



Person in Context Assessment: A Personality Assessment of Temperament, Self-Concept, Personal Goals and Standards

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Person in Context Assessment

The surveys you completed are part of a new approach to assessing personality based on recent research in personality science. We refer to it as the Person in Context Assessment, or PICA, for short. In this personality assessment, you completed questionnaires measuring different parts of what makes up your personality, including your temperament, self-concept, interpersonal styles, sensitivity to rejection, and your personal goals and standards.

TEMPERAMENT: BEHAVIORAL INHIBITION AND APPROACH SYSTEMS

Temperament refers to inherited biological systems that influence how you react emotionally and behaviorally to events. To assess temperament, you completed the Behavioral Inhibition and Behavioral Activation System (BIS/BAS) scale, which is the most frequently used measure to assess these two temperament systems.

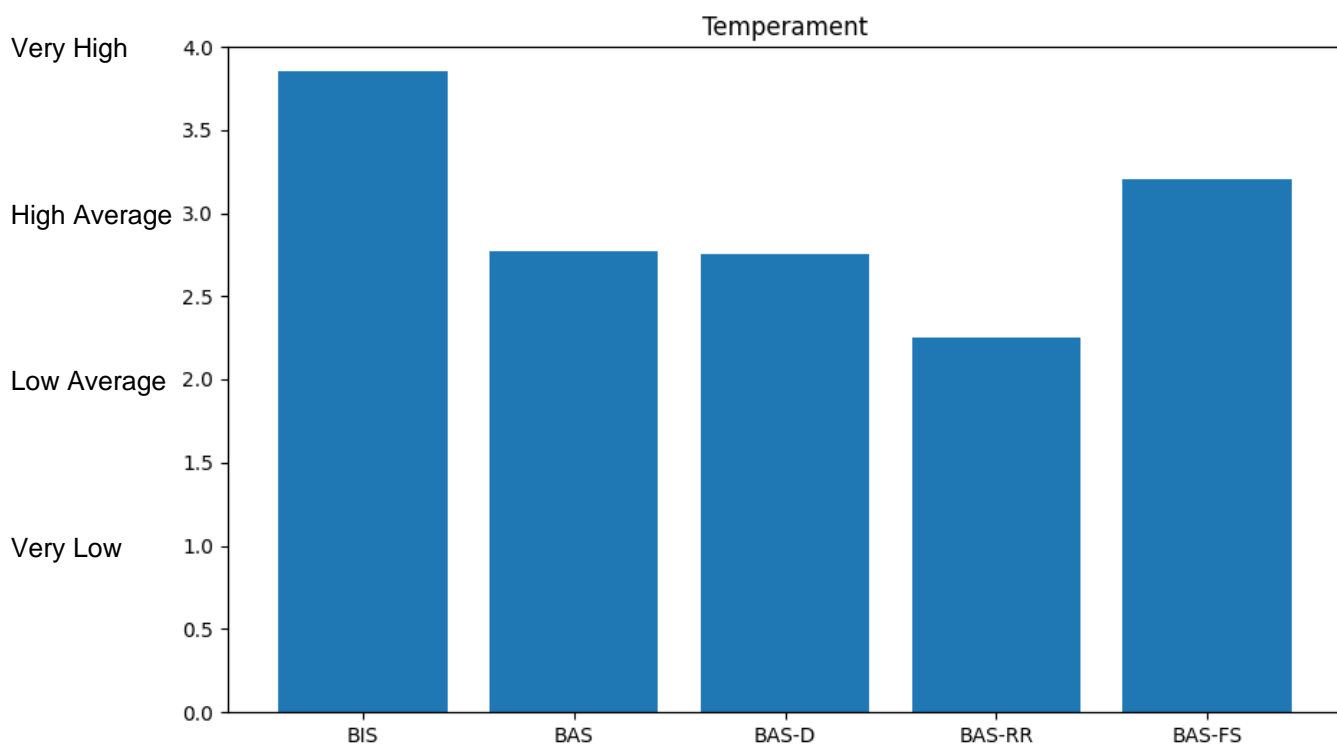
Behavioral Inhibition System (BIS)

The first temperament type is the behavioral inhibition system. It involves a set of brain structures that lead people to hesitate or withdraw when they encounter situations that seem unfamiliar, challenging, or threatening. In these situations, people who score high in behavioral inhibition more easily experience anxiety and impulses to hesitate or withdraw. You can think of this as a psychic brake pedal, a stop system, that moves us away from things that might be dangerous. We all have behavioral inhibition systems. But people inherit behavioral inhibition systems with different sensitivities. Your score can be used to indicate the sensitivity level of your behavioral inhibition system.

Behavioral Approach System (BAS)

The second temperament type is the behavioral approach system. The behavioral approach system involves a set of brain structures that causes people to experience excitement, enthusiasm, and be more motivated to approach situations where there are rewards/incentives-that is, things you want, such as food, sex, or a desired goal. You can think of this as a psychic gas pedal, a go system that moves us to approach things we want. We all have behavioral approach systems. But people inherit behavioral approach systems that differ in their sensitivity or reactivity.

In addition to an overall BAS score, there are three different subscales that measure different types of behavioral activation. If you do not see much differences in your three BAS subscales, your overall BAS score is probably the best score to interpret. However, if you score high on subscales but average or low on others, then it is better to just interpret your specific BAS subscale scores.



BIS: 3.86 (very high)

Your score suggests that you may be someone who is more sensitive to situations that are unfamiliar, threatening, or challenging. In these situations, you may have more reactivity in emotional parts of the brain, particularly the amygdala, and may experience greater physiological reactivity. Research has found that infants with high behavioral inhibition temperaments are more likely to develop into 'shy' children. Not all infants with high behavioral inhibition stay 'shy' as your experiences and environment can influence how temperament develops. Importantly, people with high behavioral inhibition temperaments do not experience anxiety unless they experience unfamiliar, challenging or threatening situations. In situations that are familiar, non-challenging, or non-threatening, people with high behavioral inhibition are no more anxious than other people.

BAS: 2.75 (high)

Your score in the (very high, high) range. This suggests that you may be more sensitive to situations where there are rewards, things that are attractive, things you want. In these situations, you may have more reactivity in reward systems of the brain that involve the orbitofrontal cortex, the nucleus accumbens, and amygdala, leading you to experience more excitement, more enthusiasm, to approach and get these things that you want. Research has found that people with high behavioral approach temperaments experience positive affect more easily and also learn faster in learning conditioning studies where there are rewards.

BAS-D: 2.25 (average)

Your score in the average range. This suggests that you are fairly typical in your tendency to be motivated to pursue goals you have, neither quick or slow to act on and move towards your goals, or persistent or non-persistent in achieving them.

BAS-FS: 3.2 (high)

Your score in the (very high, high) range. This suggests that you tend to crave excitement, and are very motivated and quick to pursue new rewards or things you think might be fun or exciting on the spur of the moment.

BAS-R: 2.77 (high)

Your score in the (very high, high) range. This suggests that you experience a high degree of enthusiasm, excitement, and positive emotions when a positive outcome/reward has occurred or when you anticipate a positive outcome/reward to occur.

Self-Concept: Psychological Needs When with Significant Others

The second personality structure we assessed was your self-concept, or self-schema-these are beliefs you possess about who you are, your qualities, needs, and experiences. Our self-schemas influence how we perceive ourselves, interpret the actions of others, and feel and behave, and are a major part of your personality.

Rather than a single self-schema, research has shown that we have multiple self-schemas. These different "selves" emerge from, and are tied to, our interactions with significant others. That is, many people experience the self differently when with different others (e.g., self-with-mom, self-with-friend).

To assess your self-schemas, you completed the Relational Self-Schema Questionnaire (RSSM; Scott et al., 2021), which had you rate how you experience the self and act when with the four people you interact with and/or think about the most. Some research suggests that our self-experience is organized around the satisfaction of basic psychological needs, such as the need to feel connected to others, to feel competent/in control, and to have a sense of self-esteem. The RSSM assesses the experience of these needs when the self is with different significant others.

Relatedness Satisfaction:

Overall score is 3.9375 (high average):

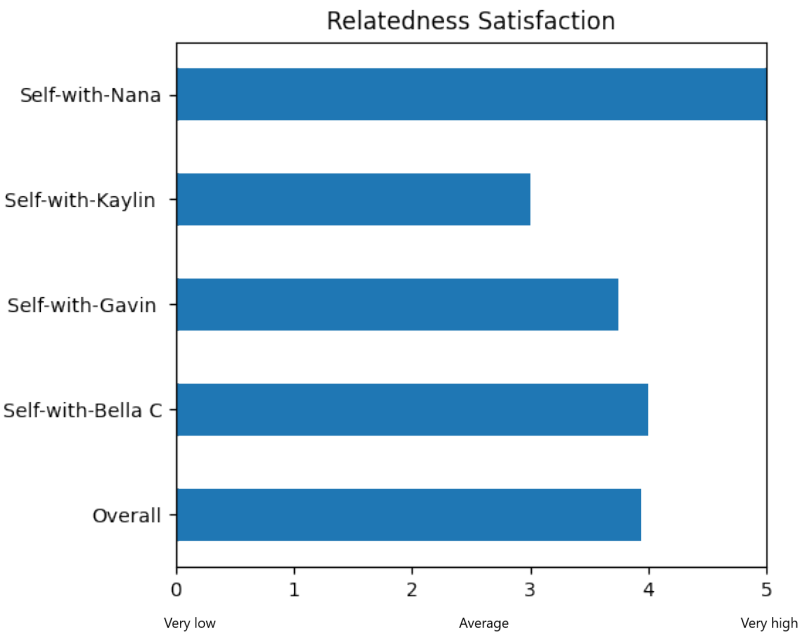
Your relatedness satisfaction is high, This suggests that you experience some features of a positive self-concept. More specifically, this suggests that in general you experience high levels of being connected to, close to, and accepted by the people you most interact with or think about.

Self-with-1 score is 4.0

Self-with-2 score is 3.75

Self-with-3 score is 3.0

Self-with-4 score is 5.0



Control Satisfaction:

Overall score is 3.65625 (high average):

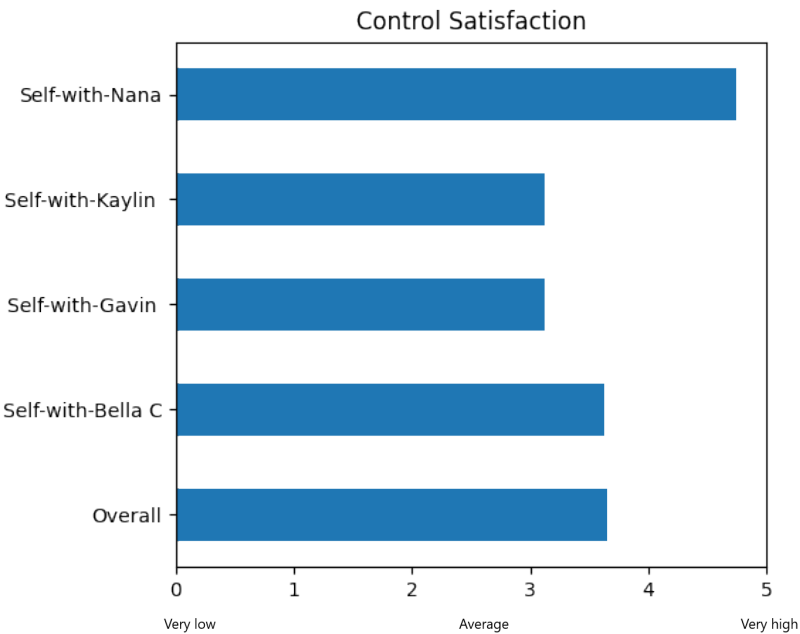
Your control satisfaction is high, This suggests that you experience some features of a positive self-concept. More specifically, this suggests that in general you experience a self that is in control, engaged, and capable and skilled. Some research suggests that feeling in control, engaged, and capable is a basic psychological need. Your score indicates that this need is being met. The self tends to experience flow, an optimal state of control, when it is engaged in challenging activities for which there are learned and developed skills and abilities. It appears you have developed skills and abilities that empower your sense of self.

Self-with-1 score is 3.625

Self-with-2 score is 3.125

Self-with-3 score is 3.125

Self-with-4 score is 4.75



Self-Concept: Psychological Needs When with Significant Others

Self-Esteem Frustration:

Overall score is 1.5625 (low average):

Your self-esteem frustration is low, This suggests that in general your needs for self-esteem are being adequately met and you do not experience self-esteem frustration.

Self-with-1 score is 2.0

Self-with-2 score is 2.25

Self-with-3 score is 1.0

Self-with-4 score is 1.0

Autonomy Frustration:

Overall score is 2.0 (low average):

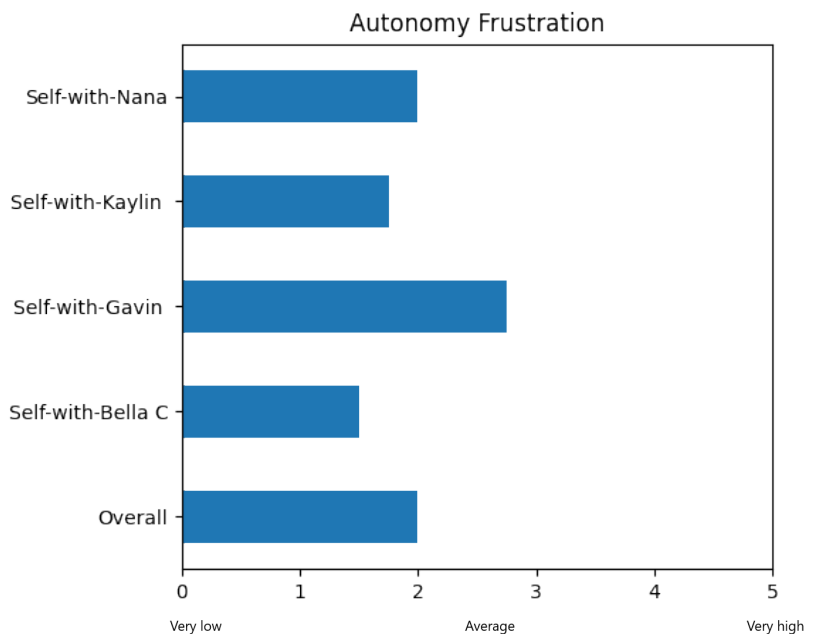
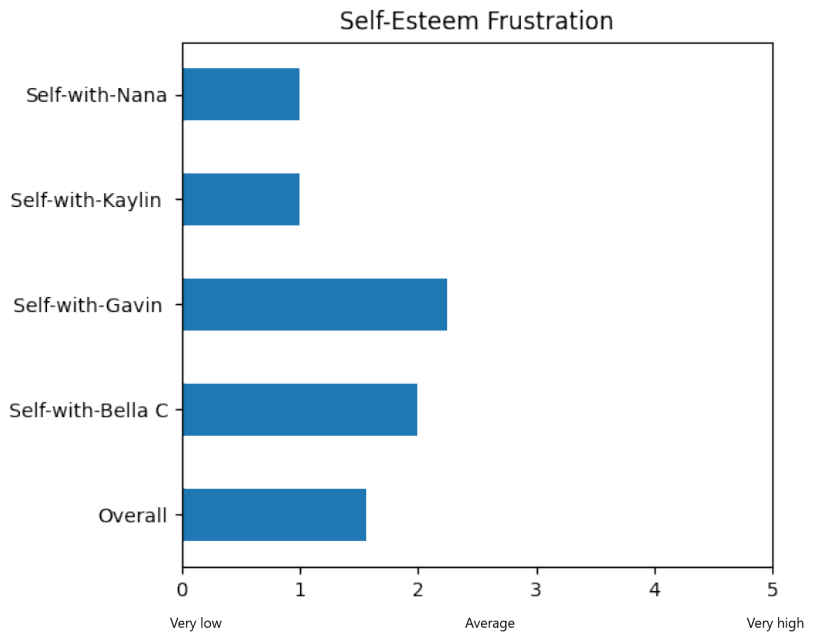
Your score suggests that in general you do not experience high autonomy frustration, or that your actions are being controlled, coerced or pressured by others, that you are doing things out of a sense of obligation.

Self-with-1 score is 1.5

Self-with-2 score is 2.75

Self-with-3 score is 1.75

Self-with-4 score is 2.0



SELF-CONCEPT: REJECTION SENSITIVITY

Rejection Sensitivity refers to a tendency to have intense emotional reactions to perceived rejection, whether it is actual or not.

People with high rejection sensitivity have greater concerns about social rejection than most people. They tend to worry excessively about social interactions and what others might think of them. This often leads to misinterpretation of social cues and problems interacting with others due to misinterpretation. In addition, they tend to have extreme anxiety in social situations and a tendency to avoid many social situations due to discomfort or suffer through the situations with high anxiety.

High rejection sensitivity may be due to a history of being rejected, or perceiving that one is being rejected. And it can also be reflective of a negative self-concept or an anxious temperament (i.e., high behavioral inhibition).

People with low rejection sensitivity are not as concerned about social rejection or about how people may think of them or react to them. They do not worry about rejection and tend to believe that others will be receptive towards them and unlikely to reject their requests. They tend to have social confidence.

Low rejection sensitivity may be due to a history of being accepted by others, or perceiving that one is being accepted. And it can also be reflective of a positive self-concept or a low anxious temperament (i.e., low behavioral inhibition) and/or a high approach temperament (i.e., high behavioral activation).

Your Self-Concept: Rejection Sensitivity Score was: 16.44 (Very High)

Self Concept: Problematic Interpersonal Styles

For each of the four persons you identified in the Relational Self-Schema Measure, you also completed a shortened version of the Circumplex Scales of Interpersonal Problems (Boudreaux et al., 2018). As we did for your scores on the Relational Self-Schema Measure, we provide interpretations for both your overall scores and for each of your separate self-with-other scores. If there is not much difference in your scores across the four people you listed, you should just use your overall score. However, if for any scale, you see differences in your scores across the four people, use the individual scores to interpret your feedback.

Domineering:

Overall score is 0.3125 (not a problem for you):

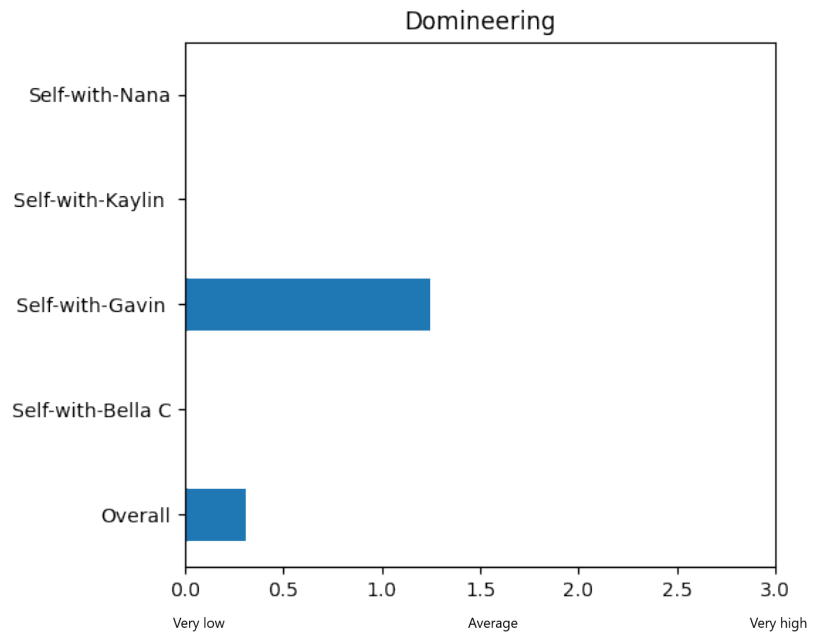
An interpersonal style in which one is too controlling, manipulating, bossy, argumentative, and/or is acting too superior/condescending when relating to others.

Self-with-1 score is 0.0

Self-with-2 score is 1.25

Self-with-3 score is 0.0

Self-with-4 score is 0.0



Self-Centered:

Overall score is 0.25 (not a problem for you):

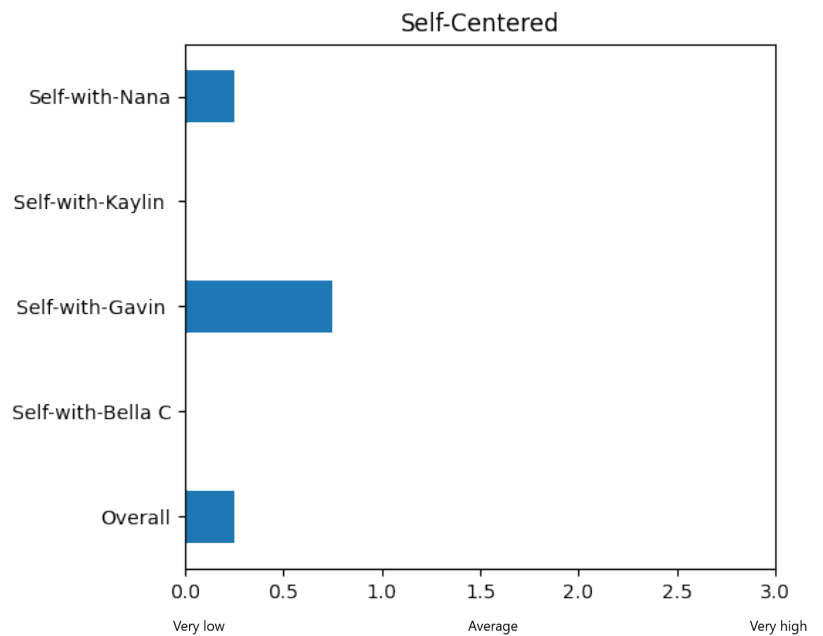
An interpersonal style in which one is too insensitive to others needs, thoughts, feelings, has difficulty providing emotional support, liking others and getting along.

Self-with-1 score is 0.0

Self-with-2 score is 0.75

Self-with-3 score is 0.0

Self-with-4 score is 0.25



Self Concept: Problematic Interpersonal Styles

Distant/Cold:

Overall score is 0.5625 (a minor problem for you):

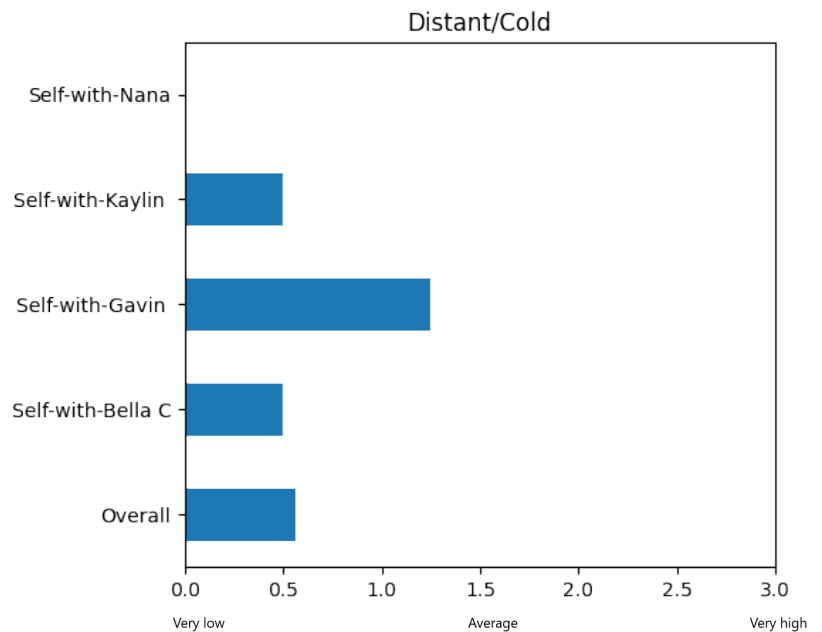
An interpersonal style in which one is uncomfortable with being close or intimate, has difficulty fully connecting and enjoying others company.

Self-with-1 score is 0.5

Self-with-2 score is 1.25

Self-with-3 score is 0.5

Self-with-4 score is 0.0



Socially Inhibited:

Overall score is 0.1875 (not a problem for you):

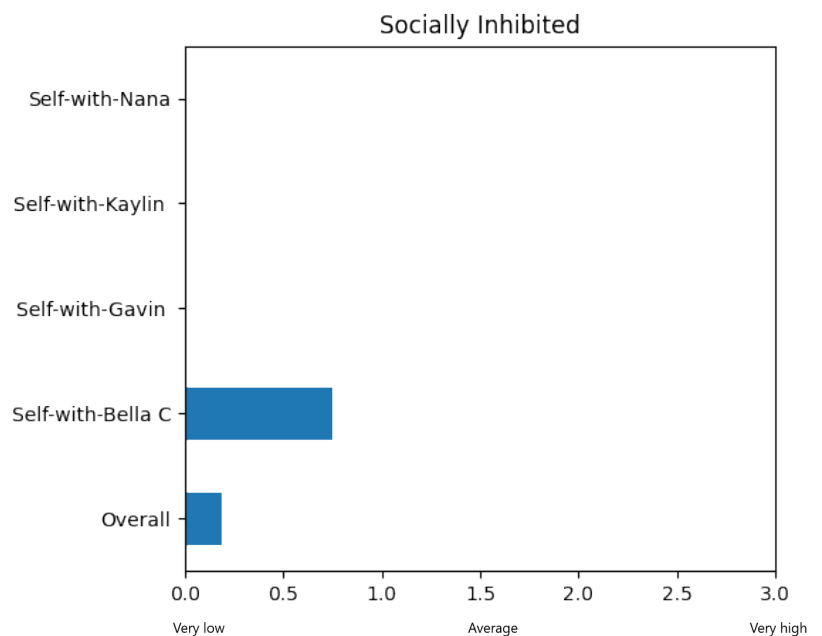
A problematic interpersonal style in which one is anxious and shy around others, unable to be themselves and has difficulty fitting in.

Self-with-1 score is 0.75

Self-with-2 score is 0.0

Self-with-3 score is 0.0

Self-with-4 score is 0.0



Self Concept: Problematic Interpersonal Styles

Nonassertive:

Overall score is 0.3125 (not a problem for you):

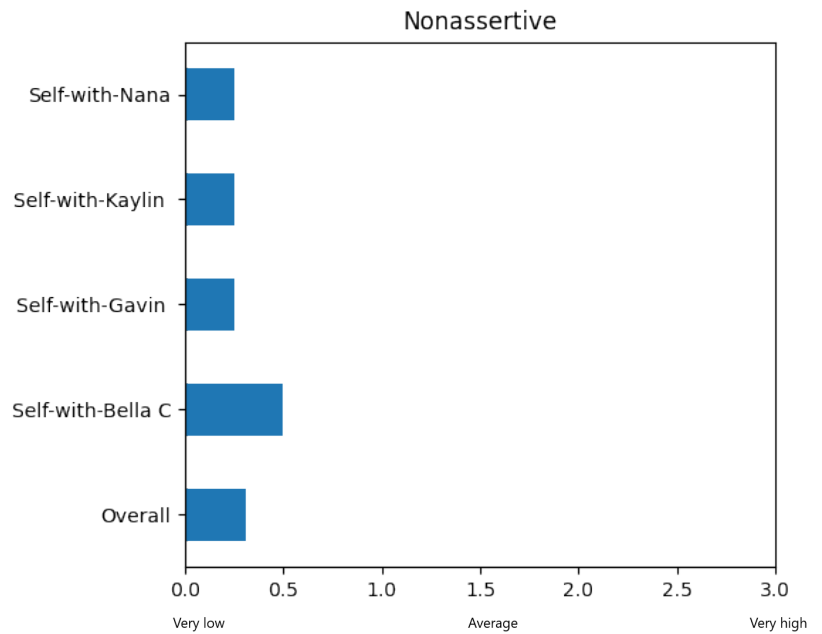
A problematic interpersonal style in which one tends to be too compromising, and is too easily taken advantage of, acting overly submissive, letting others boss them around too much.

Self-with-1 score is 0.5

Self-with-2 score is 0.25

Self-with-3 score is 0.25

Self-with-4 score is 0.25



Exploitable:

Overall score is 0.125 (not a problem for you):

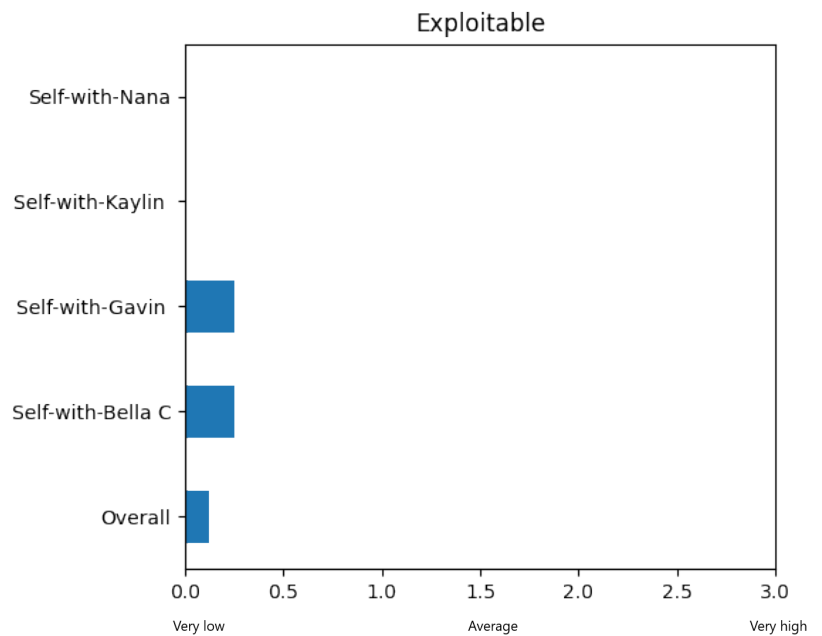
A problematic interpersonal style in which one has trouble being assertive and taking the lead, tends to feel weak and insecure and easily embarrassed around others.

Self-with-1 score is 0.25

Self-with-2 score is 0.25

Self-with-3 score is 0.0

Self-with-4 score is 0.0



Self Concept: Problematic Interpersonal Styles

Self-Sacrificing:

Overall score is 0.5625 (a minor problem for you):

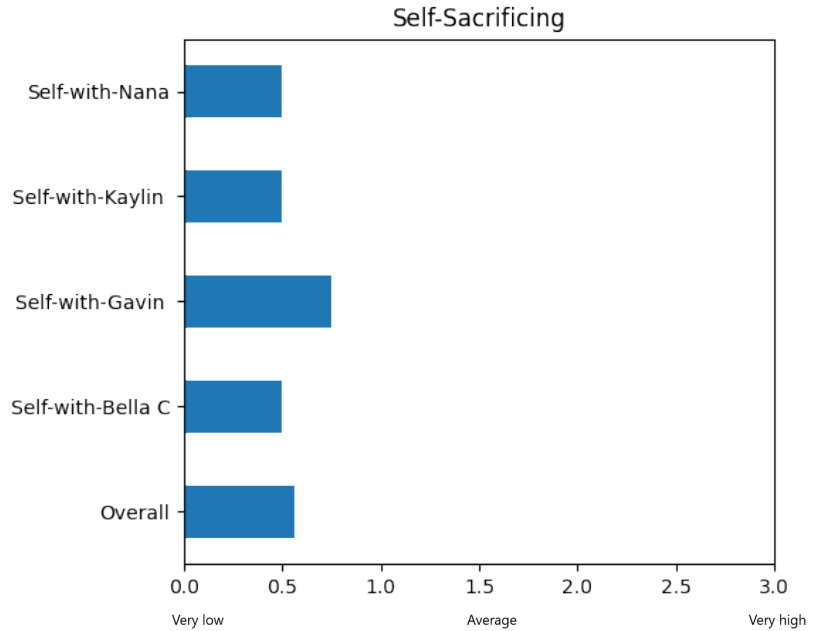
A problematic interpersonal style in which one is too giving, tending to put others' needs before their own, being easily affected by others' pain and suffering, and being too trusting.

Self-with-1 score is 0.5

Self-with-2 score is 0.75

Self-with-3 score is 0.5

Self-with-4 score is 0.5



Intrusive:

Overall score is 0.0 (not a problem for you):

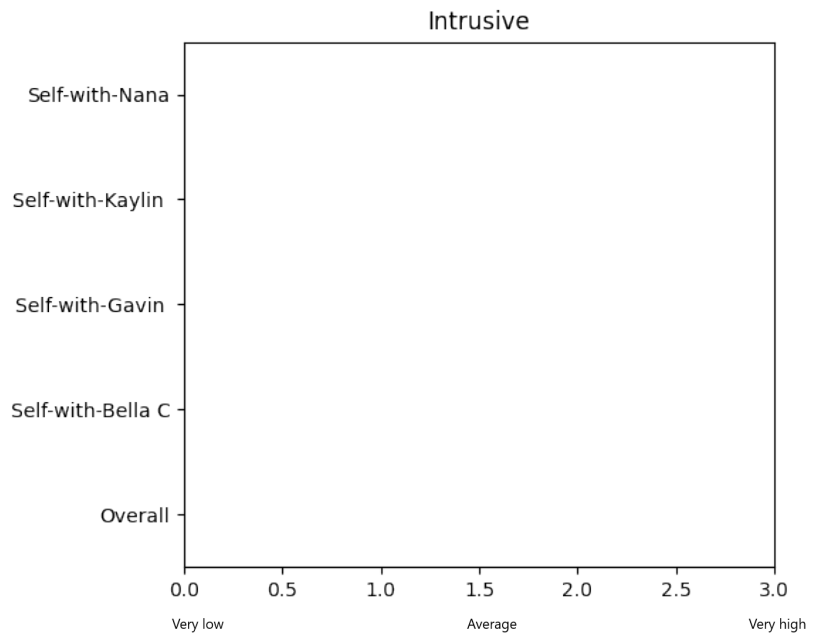
A problematic interpersonal style in which one has trouble respecting others' privacy, talks too much, is overly affectionate, and/or needs to be the center of attention.

Self-with-1 score is 0.0

Self-with-2 score is 0.0

Self-with-3 score is 0.0

Self-with-4 score is 0.0



Personal Goals and Standards

Personal goals refer to your mental representations of desired future states. Wanting to become a doctor, finding a partner, becoming an author-these all represent future or possible selves, things that we are striving to make happen for ourselves. Goals can also be undesired future states, such as avoiding being poor, dropping out of college, or being divorced. Goals also imply personal standards, which are acceptable, good behaviors in the present. For instance, the goal of becoming a doctor implies that getting good grades now is an important personal standard. Other personal standards include our morals, beliefs we have about what is inherently good and bad behavior. Being honest, disciplined, and polite to others-each of these are examples of moral standards that may guide our behavior.

Personal goals and standards strongly influence our personality functioning, including the situations you seek out, how you interpret what happens to you, how motivated you are, and how you feel and act. We compare our current behavior to our goals and standards, feeling bad if we come up short and feeling good if we have performed successfully. To assess your personal goals and standards, you completed a modified version of the Personal Concerns Inventory (M-PCI; Klinger & Cox, 2011). Although the PCI is considered a "goal" measure, when people complete the PCI, they tend to list both goals (e.g., graduate college) and standards (e.g., maintain my good GPA).

Research has shown that it is not just what goals and standards you have but how you think about them that matters. For instance, two people can have the same goal of getting a college degree. But one person is very satisfied with their progress, confident in being able to get a degree, and thinks about it as something positive to approach (e.g., "get a college degree"). Another person with the same goal may think about it very differently: they are not satisfied with their progress, doubt their ability to get a degree, and think about it as something negative to avoid (e.g., "don't get kicked out of college"). A large body of research shows that how you think about your goals matters, and influences your psychological well-being as well as the likelihood of goal/standard success.

For your goal-standard scores, we provide interpretations for both overall scores and for individual scores. For any scale, if there is not much difference in your scores across the four goals-standards you listed, you should just use your overall score. However, if for any goal-standard score, you see differences, use the individual scores to interpret your feedback.

Goal 1:

My larger goal is to be able to get into my preferred nursing school and graduate successfully from there.

Goal 2:

My larger goal for my health is to be physically healthy and not have any issues that I have caused myself.

Goal 3:

I hope to have a closer relationship with God and lead a life that is following him and shines through me.

Goal 4:

My larger goal is to maintain lifelong friendships, and not have only surface level relationships.

Goal Thinking:

Overall score is 5.25 (high):

Your level of thinking about your goals is high, indicating their importance to you and your commitment to achieving them.

Goal 1 score is 7.0

Goal 2 score is 5.0

Goal 3 score is 4.0

Goal 4 score is 5.0

Goal Satisfaction:

Overall score is 4.25 (average):

Your goal satisfaction is average, suggesting you may benefit from taking small steps to boost your sense of progress.

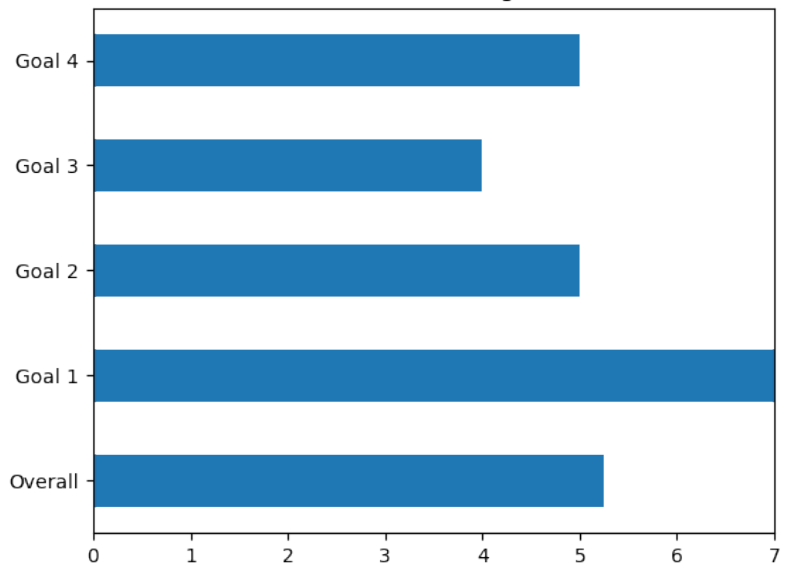
Goal 1 score is 4.0

Goal 2 score is 4.0

Goal 3 score is 4.0

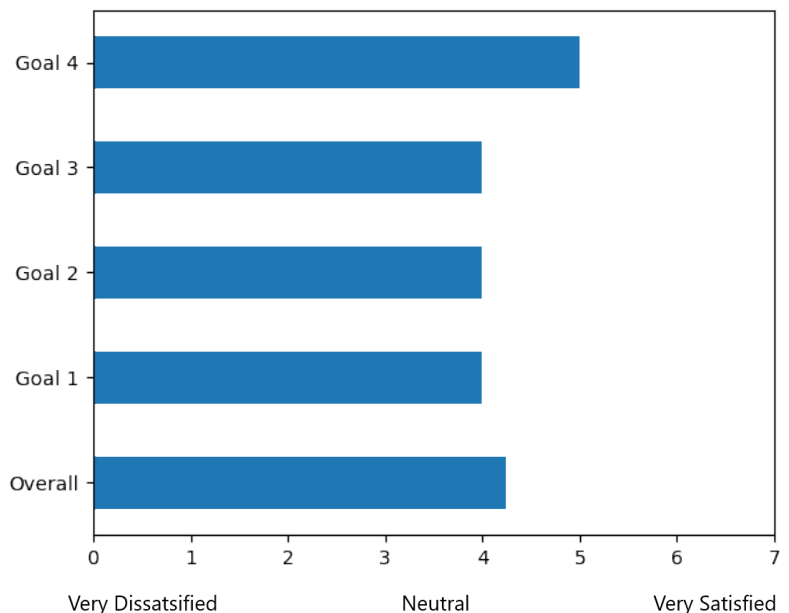
Goal 4 score is 5.0

Goal Thinking



1=Never 2=Once or a few times 3=Every month or so 4=Every week or so 5=Nearly every day 6=Every day 7=Multiple times a day

Goal Satisfaction



Very Dissatisfied Neutral Very Satisfied

Personal Goals and Standards

Goal 1:
My larger goal is to be able to get into my preferred nursing school and graduate successfully from there.

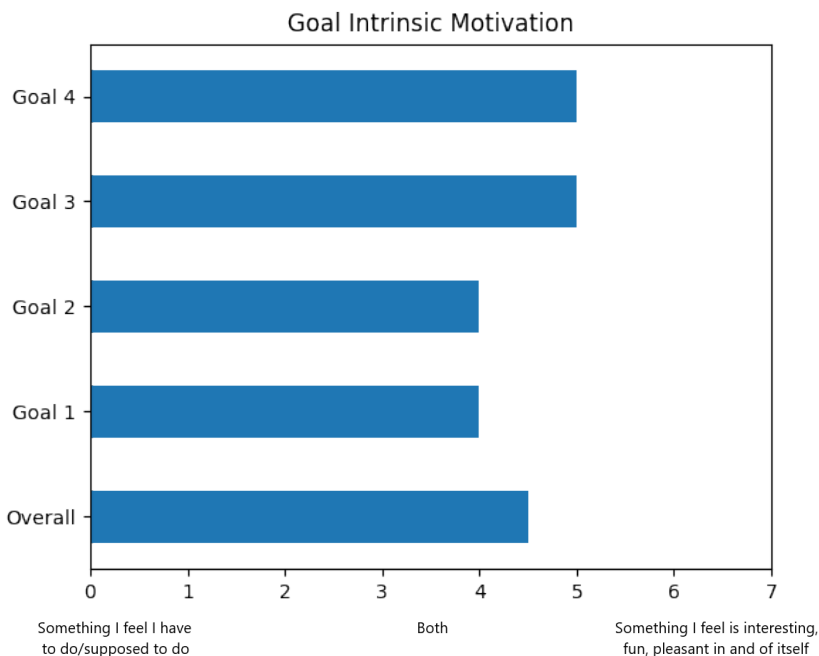
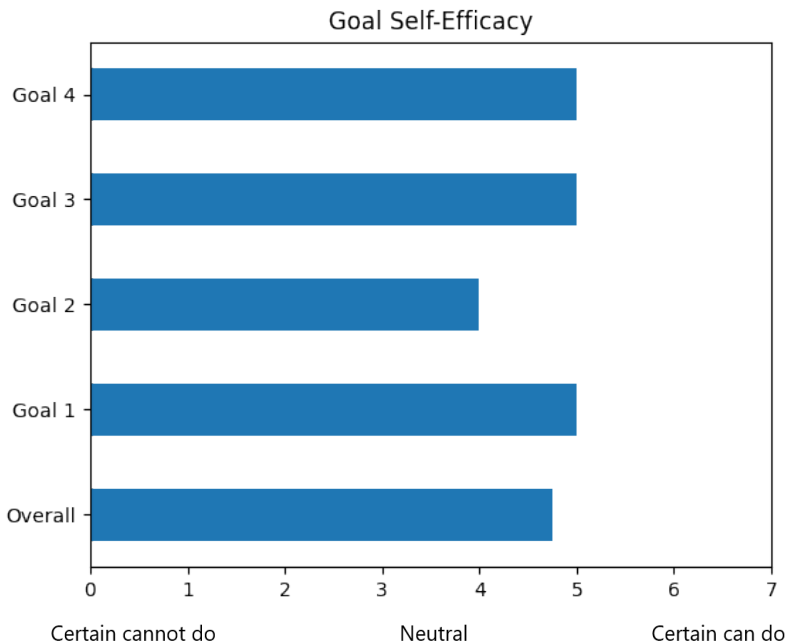
Goal 2:
My larger goal for my health is to be physically healthy and not have any issues that I have caused myself.

Goal 3:
I hope to have a closer relationship with God and lead a life that is following him and shines through me.

Goal 4:
My larger goal is to maintain lifelong friendships, and not have only surface level relationships.

Goal Self-Efficacy:
Overall score is 4.75 (average):
Your confidence in your ability to achieve your goals is moderate. Building more confidence could enhance motivation.
Goal 1 score is 5.0
Goal 2 score is 4.0
Goal 3 score is 5.0
Goal 4 score is 5.0

Goal Intrinsic Motivation:
Overall score is 4.5 (average):
Your motivation is balanced between intrinsic and extrinsic factors, or unclear. Clarifying your motivations could enhance focus.
Goal 1 score is 4.0
Goal 2 score is 4.0
Goal 3 score is 5.0
Goal 4 score is 5.0



Personal Goals and Standards

Goal 1:

My larger goal is to be able to get into my preferred nursing school and graduate successfully from there.

Goal 2:

My larger goal for my health is to be physically healthy and not have any issues that I have caused myself.

Goal 3:

I hope to have a closer relationship with God and lead a life that is following him and shines through me.

Goal 4:

My larger goal is to maintain lifelong friendships, and not have only surface level relationships.

Goal Approach Orientation:

Overall score is 5.75 (high):

Your approach to your goals is proactive and positive, focusing on what you want to achieve.

Goal 1 score is 7.0

Goal 2 score is 4.0

Goal 3 score is 6.0

Goal 4 score is 6.0

Goal Growth Mindset:

Overall score is 3.5 (average):

Your mindset is neutral, suggesting that emphasizing growth and adaptability could enhance progress.

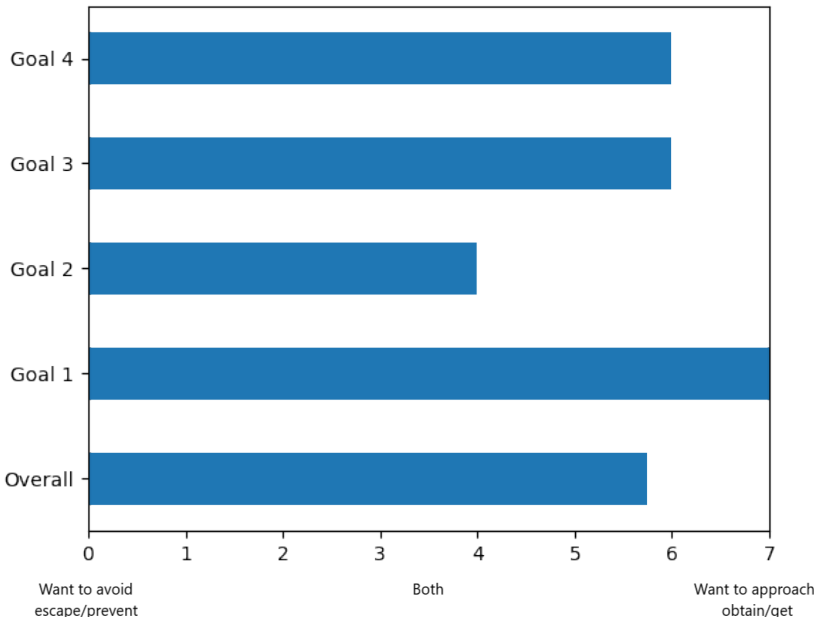
Goal 1 score is 1.0

Goal 2 score is 4.0

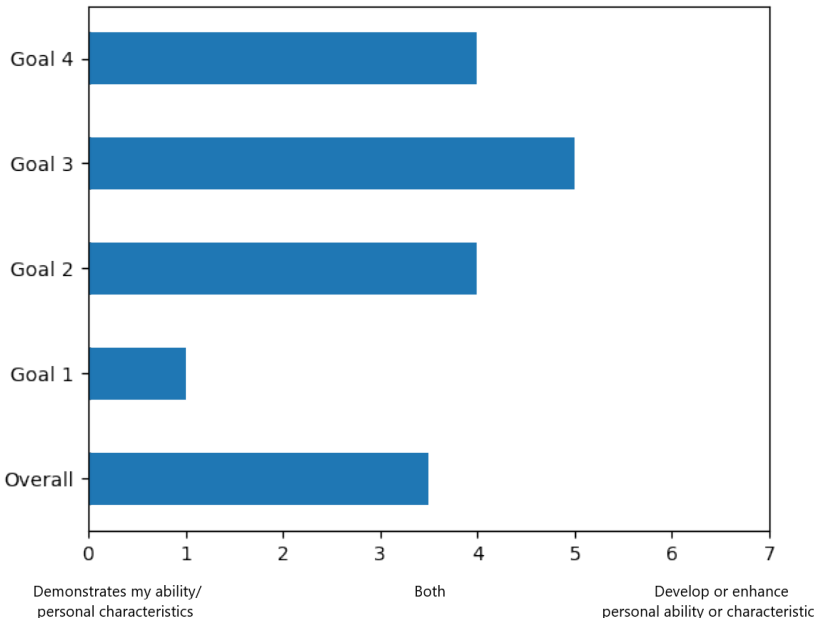
Goal 3 score is 5.0

Goal 4 score is 4.0

Goal Approach Orientation



Goal Growth Mindset



Personal Goals and Standards

Goal 1:

My larger goal is to be able to get into my preferred nursing school and graduate successfully from there.

Goal 2:

My larger goal for my health is to be physically healthy and not have any issues that I have caused myself.

Goal 3:

I hope to have a closer relationship with God and lead a life that is following him and shines through me.

Goal 4:

My larger goal is to maintain lifelong friendships, and not have only surface level relationships.

Goal Level of Conflict:

Overall score is 3.5 (average):

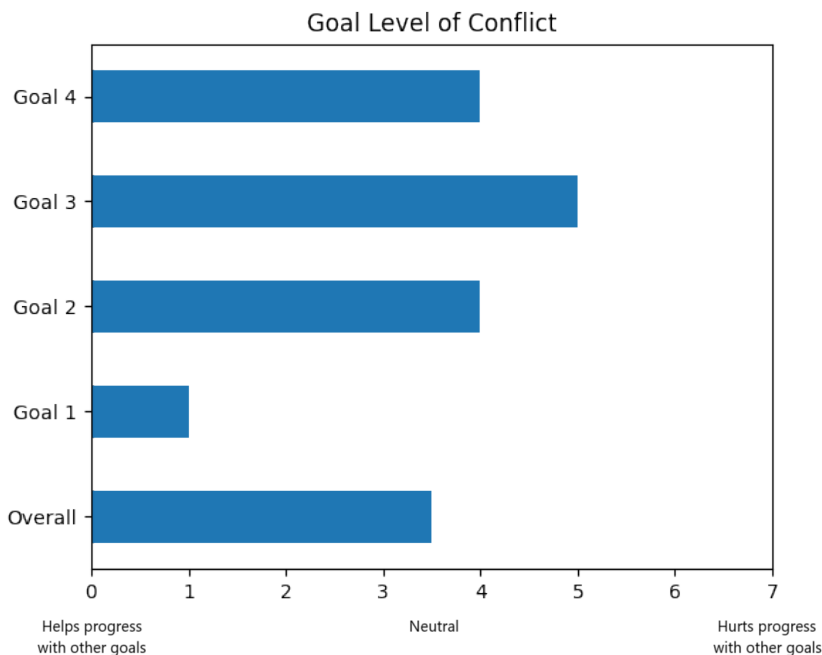
Your goals show moderate conflict, where progress on one neither significantly helps nor hinders others.

Goal 1 score is 1.0

Goal 2 score is 4.0

Goal 3 score is 5.0

Goal 4 score is 4.0



Most Important Goals and Ranking of Values: Do Your Goals Reflect Your Values?

PERSONAL VALUES

The last personality component we assessed was your values. Your values refer to your beliefs about what you believe is important to living a good life. To measure your values, you ranked them in order of their importance to you in living a good life.

Research suggests that it is important to have personal goals that match your values. Think about whether the goals you are striving for reflect what you believe is most important to living well. If you have a number of values that you list as important for which you do not list any goals, this may indicate poor goal-value fit. If it is the case that you do not have goals for your most important values, you might consider developing a new goal for those values. Research has shown that having goals that match our values increases psychological well-being and motivation.

Your 4 Most Important Goals:

Goal 1: My larger goal is to be able to get into my preferred nursing school and graduate successfully from there.

Goal 2: My larger goal for my health is to be physically healthy and not have any issues that I have caused myself.

Goal 3: I hope to have a closer relationship with God and lead a life that is following him and shines through me.

Goal 4: My larger goal is to maintain lifelong friendships, and not have only surface level relationships.



Most
Important



Least
Important

Your Ranking of Values:

SpiritReligion

IntimateRel

FriendsFamily

Money

JobCareer

SelfGrowth

EducLearning

PhysicalHealth

LeisureRecrea

Treatment Recommendations: Facet Specific

Temperament:

1. Relaxation Training
2. Interoceptive Exposure

Self-Regulation: Overall

No significant treatment recommendations

Beliefs: Overall

No significant treatment recommendations

Significant Factor(s) of Interest:

- BIS (Very High)
- BAS: Fun Seeking (Very High)

Treatment Recommendations: Situation Specific

#1 Self-Regulation: Goal 2

1. Interpersonal Psychotherapy
2. Situational Analysis

Significant Factor(s) of Interest:

- Goal Thinking (Very High)
- Goal Approach Orientation (Very High)
- Goal Growth Mindset (Very Low)
- Goal Level of Conflict (Very Low)

#2 Self-Regulation: Goal 3

1. Schema change therapy
2. Situational Analysis

#3 Self-Regulation: Goal 4

1. Behavioral tests of negative cognitions
2. Situational Analysis

Significant Factor(s) of Interest:

- Goal Approach Orientation (Very High)

#4 Self-Regulation: Goal 1

No significant treatment recommendations

Treatment Recommendations: Situation Specific

#1 Beliefs: Self-with-Kaylin

1. Self-management therapy
2. Guided Mastery Therapy

Significant Factor(s) of Interest:

- Self-Esteem Frustration (Low)
- Self-Centered (Very Low)
- Socially Inhibited (Very Low)
- Nonassertive (Very Low)
- Exploitable (Very Low)
- Self-Sacrificing (Very Low)
- Intrusive (Very Low)

#2 Beliefs: Self-with-Gavin

No significant treatment recommendations

#3 Beliefs: Self-with-Nana

No significant treatment recommendations

#4 Beliefs: Self-with-Bella C

No significant treatment recommendations