

Coding manual for
self-descriptions
of children and adolescents

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This Coding manual for self-descriptions from Children and Adolescents consists partly of Scales taken over from Blatt, S., Bers, S., Shaffer, C. (*"The assessment of self-descriptions"*, 1993) and partly of New Scales especially developed for the coding of self-descriptions from children and adolescents. The differentiation-relatedness Scale was developed by Diamond, D., Blatt, S., Stayner, D.A. & Kaslow, N. (*"Differentiation, Cohesion and Relatedness of Self and Other Representations: A Developmental Scale"*, 1993) and taken over in this Manual. This Version concludes a reliability study and is the final version of eleven previous versions, which have been changed and adapted during the reliability study.

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Chapter One: Coding scales

Part I: Language and Form

Length

A variable for the statistic control of undesired effects of the length on other variables.

- 1: up to 10 words
- 2: up to 20 words
- 3: up to 30 words
- 4: up to 40 words
- 5: up to 50 words
- 6: up to 60 words
- 7: 60 words and more

Amount of “I”:

This variable is often used in social psychological research as an indicator of self-awareness.

Count how many times the word “I” is mentioned.

Geometry:

Two dimensions, the “aesthetics” and the “orderliness” of the text are scored in this scale. Sometimes a “trade-off” may result and you will have to compromise.

1	2	3	4	5
---	---	---	---	---

The text is hard to read
and the writing is messy,
No even writing on lines

The writing is very
even and very
aesthetic

Grammar Style

Also a control variable for undesired effects of the general “layout” of the self-description

- 1: Single adjectives, no full sentences Single words (different kind of words, such as adjectives, substantives etc.)
- 2: Some words are in a sentence, some are not. Or the child uses just simple sentences
- 3: Full sentences

Time Span

This is a time reference scale.

Past 0-1-2
Present 0-1-2
Future 0-1-2

Code 2 for the predominant time mode being used in the description (which is in most of the cases present), 1 if there is an element aligned to another time frame and 0 if there is no reference to the specific time (Past, Present, Future)

Part II: Modes of description

Predominant mode of representation:

Blatt et al., 1993: *“This scale indicates which mode of representation is given greatest emphasis in the description of self. The four modes are”¹:*

- 1= physical or demographic traits (appearance etc.)
- 2= behavioural traits (actions etc.)
- 3= personality traits
- 4= internal qualities (values, attitudes, feelings etc.)

In case of doubt count the elements regarding to one for these modes and take the one with the highest number of elements.

In case of lists of adjectives and substantives (grammar style 1 or 2) you will mostly get no behavioural traits. Try to reformulate the adjectives and substantives. If you can transfer it into an action (e.g. “good basketball player” => play basketball very well), count one element for 2

- Three categories:* => *rate 5*
One of them more elaborated: => *rate 6*
More than two categories more substantial: => *rate 7 and higher*

Coherence:

Coherence consists in this scale of Grice's maxims (Grice: "*Logic and conversation*", 1975)²:

- Quantity: To rate in a higher category than 3, the description should content at least 30 words
- Quality: Refers to the logical structure of the description
- Manner: Refers to the verbal and grammatical structure of the description
- Relevance: Refers to the "Description-Task" itself - how related the content is to a "Description of the Self"

- 1: The description seems bizarre and/or most parts are unrelated. It is very hard to follow the description.
- 2: The description is incoherent and unrelated, there are narrative shifts, but they don't seem as bizarre as in category 1. There might be one or two losses of the structure and the content. Also very short descriptions with repetitions etc. are rated in this category.
"I am nice, funny, non-athletic, a nirvana-fan, kind, sweet". (short, unrelated). Or: *"I am 5 feet 1 inch tall. I am sometimes mean but I mostly normal not kind but just normal. I am 12 years old and weigh 97 pounds. I like to joke on this and I am shy sometimes. I like football as my favourite sport."* (slightly bizarre content)
- 3: In this category the description is coherent, but not fully coherent or quite short. Some elements are unrelated; also repetition is sometimes an obvious feature.

“I was born in Columbia. My favourite subject is social studies, science and gym. I like to play a lot of sports like soccer, running and karate. like to help my mom at home. I help my dad a lot of things like the English and some other things.”

- 4: To rate here, the description needs to be of a certain length, at least 30 words. The child writes an overall coherent description without unrelated elements. There are no indications of incoherence, but the text – at one point or the other - doesn't follow a clear, homogenous structure or there is a repetition
- “My name is XXX, and I enjoy many activities. I play basketball, soccer and softball. I think I'm a good friend and am very honest. I have a great sense of humour and find the good in bad situations. I am sort of tall and have brownish blond hair. I have a lot of friends that are really nice and think I am really lucky to have them.”* (Here, the structure about being a good friend and having good friends is interrupted by the physical description (brownish blond hair) which has been mentioned before (name). That is why this description is not coded in category 5.)
- 5: In this category, the story is fully coherent, fluent and logical. The description is “rounded”, each subject is elaborated until its “naturally” ending. *“I think of myself as Money, Music and Love. Money because you can do lots of things with. Music because I love to sing and play my violin. Love because I have lots of it in my heart and I share with others”.*
- “I think that I am fun to be around, have a good attitude toward everything, am doing, and know how to have a good time I have many friends who all think that I'm really spunky and don't know how I get all my energy . Sometimes, I can't stop laughing! If there was one thing that I could change about myself it would be my temper. I hardly get ever mad but when I do watch out1 My spasms only last a few minutes, but they last. Sometimes I realize that I get angry over the silliest things!*

Part IV: Cognitive and Affective scales

Awareness of psychic processes

(based on the theoretical construct “Reflective Function” by Peter Fonagy³):

This scale captures the psychological processes that underlie the ability to reason about and understand behaviours of one self and others in mental state terms.

- 1: No indication of psychic processes, e.g. mainly physical descriptions or just actions without any explanation for them.
- 2: Mental and psychic processes are described very general and simple, e.g. likes and dislikes, traits describing emotions or simple statements about emotions.
- .3: To rate here, Likes and dislikes are more specified or/and reasons (e.g. use of the term because) are given for them. A differentiated comparison of likes and dislikes is also coded in this category as well as any verbal indication of mental states, such as terms as think, try, want, consider, etc.
- 4: At least one mental process is described more elaborated or sophisticated. For example, mental processes are described as constructs and possibilities, such as: “I might get a little temper if you bother me.”
Also contra factual mental terms such as “I always seem to get in trouble although I don’t want to” or “I seem shy, but I am sometimes just quiet, because I don’t have much to say to new people” are rated here.
- 5: To rate here, also the perspective and psychic reality (mental processes) of others is described and reflected in the description of the self.

Example:

“I avoid people who make fun of me, because I know they want to put me down, but they never really do.”

Conceptual level

Blatt et al., 1993: *“This scale assesses the highest cognitive developmental level of the self description. Five developmental levels of this conceptualisation of a self-representation are defined on this scale.”¹*

NB: Always score the highest developmental level, although the description might include elements of lower ones. If you have just one item of a higher level and the rest of the description is mainly on a lower level, use the even numbers.

1: Sensorimotor - preoperational:

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.

3: Concrete-perceptual:

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.

5: External iconic:

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.

7: Internal iconic:

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.

9: Conceptual representation:

The description contains a wide range of levels on which the self is understood and experienced. The integration of a variety of dimensions, the acknowledgement of apparent contradictions, and the sense of development over time

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

What the person
looks like

What the person
does/how they act

How the person
feels inside

Describing inner world

This variable indicates, how much of his feelings, wishes, hopes the child opens to others. “Inner world” has also a controlling function for the explanation of psychic processes. If the child does not talk about his/her feelings, this does not mean it got gone.

0: Not applicable (just physical descriptions or actions)

(1-3): Here the child gives some simple actual information, such as brief likes/dislikes or personality traits. The rating depends on the depth.

(4-6): In this category the child reveals somewhat deeper attitudes and likes/dislikes about his/her world. Once again, the rating depends on the depth.

(7-9): In this quadrant the child uses feelings to support his/her attitude and relation to self and/or world.

Negative Affect

The scale measures the extent to which the individual makes references to sad, angry, anxious and apathetic and discomfort feelings about itself, others and life in general. In scoring one has to take into account the extent to which these affects are explicit, intensive, pervasive within the total description.

1	2	3	4	5
---	---	---	---	---

No reference to negative affect / not applicable	Mild negative affect	Moderate negative affect	Substantial Negative affect	Severe negative affect
-----------------------------------------------------------	-------------------------	-----------------------------	--------------------------------	---------------------------

Annotation:

If the child describes bad circumstances in his/her life but does not make an emotional statement towards it, do not code higher than 3. For example, if the child writes: *“I always fight with my brothers and sisters”*, code 2 on negative affect, since there is a negative vibe and content, which is not “unnatural”, but also negative (fighting with brothers and sisters) in the description but no negative affect mentioned.

Now an example for “a 3”: *“I have not many friends and most people don’t speak to me”* One can think that the child suffers from having not many friends and this is also not “granted” experience, but there are no affect-related statement such as “this makes me sad” If so, code higher than 3!

Positive Affect

This scale measures the extent to which the individual makes references to happy, joyful, optimistic, comfortable or - at the higher end of the scale - euphoric and enthusiastic feelings about the self, others and life in general.

In scoring one has to take into account the extent to which these affects are explicit, intense, pervasive within the total description.

1	2	3	4	5
---	---	---	---	---

No reference to positive affect / not applicable	Some reference to positive affect	Positive affect	Many references to / Very Positive affect	Highly positive/ enthusiastic affect
-----------------------------------------------------------	-----------------------------------------	-----------------	----------------------------------------------------	-----------------------------------------------

Annotation: similar to negative affect: If the child mentions fun activities and likes, code at least 2. If the child explicitly mentions that he/she is happy, code higher than 3.

Self-critical

Blatt et al., 1993: *“The rating indicates the extent to which the child evaluates or makes harsh judgements, 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.”*¹

1	2	3	4	5
---	---	---	---	---

Non- critical

Moderately
critical

Highly critical

Striving/Ambitious

Blatt et al., 1993: *“This rating reflects the individual’s striving 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 in one’s sense of self. The motivation could be self-generated or externally determined.”*¹

0: Not applicable

1	2	3	4	5
---	---	---	---	---

Non- striving

Moderately
striving

Strongly
striving

Annotation: Just to be good at an activity, (e.g.: *“I’m a good basketball player”*) is not scored at this scale, unless the efforts the person had to invest to reach this skills are not mentioned. Future career plans (e.g.: *“I want to become a teacher”*) are scored 3.

Tolerance of Contradictory Aspects:

Blatt et al., 1993: *“This scale refers to the presence and tolerance of contradictory aspects of the self (E.g. strong vs. weak, self-accepting vs. self-critical, out-going vs. shy)...”*¹ and indicates the ability of the child to see him/herself “from outside” and discuss the “good” and “bad” aspects of itself.

1	2	3	4	5
Indicates an uni- dimensional self-description		Presence and tolerance of only one contradictory aspect or several c.d. aspects which are not well tolerated		Presence and tolerance of several diverse, at times contradictory aspects, which the individual accepts comfortably as a part of the personality

Part V: Sense of Relatedness

Articulation of relatedness

Blatt et al., 1993: *“This scales indicated the extent to which people are mentioned in terms of relationships.”¹*

1	2	3	4	5
No explicit mention of others	Others are mentioned globally or non-specific	A class or specific group of people (friends, women etc.) is referred to, no reference to the particular nature	Particular relationships are specified, but in a general way. (I have a brother and a sister...)	A particular relationships is described with more specificity and elaboration (<i>“I am very close to my sister, I like to go to the movies with my best friend”</i>).

Level of relatedness

Blatt et al., 1993: *“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.”*¹

0: Not applicable

1	2	3	4	5	6	7
The child describes him or herself as either fused or disengaged from others.			Interactions and relationships being described have a rather unilateral the mutual quality. There is a sense of dependency on others, or a preoccupation with possible loss and abandonment.			There is an ability for mutual relatedness or co-operation in shared activities. The top score is reserved for a mutuality in an close relationship.

Annotation: If ‘Articulation of relatedness is rated 1, rate 0 here.

Differentiation-Relatedness Scale

Diamond et al., 1991⁴: This scale assesses “... *the degree of differentiation and relatedness in descriptions of self and significant others. In general, higher ratings of differentiation relatedness in descriptions of self and others are based on increased articulation and stabilization of the concept of the object and an increased appraisal of mutual, emphatically attuned relatedness*”⁵.

The 10 developmental levels of self and other representations are:

- 1= Self/other boundary compromise (physical)**
(basic physical cohesion/integrity of representations is compromised).
- 2= Self/other boundary confusion (intellectual, affective)**
(affective/intellectual boundaries are confused, fused, or comprised).
- 3= Self/other mirroring**
(consolidation and stabilization of representations based on mirroring).
- 4= Self/other idealisation or denigration**
(Consolidation and stabilization of representations based on unitary, unmodulated idealisation or denigration)
- 5= Semi-differentiation**
(tenuous, semi-differentiated consolidation of representations achieved through primitive splitting and/or rigid adherence to concrete properties to stabilise tenuous cohesion).
- 6= Emergent, ambivalent constancy (cohesion) and relational alignment.**
- 7= Consolidated, constant (stable) relationally aligned self and other.**
- 8= Cohesive, individuated, empathically related self and other.**
- 9= Reciprocally related, integrative unfolding self and other.**
- 10= Integrative, creative, constructions of intersubjectivity in empathically and reciprocally attuned relationships.**

Annotation: Very high scores at this scale were extremely rare in our study. Often you will have to rate here with poor information about the

differentiation/relatedness of the child. If anything about the self-view or the relations to others seems ambivalent, score 6. For a 7 the child should make a somehow mature impression. It seems it went through the previous phases and “stabilized” his personality now. A 5 indicates, the level of ambivalence is still to come.

Social desirability (Impression management)

This social-psychological scale refers to the extent of the attempts of the child to make a good impression to the reader. Somehow you got also 2 dimensions at this variable: To which extent the child addresses his/her self-description directly to the reader and how good the attempt of making a good impression works.

1	2	3	4	5
---	---	---	---	---

The child doesn't seem to want to give a “good impression”. To rate for this quadrant, the description seems to be provoking or even shocking.

The child tries to present himself/herself in a social desirable way enhancing his or her qualities

Part VI: Footnotes/Literature:

¹Blatt, S., Bers, S., Shaffer, C. 1993. *"The assessment of self-descriptions"*. New Haven: Yale University Press.

²Grice, H. P. 1975. *"Logic and Conversation"*. In: Cole, P. and Morgan, J. (eds.). *"Syntax and Semantics"*. Vol. 3. Academic Press. Pp. 41-58.

³Fonagy P, Target M.: *"Attachment and reflective function: their role in self-organization"*. *Developmental Psychopathology*, 1997; 9(4). Pp. 679-700.

⁴Diamond, D., Blatt, S., Stayner, D.A & Kaslow, N. 1991. *"Differentiation, Cohesion and Relatedness of Self and Other Representations: A Developmental Scale"*. Unpublished manuscript. New Haven: Yale University Press.

⁵Blatt, S., Auerbach, J. 1999. *"Mental Representation, Severe Psychopathology and the Therapeutic Process: Affect and Self Reflexivity in Borderline and Schizophrenic Patients"*. *Journal of the American Psychiatric Association*.

Part VII: Scoring sheet:

Length	1	2	3	4	5	6	7											
Amount of “I”	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
Geometry	1	2	3	4	5													
Grammar Style	1		2		3													
Past	0		1		2													
Present	0		1		2													
Future	0		1		2													
Predominant mode	1		2		3		4											
Substantiality	1	2	3	4	5	6	7	8	9									
Coherence	1	2	3	4	5													
Awareness of psychic processes	1	2	3	4	5													
Conceptual level	1	2	3	4	5	6	7	8	9									
Describing inner world	1	2	3	4	5	6	7	8	9									
Negative affect	1	2	3	4	5													
Positive affect	1	2	3	4	5													
Self critical	1	2	3	4	5													
Striving/ambition	0		1	2	3	4	5											
Tolerance of contradiction	1	2	3	4	5													
Articulation of relatedness	1	2	3	4	5													
Level of relatedness	0		1	2	3	4	5	6	7									
Differentiation/relatedness	1	2	3	4	5	6	7	8	9									
Impression management	1	2	3	4	5													

Chapter Two: Reliability study

- **Sample Size:** 25 codeable self-descriptions; time 1 No: 439-499
- **Number of raters:** 2

Method and results of the analysis:

- **ICC model 3 (interval-scales):** Raters constitute the entire population of raters, and each rater rates each subject/object. ICC's estimate for single rating with approximate 95% confidence interval and test of null population value. All ICC's, are significant at the .001 level.

SCALE	IRR
Length	.99
Amount of I	.99
Geometry	.84
Grammar style	.84
Substantiality of self-description	.73
Coherence	.82
Mental processes	.85
Conceptual Level	.80
Describing inner world	.77
Tolerance of contradiction	.78
Negative affect	.78
Positive affect	.73
Self-critical	.74
Striving/Ambitious	1.0
Articulation of relationships	.95
Level of relatedness	.93
Differentiation-Relatedness Scale	.83
Impression Management	.85

- **Contingency Coefficient (nominal-scales)**

Predominant mode of represent.	.77
Grammar style	.76

- **Kappa (nominal)**

Time Span scales (Nominal)

Past.	1.0
Present	1.0
Future	1.0

Chapter Three: Coding examples

The following 7 examples were taken from our reliability study.

As we also coded geometry we decided to use scanned versions of original self-descriptions for a better understanding of our codings.

7

Now take five minutes to describe yourself.

Describe yourself: Shows feelings, nice, strong, sneaky,
Ambition: Astronaut, Ace wrestler, hard to beat
in Video Games.

11

490
490

Score-sheet 490:

Length	1	2	3	4	5	6	7											
Amount of “I”	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
Geometry	1	2	3		4	5												
Grammar Style	1		2			3												
Past	0		1			2												
Present	0		1			2												
Future	0		1			2												
Predominant mode	1		2			3			4									
Substantiality	1	2	3	4	5	6	7	8	9									
Coherence	1	2	3	4	5													
Awareness of psychic processes	1	2	3	4	5													
Conceptual level	1	2	3	4	5	6	7	8	9									
Describing inner world	1	2	3	4	5	6	7	8	9									
Negative affect	1	2	3	4	5													
Positive affect	1	2	3	4	5													
Self critical	1	2	3	4	5													
Striving/ambition	0		1	2	3	4	5											
Tolerance of contradiction	1	2	3	4	5													
Articulation of relatedness	1	2	3	4	5													
Level of relatedness	0		1	2	3	4	5	6	7									
Differentiation/relatedness	1	2	3	4	5	6	7	8	9									
Impression management	1	2	3	4	5													

7

Now take five minutes to describe yourself.

Describe yourself: I am short and have very light blond hair. I have navy blue eyes and light skin. I think I am handsome. I have a lot of friends in school but outside of school I don't play with them much. I like all sports except golf and I'm good at most sports except hockey. I am very self-conscious and I study myself. I am nice and good with people.

Score sheet 492:

Length	1	2	3	4	5	6	7												
Amount of "I"	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17+
Geometry	1	2	3	4	5														
Grammar Style	1		2		3														
Past	0		1		2														
Present	0		1		2														
Future	0		1		2														
Predominant mode	1		2		3		4												
Substantiality	1	2	3	4	5	6	7	8	9										
Coherence	1	2	3	4	5														
Awareness of psychic processes	1	2	3	4	5														
Conceptual level	1	2	3	4	5	6	7	8	9										
Describing inner world	1	2	3	4	5	6	7	8	9										
Negative affect	1	2	3	4	5														
Positive affect	1	2	3	4	5														
Self critical	1	2	3	4	5														
Striving/ambition	0		1	2	3	4	5												
Tolerance of contradiction	1	2	3	4	5														
Articulation of relatedness	1	2	3	4	5														
Level of relatedness	0		1	2	3	4	5	6	7										
Differentiation/relatedness	1	2	3	4	5	6	7	8	9										
Impression management	1	2	3	4	5														

7

Now take five minutes to describe yourself.

Describe yourself: blond, ~~act like~~ a good listener, the middle and only girl, my
sister is my dog, tall,

11

495

Scoring sheet 495:

Length	1	2	3	4	5	6	7											
Amount of “I”	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
Geometry	1	2	3	4	5													
Grammar Style	1		2		3													
Past	0		1		2													
Present	0		1		2													
Future	0		1		2													
Predominant mode	1		2		3		4											
Substantiality	1	2	3	4	5	6	7	8	9									
Coherence	1	2	3	4	5													
Awareness of psychic processes	1	2	3	4	5													
Conceptual level	1	2	3	4	5	6	7	8	9									
Describing inner world	1	2	3	4	5	6	7	8	9									
Negative affect	1	2	3	4	5													
Positive affect	1	2	3	4	5													
Self critical	1	2	3	4	5													
Striving/ambition	0		1	2	3	4	5											
Tolerance of contradiction	1	2	3	4	5													
Articulation of relatedness	1	2	3	4	5													
Level of relatedness	0		1	2	3	4	5	6	7									
Differentiation/relatedness	1	2	3	4	5	6	7	8	9									
Impression management	1	2	3	4	5													

7

Now take five minutes to describe yourself.

Describe yourself: I like to go places with my friends
like the movies, go shopping and everything else.
And I like doing stuff with my family like go
out to dinner.

11

496

ABC

Scoring sheet 496:

Length	1	2	3	4	5	6	7											
Amount of “I”	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
Geometry	1	2	3	4	5													
Grammar Style	1	2	3															
Past	0	1	2															
Present	0	1	2															
Future	0	1	2															
Predominant mode	1	2	3	4														
Substantiality	1	2	3	4	5	6	7	8	9									
Coherence	1	2	3	4	5													
Awareness of psychic processes	1	2	3	4	5													
Conceptual level	1	2	3	4	5	6	7	8	9									
Describing inner world	1	2	3	4	5	6	7	8	9									
Negative affect	1	2	3	4	5													
Positive affect	1	2	3	4	5													
Self critical	1	2	3	4	5													
Striving/ambition	0	1	2	3	4	5												
Tolerance of contradiction	1	2	3	4	5													
Articulation of relatedness	1	2	3	4	5													
Level of relatedness	0	1	2	3	4	5	6	7										
Differentiation/relatedness	1	2	3	4	5	6	7	8	9									
Impression management	1	2	3	4	5													

7

Now take five minutes to describe yourself.

Describe yourself:

Short

brown curly hair

brown eyes

11

497

Scoring sheet 497:

Length	<div>1</div>	2	3	4	5	6	7											
Amount of “I”	<div>0</div>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
Geometry	1	<div>2</div>	3	4	5													
Grammar Style	<div>1</div>		2		3													
Past	<div>0</div>		1		2													
Present	0		1		<div>2</div>													
Future	<div>0</div>		1		2													
Predominant mode	<div>1</div>		2		3		4											
Substantiality	1	<div>2</div>	3	4	5	6	7	8	9									
Coherence	1	<div>2</div>	3	4	5													
Awareness of psychic processes	<div>1</div>	2	3	4	5													
Conceptual level	1	2	<div>3</div>	4	5	6	7	8	9									
Describing inner world	<div>1</div>	2	3	4	5	6	7	8	9									
Negative affect	<div>1</div>	2	3	4	5													
Positive affect	<div>1</div>	2	3	4	5													
Self critical	<div>1</div>	2	3	4	5													
Striving/ambition	<div>0</div>		1	2	3	4	5											
Tolerance of contradiction	<div>1</div>	2	3	4	5													
Articulation of relatedness	<div>1</div>	2	3	4	5													
Level of relatedness	<div>0</div>		1	2	3	4	5	6	7									
Differentiation/relatedness	1	2	3	4	<div>5</div>	6	7	8	9									
Impression management	1	2	<div>3</div>	4	5													

Now take five minutes to describe yourself.

Describe yourself:

I am just an inspiration in my family.
I love challenges, I love setting goals and having
dreams. I think I am funny, irresponsible,
intelligent and messy. I love sports, hobbies
and making new ideas. I like singing as a talent
exercising as a hobby and keeping a high self-esteem
not ego as a skill.

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Geometry	1	2	3	4	5														
Grammar Style	1	2	3	4	5														
Past	0	1	2	3	4	5													
Present	0	1	2	3	4	5													
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Level of relatedness	0	1	2	3	4	5	6	7											
Differentiation/relatedness	1	2	3	4	5	6	7	8	9										
Impression management	1	2	3	4	5														

Now take five minutes to describe yourself.

Describe yourself:

I'm a 12 year old girl with brown hair, brown eyes, and I wear red glasses. ~~to be honest~~
~~to be honest~~ I have a kind of big nose and I'm a little overweight. I try to be an individual and create my own fashions. I have a lot of friends that I really love. I don't know what else to say. I guess I'm pretty much average.

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Geometry	1	2	3	4	5														
Grammar Style	1		2		3														
Past	0		1		2														
Present	0		1		2														
Future	0		1		2														
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