. There is a sense that one has truly become whom one most essentially is or wants to be. Subsequent growth is seen as an opportunity for further enrichment or enhancement, rather than a struggle to be or become, which characterizes lower levels. One derives meaning and gains satisfaction from that which transcends immediate, individual existence.

Within a normal population, distinctions between the higher points on this scale (5 to 9) are important and based on subtle differences.

VI. AFFECTIVE VARIABLES

A. Anxiety

This scale reflects the extent to which the individual makes references to tension, apprehension, fears, worry, and anxiety about the self, others,

and life in general. In scoring this variable one has to take into account the extent to which these affects are explicit, intense, and pervasive within the total description.

- 1 = no reference to anxiety
- 2 = reference to mild anxiety, or an indirect suggestion of anxiety
- 3 = reference to moderate anxiety
- 4 = reference to substantial anxiety
- 5 = reference to severe anxiety which is incapacitating

B. Depression.

This scale measures the extent to which the individual makes references to sad, apathetic feelings about the self, others, and life in general. These references could be to themes of depression in general or to their own experiences of depression. In scoring this variable one has to take into account the extent to which these affects are explicit, intense, and pervasive within the total description.

- 1 = no reference to depression
- 2 = reference to mild depression, or an indirect suggestion of depression
- 3 = reference to moderate depression
- 4 = reference to substantial depression
- 5 = reference to severe depression, possibly including suicidal thoughts and/or impulses

SUGGESTIONS FOR SCORING SELF DESCRIPTIONS

The scoring sheet on page 22 suggests an order for scoring the nineteen variables that seemed most efficient and logical to us. The lines on the left margin of the scoring sheet mark sets of variables that can be scored together after determining the length of the description.

1. Three variables which refer to the four modes of description: physical, behavioral, personality and internal qualities (explained under the variable "Predominant Mode of Representation"). We found it useful first to read through the description marking a mode, or modes, for each phrase, then to score each of the three variables based upon these marks.
 2. Three variables which concern the mention of others in the self description.
 3. Three cognitive variables (based on the judgement of the scorer).
 4. Three variables based on the subject's view of him or herself (derived from the actual content, not assumed or interpreted).
 5. Four variables based on developmental concepts.
 - And 6. Two affective variables.
- However, any other order that makes sense to the scorer could be used.

The scorer should understand the similarities and differences among the three variables based on the use of modes. "Predominant Mode" is the most prevalent mode; "Substantiality" is the number of modes used; and "Conceptual Level", which assumes a developmental hierarchy of the dimensions, is the highest mode expressed.

The concept of developmental level is used for five variables: "Conceptual Level", "Level of Relatedness," "Level of Self Definition" and "Integrity." These four, as well as "Balance Between Relatedness and Self Definition" are formulated from theoretical considerations. They are more complicated conceptually than the other variables; the scorer should understand the ideas these scales are based on. Some time is required to

become familiar with the underlying assumptions and hypotheses of these five scales; and therefore we refer the scorer to several articles: (Blatt, 1974; Blatt & Shichman, 1983; Blatt & Blass, 1990; and Guntrip, 1971) which discuss the theoretical assumptions underlying these scales.

For three variables ("Quality of Relatedness, "Striving/Ambitious," and "Level of Relatedness") a score of "9" indicates no mention of that dimension in the description. In these three cases, for purposes of data analysis, a "9" could be changed to the mean score that the group obtains on each of these scales.

Self descriptions can be obtained from subjects in either a written or an oral form, but these may not be equivalent forms.

SCORING SHEET

Subject # _____

<u>Length</u>	1	2	3	4	5	6	7		
Predom Mode	1	2	3	4	(phys/behav/personality/psych)				
Substantiality	1	2	3	4					
<u>Concept Level</u>	1	2	3	4	5	6	7	8	9
Artic Relat	1	2	3	4	5				
Qual of Relat	1	2	3	4	5	6	7		9
<u>Rel to Examiner</u>	1	2	3	4	5				
Reflectivity	1	2	3	4	5				
Toler Contradict	1	2	3	4	5				
<u>Diff-Integration</u>	1	2	3	4	5	6	7		
Neg-Pos Self	1	2	3	4	5	6	7		
Self-Critical	1	2	3	4	5				
<u>Striving/Ambitious</u>	1	2	3	4	5				9
Level of Relat	1	2	3	4	5	6	7	8	9
Level of SelfDef	1	2	3	4	5	6	7	8	9
Bal of Relat/SelfDef	1	2							
<u>Integrity</u>	1	2	3	4	5	6	7	8	9
Anxiety	1	2	3	4	5				
Depression	1	2	3	4	5				

RELIABILITY AND VALIDITY OF THE SELF DESCRIPTION SCALES

Using scales from this manual, inter-rater reliability of a trained undergraduate with an experienced clinical psychologist involved in developing these scales ranged from .74 to .99. Evidence of criterion validity from some of these scales is reported in Bers, Blatt, Sayward & Johnston, (1993) in that some agency, relatedness, cognitive, and affective variables, as well as the use of dimensions, significantly differentiated psychiatric patients from nonpatients. Furthermore, Bers et al (1993) demonstrated that changes in some of these variables based on one inpatient's self-descriptions during long-term, intensive treatment corresponded to changes reported independently in the patient's treatment reviews.

Using scales from the earlier version of the self-description manual (Blatt et al., 1985), reliability and validity were established for nonclinical samples, and evidence was found for relationships between aspects of the self-descriptions and measures of depression (Blatt & Bers, 1993) and orality (Bornstein, Leone, & Galley, 1988).

Further reliability and validity studies will be reported in the future.

FACTOR ANALYSIS

A factor analysis of the various scales based on the scores of a sample of 171 non-clinical males and females, yielded 5 factors with eigenvalues greater than 1.00. Table 2 presents this factor analysis and these 5 factors have been labelled Agency, Reflectivity, Differentiation, Relatedness, and Relatedness to Examiner respectively. We did not include the Affective Scales in this factor analysis because we were seeking to identify more stable and structural dimensions of the concept of the self.

Table 2
Factor Analysis of Self Description Variables
(N=171 Non-Clinical Males and Females)

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
	<u>Agency</u>	<u>Reflectivity</u>	<u>Differentiation</u>	<u>Relatedness</u>	<u>Relatedness</u> <u>to Examiner</u>
Negative/Positive	.83	-.08	-.13	.13	.05
Level Self Definition	.85	-.19	.14	.10	-.04
Integrity	.82	-.04	.22	.18	-.02
Striving	.57	.35	.02	-.19	.03
Reflectivity	-.12	.84	.24	.05	.01
Conceptual level	.08	.79	.11	.15	.25
Predominant Mode	.13	.71	-.36	.14	.08
Tol of Contradiction	-.25	.64	.23	-.04	-.27
Self Critical	-.49	.55	.16	-.02	-.14
Substantiality	.03	-.02	.80	-.01	.02
Diff/Integration	.19	.18	.72	.35	.02
Length	.02	.41	.66	.22	.10
Level/Relatedness	.35	.01	.32	.70	-.10
Art/Relationships	-.00	.08	.40	.71	-.12
Quality Relatedness	.48	-.15	.15	.62	.14
Balance	.08	-.21	.15	-.71	-.02
Rel to Examiner/Reader	.01	.06	.08	-.06	.94
EigenValue	4.01	3.54	1.79	1.31	1.04

VI. Scoring Examples

Subject # 1

Please describe yourself (take no more than 5 minutes)

I'm 5'8" and I have brown hair and brown eyes. I'm a swimmer so I'm rather largely built. I go to Yale University and I'm a freshman. I enjoy my psychology class, specifically, and think I might want to major in psych. I'm fairly open and loud and pretty secure and confident. I'm also very sensitive and get hurt easily. I have many friends whom I treasure dearly. I love both my parents & my 10 yr old brother and 7 year old sister.

Subject # 1

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	5	(6)	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	(3)	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	3	4	(5)	6	7		
<hr/>									
Neg-Pos Self	1	2	3	(4)	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	(6)	7	8	9
Level of SelfDef	1	2	3	4	5	(6)	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	5	(6)	7	8	9
<hr/>									
Anxiety	1	(2)	3	4	5				
Depression	(1)	2	3	4	5				

Please describe yourself (take no more than 5 minutes)

I am a reasonably tall, thin 17-year old girl who loves people and close relationships. I find myself sometimes moody, especially lately in my new surroundings, but in general I am very easy to get along with and very insightful.

I am not terribly athletic and have a small phobia of attempting sports I'm not "good" at, but I'm also known as a risk-taker in other areas and often emerge as a leader. I appreciate and have talent in music, as well as a good perception of science.

Subject # 2

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	(3)	4	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	6	(7)	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	5	(6)	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	(4)	5				
Toler Contradict	1	(2)	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
Neg-Pos Self	1	2	3	4	(5)	6	7		
Self-Critical	1	(2)	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	6	(7)	8	9
Level of SelfDef	1	2	3	4	5	(6)	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	3	4	5	6	(7)	8	9
Anxiety	1	(2)	3	4	5				
Depression	1	(2)	3	4	5				

Please describe yourself (take no more than 5 minutes)

I a male about 6 feet tall and 185 pounds.

I am reasonably athletic and enjoy my life. I am

fairly well adjusted and comfortable in most

social situations. I do pretty well with women

and I have fun most weekends. My work

is important to me but not to the point

where it will hurt my mental stability. I

take things as they come. I am a math science

person and sometimes have trouble conveying <-spelled wrong

my thoughts on paper. I am pretty cocky but

I believe that I back it up.

Subject # 3

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	1	2	(3)	4	5				
Qual of Relat	1	2	3	4	(5)	6	7		9
Rel to Examiner	1	2	3	(4)	5				
Reflectivity	1	2	(3)	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
Neg-Pos Self	1	2	3	4	(5)	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	(6)	7	8	9
Level of SelfDef	1	2	3	4	5	(6)	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	5	6	(7)	8	9
Anxiety	1	(2)	3	4	5				
Depression	(1)	2	3	4	5				

Please describe yourself (take no more than 5 minutes)

I am 19 years old and a sophomore. I'm the oldest of three sisters - the other two are 16 and 10 years old. I'm from Manhatten, and I went to a private, all-girls school for 8 years. I'm short (5ft., 1in) and weigh around 110 pounds. I also have very frizzy brown hair and wear contact lenses. I'm very insecure, and over the years this has manifested itself in a variety of eating disorders and relationship problems (platonic and otherwise).

My father is from Romania and my mother from Czechoslovakia, so my family life is fairly traditional. My father is a pediatrician and my mother just received her Ph.D - I'd say we are upper-middle class. My father drinks heavily and my mother puts up with a lot of shit from him. This, too, has affected the way I view relationships.

Subject # 4

Length	1	2	3	4	(5)	6	7		
Predom Mode	(1)	2	3	4	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	(2)	3	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	(4)	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	3	4	(5)	6	7		
Neg-Pos Self	1	(2)	3	4	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	(4)	5	6	7	8	9
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	(3)	4	5	6	7	8	9
Anxiety	1	2	3	4	(5)				
Depression	1	2	(3)	4	5				

Please describe yourself (take no more than 5 minutes).

I am a 21-year-old ~~Q~~_f who is a history of art major. I am a senior at Yale University. I am 5'8" and am Jewish. I feel that I am very perceptive and I consider kindness to be one of the most important human characteristics.

Subject # 5

Length	1	2	(3)	4	5	6	7		
Predom Mode	(1)	2	3	4	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	(5)	6	7	8	9
Artic Relat	(1)	2	3	4	5				
Qual of Relat	1	2	3	4	5	6	7		(9)
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	(2)	3	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	(2)	3	4	5	6	7		
Neg-Pos Self	1	2	3	4	(5)	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	6	7	8	(9)
Level of SelfDef	1	2	3	4	5	6	(7)	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	5	(6)	7	8	9
Anxiety	(1)	2	3	4	5				
Depression	(1)	2	3	4	5				

Please describe yourself (take no more than 5 minutes)

White, average-looking, Italian-American.

Conservative Roman Catholic - Above

average intelligence (I think) - Very

Good family life - very outgoing, athletic.

Subject # 6

Length	(1)	2	3	4	5	6	7		
Predom Mode	1	2	(3)	4	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	(5)	6	7	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	(5)	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	(1)	2	3	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	(2)	3	4	5	6	7		
Neg-Pos Self	1	2	3	4	(5)	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	(6)	7	8	9
Level of SelfDef	1	2	3	4	5	(6)	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	5	(6)	7	8	9
Anxiety	(1)	2	3	4	5				
Depression	(1)	2	3	4	5				

Please describe yourself (take no more than 5 minutes)

I am intense and self-aware. (Self-conscious)

My intensity is something that frequently bothers me, and

I gather, those around me. I am prone to depression.

(Much of my self-awareness I owe to psychotherapy

I received for several years.)

All of this XXX drives me toward humor. (Sometimes
biting or sarcastic) I prefer, however, not to hurt with it.

My humor gets me attention XXX which I require to verify
my worth. Without social outlet, I become morose.

* - A series of X markings indicates that the subject
had crossed out a word or letter.

Subject # 7

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	6	(7)	8	9
Artic Relat	1	(2)	3	4	5				
Qual of Relat	1	2	3	(4)	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	(4)	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	(3)	4	5	6	7		
Neg-Pos Self	1	2	(3)	4	5	6	7		
Self-Critical	1	(2)	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	(4)	5	6	7	8	9
Level of SelfDef	1	2	3	(4)	5	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	(3)	4	5	6	7	8	9
Anxiety	1	2	3	(4)	5				
Depression	1	2	3	4	(5)				

Subject # 8

Please describe yourself (take no more than 5 minutes)

I am a Jewish female with long, curly brown/black hair and hazel eyes. I am 4' 11 1/2" and weight 105-110 lbs I am optimistic, but not idealistic or impractical. I am oversensitive XXXXXXXXXXXXXXXX XXX and hyperemotional. I am bright, but not exceptional in any one area. I am compassionate and understanding. I am XX fairly reserved or cautious, but enthusiastic once I do decide to do something; I can be described as "cute" or "sweet", but around close friends, I can also be more blunt and piercing in my sense of humor.

Subject # 8

Length	1	2	3	④	5	6	7		
Predom Mode	1	2	3	④	(phys/behav/personality/psych)				
Substantiality	1	2	③	4					
Concept Level	1	2	3	4	5	⑥	7	8	9
Artic Relat	1	2	3	④	5				
Qual of Relat	1	2	3	④	5	6	7		9
Rel to Examiner	①	2	3	4	5				
Reflectivity	1	2	③	4	5				
Toler Contradict	1	2	③	4	5				
Diff-Integration	1	2	③	4	5	6	7		
<hr/>									
Neg-Pos Self	1	2	3	④	5	6	7		
Self-Critical	1	②	3	4	5				
Striving/Ambitious	1	2	3	4	5				⑨
Level of Relat	1	2	3	4	5	⑥	7	8	9
Level of SelfDef	1	2	3	4	⑤	6	7	8	9
Bal of Relat/SelfDef	1	②							
Integrity	1	2	3	4	⑤	6	7	8	9
Anxiety	1	2	③	4	5				
Depression	①	2	3	4	5				

Please describe yourself (take no more than 5 minutes)

I am a 19 year old woman from Denver Colorado. I am a sophomore at Yale and am studying English primarily and sciences for pre- med requirements secondarily.

I grew up in the west and went to high school in the east. There are XX eight people in my family (including my step mother).

I am white. I wear glasses. I am tall. I am sort of unathletic.

I love word games and keen wit and XXXXXXXX adventuring. I love to travel and eat strange foods. I am probably as close to my close friends as to my family members. I really love my two dogs. Fenn and Florence.

Subject # 9

Length	1	2	3	4	(5)	6	7		
Predom Mode	(1)	2	3	4	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	(5)	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	(2)	3	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
<hr/>									
Neg-Pos Self	1	2	3	(4)	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	(6)	7	8	9
Level of SelfDef	1	2	3	4	5	(6)	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	(5)	6	7	8	9
Anxiety	(1)	2	3	4	5				
Depression	(1)	2	3	4	5				

Subject # 10

Please describe yourself (take no more than 5 minutes)

I am a fairly nice person. (At least, I'd like to think that people see me that way.) I consider myself fairly intelligent, easy-going, and generous. I am not very confident in regards to politics, but I have my share of opinions. I am a good listener, and I empathize with people well. I am a very caring and affectionate person, and I like simply being with other people. I sometimes put my foot in my mouth, but I'm getting better at avoiding such incidents.

Subject # 10

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	(2)	3	4					
Concept Level	1	2	3	4	5	6	(7)	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	5	(6)	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	(2)	3	4	5				
Toler Contradict	1	(2)	3	4	5				
Diff-Integration	1	2	(3)	4	5	6	7		
<hr/>									
Neg-Pos Self	1	2	3	4	5	(6)	7		
Self-Critical	1	(2)	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	6	(7)	8	9
Level of SelfDef	1	2	3	4	5	(6)	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	3	4	5	6	(7)	8	9
Anxiety	1	(2)	3	4	5				
Depression	(1)	2	3	4	5				

Subject #11

Please describe yourself (take no more than 5 minutes)

I feel I am not a very nice person.

I make friends easily and, it seems
people genuinely like me. Then, I always
manage to find something wrong with
the person and then drop them like
a hot potatoe. I think I have it
within me to be a happy loving person.
I just can't seem to keep the anger
and hostility in check.

Subject # 11

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	(2)	3	4					
Concept Level	1	2	3	4	5	6	(7)	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	(2)	3	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	(3)	4	5				
Toler Contradict	1	(2)	3	4	5				
Diff-Integration	1	2	(3)	4	5	6	7		
<hr/>									
Neg-Pos Self	1	(2)	3	4	5	6	7		
Self-Critical	1	2	3	(4)	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	(4)	5	6	7	8	9
Level of SelfDef	1	2	3	(4)	5	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	(3)	4	5	6	7	8	9
Anxiety	1	2	(3)	4	5				
Depression	1	(2)	3	4	5				

Subject #12

Please describe yourself (take no more than 5 minutes)

Secretive. Small. I don't belong in this century.

Belong in 19th C. love farms. Love the country.

Love the smell of sileage. mud through toes -sheer

ecxtasy. Frustrated. Felt trapped in office job.

Still learning. I loved life not now so much.

I want to be a farm wife. have a garden, I

need the outdoors.

Subject # 12

Length	1	2	(3)	4	5	6	7		
Predom Mode	1	2	(3)	4	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	(1)	2	3	4	5				
Qual of Relat	1	2	3	4	5	6	7		(9)
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	(2)	3	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
<hr/>									
Neg-Pos Self	1	2	(3)	4	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	(3)	4	5				9
Level of Relat	1	2	3	4	5	6	7	8	(9)
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	(5)	6	7	8	9
Anxiety	1	(2)	3	4	5				
Depression	1	(2)	3	4	5				

Please describe yourself (take no more than 5 minutes)

I'm overwieght & have been all my
life - my father always told me
I was fat & unattractive as a woman.
I am intelligent & blunt to a fault.
I'm sick now & have been for awhile
but otherwise have been healthy &
like to use my body - ie physical
work outdoor activities. I'm very shy
& self conscious. I always put other
peoples feelings before my own
I don't know what I want in life.

Subject # 13

Length	1	2	3	(4)	5	6	7		
Predom Mode	(1)	2	3	4	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	1	2	3	4	(5)				
Qual of Relat	1	(2)	3	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	(2)	3	4	5				
Toler Contradict	1	(2)	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
<hr/>									
Neg-Pos Self	1	(2)	3	4	5	6	7		
Self-Critical	1	(2)	3	4	5				
Striving/Ambitious	1	(2)	3	4	5				9
Level of Relat	1	2	3	(4)	5	6	7	8	9
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	(3)	4	5	6	7	8	9
<hr/>									
Anxiety	1	(2)	3	4	5				
Depression	1	(2)	3	4	5				

Subject #14

Please describe yourself (take no more than 5 minutes)

Confused at times about myself
situation and disappointed more
or less in my latter years of life,
struggling with my emotions, because
I had to be both mother and father
to a child and role player, would
like more to be a figure to my
family, appreciated and XXX understood
at times for my own needs and
not for giving to all of their needs
alone.

Subject # 14

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	(1)	2	3	4					
Concept Level	1	2	3	4	5	6	7	(8)	9
Artic Relat	1	2	3	4	(5)				
Qual of Relat	1	(2)	3	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	(4)	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
<hr/>									
Neg-Pos Self	1	(2)	3	4	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	(4)	5	6	7	8	9
Level of SelfDef	1	2	3	(4)	5	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	(3)	4	5	6	7	8	9
Anxiety	1	2	(3)	4	5				
Depression	1	(2)	3	4	5				

Please describe yourself (take no more than 5 minutes)

I'm 26 and single - I am something of a loner. I suppose. Having time to myself is important to me, although I need to do things with people I care about fairly regularly. I'm a trained actress with the standard 9-5 job, which is not very rewarding -but the people I work with seem to compensate for any boredom I feel. I'm analytical - to an extreme probably. Understanding the "why's" of people and events is important to me. I don't enjoy spending time with people I'm not interested in - i.e. parties with 50 strangers isn't fun for me. I seem slow to anger - in fact am often hurt when I probably should be angry. I rely a great deal on my sense of humor for equilibrium.

Subject # 15

Length	1	2	3	4	(5)	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	5	(6)	7	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	(5)	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	(3)	4	5				
Toler Contradict	1	2	(3)	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
<hr/>									
Neg-Pos Self	1	2	3	(4)	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	(6)	7	8	9
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	3	4	5	6	(7)	8	9
Anxiety	1	(2)	3	4	5				
Depression	(1)	2	3	4	5				

Please describe yourself (take no more than 5 minutes)

I am a caring, sensitive person who has great difficulty c my aggression. I tend to be dependent but try to cover this over by seeming quite independent and have a facade of "I don't XX need anyone" XX with people I don't know.

I am somewhat introverted but love being with my friends and with people I know and feel safe with. I thoroughly enjoy talking on the phone to friends - one of my favorite activities.

I appreciate people with a good sense of humor and find this to be a very attractive quality.

I have great difficulty taking risks and asserting myself with people I don't know well, particularly those in authority.

Subject # 16

Length	1	2	3	4	(5)	6	7		
Predom Mode	1	2	(3)	4	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	6	(7)	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	2	3	4	(5)	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	(4)	5				
Toler Contradict	1	2	(3)	4	5				
Diff-Integration	1	2	(3)	4	5	6	7		
<hr/>									
Neg-Pos Self	1	2	(3)	4	5	6	7		
Self-Critical	1	2	(3)	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	(5)	6	7	8	9
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	3	(4)	5	6	7	8	9
Anxiety	1	2	(3)	4	5				
Depression	1	(2)	3	4	5				

Please describe yourself (take no more than 5 minutes).

I'm bright, insecure, capable of working very hard when the goal is within sight & encouragement is readily available. I get intensely lonely, am capable of manic nervousness & enthusiasm, & extremely gloomy, sometimes desperate, depressions. I can be very outgoing, but I can also be cautiously shy to the point of paranoia. I have an explosive temper when aroused, particularly if I feel humiliated. I had a difficult time with my father as an adolescent, & sexuality has always been a difficult thing for me to deal with. I have been with both men & women, prefer women, but find it difficult to make relationships work. I am only looking forward to finishing my Ph.D. since job interviews that went very well last week.

Subject # 17

Length	1	2	3	4	(5)	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	6	7	(8)	9
Artic Relat	1	2	3	4	(5)				
Qual of Relat	1	(2)	3	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	4	(5)				
Toler Contradict	1	(2)	3	4	5				
Diff-Integration	1	2	3	(4)	5	6	7		
<hr/>									
Neg-Pos Self	1	(2)	3	4	5	6	7		
Self-Critical	1	2	(3)	4	5				
Striving/Ambitious	1	2	(3)	4	5				9
Level of Relat	1	2	(3)	4	5	6	7	8	9
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	3	(4)	5	6	7	8	9
Anxiety	1	2	3	(4)	5				
Depression	1	2	3	(4)	5				

Please describe yourself (take no more than 5 minutes).

Age 39, though I feel I'm emotionally much younger, maybe late 20's. I am introverted, creative, probably think too much. Interested in philosophy and my primary identity is that of an artist - I believe that painting and poetry are real aspects of my essential nature. Events in my life have led me to a struggle with the idea of spirituality - an inner path. I seem to have a strong desire to be helpful to other people - especially those that seem to be struggling with liking themselves - underdogs - I tend not to like or trust "happy or successful" people - The flipside of the spiritual personality - is an almost total fear and ignorance of XXX practical living skills My ambition level is nill- not that I don't fantasize about success. I just don't feel it is possible for me. I am unable to finish things - paintings, relationships (20 -25 in last 20 years) Research paper - anything that requires discipline and strong desire. Something in me is dead - I've given up on some aspects of life- And I tend to be highly dependant in relationships. and insecure, obsessively jealous and self destructive. There is a fear of responsibility - of performance. (Sexually impotent-emotionally) -generally of not meeting expectations or living up to potentials.

(Continued)

Subject # 18

Avoids confrontations. Very romantic and idealistic. Fall in love easily.

Subject # 18

Length	1	2	3	4	5	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	5	6	7	(8)	9
Artic Relat	1	2	(3)	4	5				
Qual of Relat	1	2	(3)	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	4	(5)				
Toler Contradict	1	(2)	3	4	5				
Diff-Integration	1	2	3	4	(5)	6	7		
<hr/>									
Neg-Pos Self	1	(2)	3	4	5	6	7		
Self-Critical	1	2	3	(4)	5				
Striving/Ambitious	(1)	2	3	4	5				9
Level of Relat	1	2	3	(4)	5	6	7	8	9
Level of SelfDef	1	2	3	(4)	5	6	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	(3)	4	5	6	7	8	9
Anxiety	1	2	3	(4)	5				
Depression	1	2	3	4	(5)				

Please describe yourself (take no more than 5 minutes).

Confused inside, emotionally volatile, fiercely independent yet yearning for dependence on another. Intelligent, quick to learn languages, defensive, quick to anger. Also spontaneous, loving, very emotional, sensitive to criticism + perceptions of others but yearning for that input. sometimes beautiful, sometimes ugly. Insecure but underneath I really think someday I'll be competent. In love with a wonderful guy. Sad to be an adult, missing my family. Confused re my ethnic background, my own identity, what I really want. Very interested in the world, love to travel. Social, enjoy other people, a real people person, always curious about others' thoughts + actions, but also have a great need to be alone a lot. Many interests, many friends, yet often feeling misunderstood I like myself more than I don't, a change from last year. Fun, open to new situations, impatient with others' foibles, wanting to be different than everyone else.

Subject # 19

Length	1	2	3	4	(5)	6	7		
Predom Mode	1	2	3	(4)	(phys/behav/personality/psych)				
Substantiality	1	2	(3)	4					
Concept Level	1	2	3	4	5	6	(7)	8	9
Artic Relat	1	2	3	4	(5)				
Qual of Relat	1	2	3	4	(5)	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	3	4	(5)				
Toler Contradict	1	2	3	4	(5)				
Diff-Integration	1	2	3	4	(5)	6	7		
<hr/>									
Neg-Pos Self	1	2	3	(4)	5	6	7		
Self-Critical	1	(2)	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	2	3	4	5	(6)	7	8	9
Level of SelfDef	1	2	3	4	(5)	6	7	8	9
Bal of Relat/SelfDef	(1)	2							
Integrity	1	2	3	(4)	5	6	7	8	9
Anxiety	1	2	(3)	4	5				
Depression	1	2	(3)	4	5				

Please describe yourself (take no more than 5 minutes)

Im a loner. I enjoy peace & quiet
around me. I like living my myself
because I don't have to tell
anyone where I have been & how late
I have been out. I do have a few
friends & I don't see them much
anymore. I really enjoy music &
like going out whenever possible. Basically
I like to have fun. I have a good
sense of humor & sometimes I don't
even act my age.

Subject # 20

Length	1	2	3	(4)	5	6	7		
Predom Mode	1	2	(3)	4	(phys/behav/personality/psych)				
Substantiality	1	2	3	(4)					
Concept Level	1	2	3	4	(5)	6	7	8	9
Artic Relat	1	2	3	(4)	5				
Qual of Relat	1	(2)	3	4	5	6	7		9
Rel to Examiner	(1)	2	3	4	5				
Reflectivity	1	2	(3)	4	5				
Toler Contradict	(1)	2	3	4	5				
Diff-Integration	1	2	(3)	4	5	6	7		
<hr/>									
Neg-Pos Self	1	2	3	(4)	5	6	7		
Self-Critical	(1)	2	3	4	5				
Striving/Ambitious	1	2	3	4	5				(9)
Level of Relat	1	(2)	3	4	5	6	7	8	9
Level of SelfDef	1	2	3	(4)	5	6	7	8	9
Bal of Relat/SelfDef	1	(2)							
Integrity	1	2	3	4	(5)	6	7	8	9
Anxiety	1	(2)	3	4	5				
Depression	(1)	2	3	4	5				

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