I Stress and Coping (state-cluster "child", EP, corresponds to factor I of the individual questionnaire)

1. Today, I experienced stress ...

2. Today, I had to activate my "head-cinema" ("movie in the head") ...

3. Today, I zoomed out - dissociated ...

4. Today, it was important to me to be alone ...

5. Today, the depression carried me away ...

6. The impulse to hurt myself was today ...

7. Today, I ruminated ...

8. The intrusive voices were today ...

9. My level of aggression was today ...

10. My level of anger was today ...

11. Today, I felt overwhelmed ...

12. My need for distancing myself from others was today ...

II Positive goals and development of identity (state-cluster "adult", ANP, corresponds to factor II of the individual questionnaire)

13. Today, I felt resilient and able to cope with stress ...

14. My feelings of inner security were today ...

15. My feelings of independence were today ...

16. The sense of my own inner identity was today ...

17. Today I had a sense of relief ...

18. Today, I took part in social life ...

Match the 18 variables of her ISM, as shown in **Figure 1**, separated into two factors. The client answered these items daily via the online monitoring system SNS. Each question is scored by a visual analog slider (VAS), ranging from 0 to 100 and extrema of "not at all" to "very much" (where applicable).
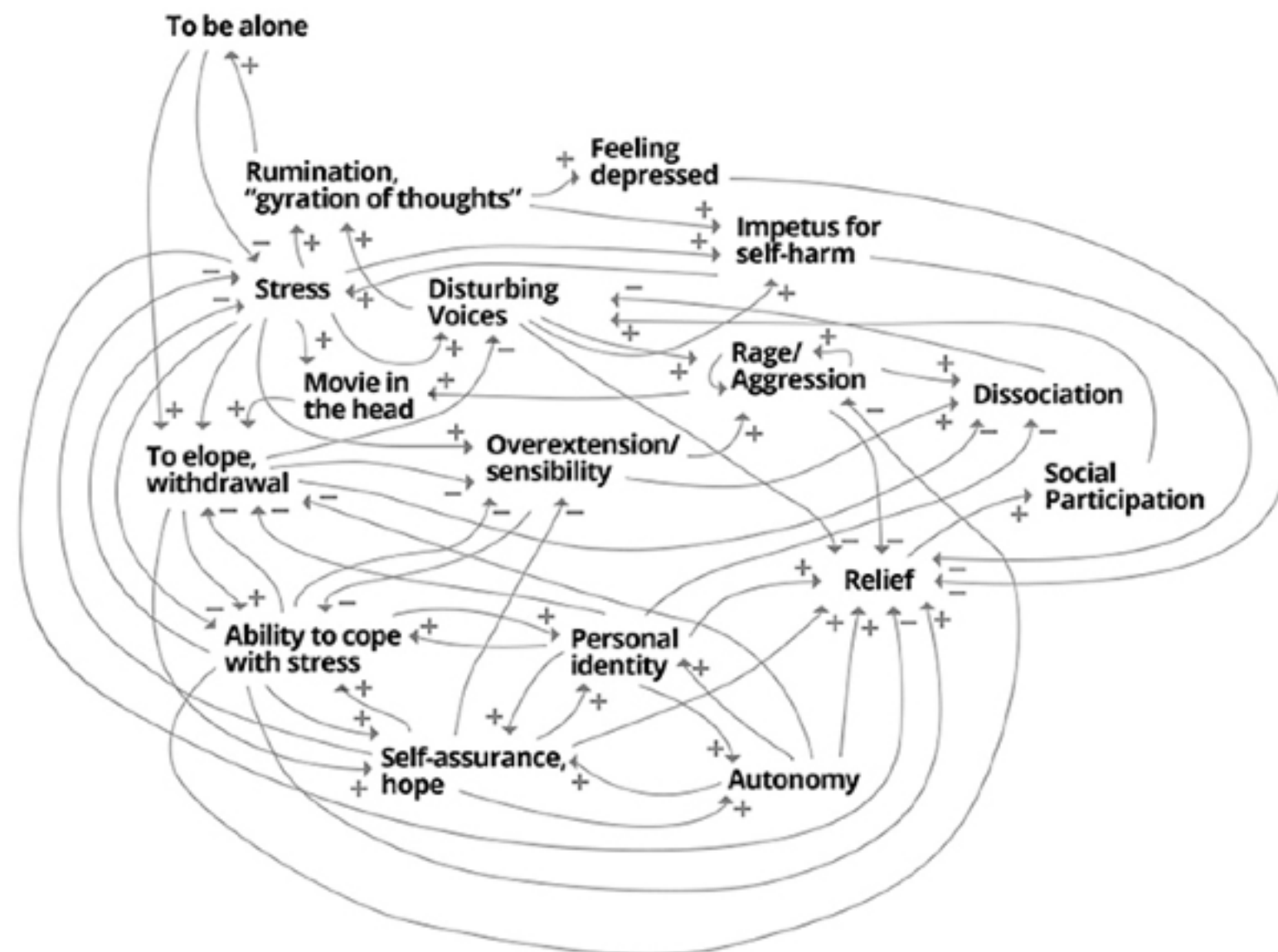
Table I.1
Goals for a Developmental Theory

---

1. To understand the origins of novelty.
2. To reconcile global regularities with local variability, complexity, and context-specificity.
3. To integrate developmental data at many levels of explanation.
4. To provide a biologically plausible yet nonreductionist account of the development of behavior.
5. To understand how local processes lead to global outcomes.
6. To establish a theoretical basis for generating and interpreting empirical research.