

A Hierarchical Multiple-Level Approach to the Assessment of Interpersonal Relatedness and
Self-Definition: Implications for Research, Clinical Practice, and DSM planning

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Abstract

Extant research suggests there is considerable overlap between so-called two-polarities models of personality development, that is, models that propose that personality development evolves through a dialectic synergistic interaction between two key developmental tasks across the life span – the development of self-definition on the one hand and of relatedness on the other. These models have attracted considerable research attention and play a central role in DSM planning. This paper provides a researcher- and clinician-friendly guide to the assessment of these personality theories. We argue that current theoretical models focus on issues of relatedness and self-definition at different hierarchically organized levels of analysis, that is, (a) at the level of broad personality features, (b) at the motivational level, that is, the motivational processes underlying the development of these dimensions, and (c) at the level of underlying internal working models or cognitive affective schemas, and the specific interpersonal features and problems in which they are expressed. Implications for further research and DSM planning are outlined.

Relatedness and self-definition have long been recognized in both theoretical and empirical contributions as central dimensions in both normal and disrupted personality development (Bakan, 1966; Blatt, 2008; Freud, 1930; Luyten & Blatt, 2013; Wiggins, 1991). Not surprisingly, therefore, these two dimensions, and related disturbances in representations of the self and others in particular, were recently proposed as central organizing features in the conceptualization of personality disorders in DSM-5 (Bender, Morey, & Skodol, 2011; Skodol & Bender, 2009; Skodol et al., 2011). Specifically, the DSM-5 Task Force on Personality Disorders (Bender et al., 2011) proposed that personality pathology fundamentally emanates from disturbances in thinking about the self and others on a continuum ranging from no impairment to extreme impairment, the latter being expressed in “a profound inability to think about one’s experience” and where “boundaries with others are confused or lacking” (self-impairments), and significant impairments in “the ability to consider and understand others’ experience and motivation” (interpersonal impairments) (Bender et al., 2011, p. 346). Although this proposal was eventually not included in DSM-5, it was included in DSM-5’s section for further research; several field trials have recently been published, while others are currently ongoing with results expected soon (Skodol, 2012).

Given the centrality of these two fundamental psychological dimensions in theories of personality development and in DSM planning, both clinicians and researchers would benefit from a systematic review and recommendations concerning the assessment of these two dimensions. This paper therefore provides a researcher- and clinician-friendly summary of the theoretical assumptions of so-called two-polarities models of personality development—theoretical models that focus on the dialectic interaction between the development of self and interpersonal relatedness in personality development—and assessment traditions that have been directly rooted in this theoretical tradition. This paper also outlines recommendations for the assessment of these personality dimensions for both research and clinical purposes. It is

the authors' hope that in this way this paper may foster further research in this area and promote the use of these personality models in clinical practice, thus attempting to bridge the still-existing gap between basic research findings on personality and assessment procedures used in clinical practice.

Two-Polarities Models of Personality Development

Relatedness and Self-Definition: A Multiple-Level Approach

Recent reviews have pointed to considerable overlap in the theoretical assumptions of extant two-polarities models of personality development (Luyten & Blatt, 2011, 2013; Mikulincer & Shaver, 2007). These are theory-driven models of personality development, which distinguishes them from atheoretical multivariate personality approaches such as the Five Factor Model (Luyten & Blatt, 2011; Widiger & Trull, 2007). Fundamentally, these models argue that personality development evolves across the lifespan through a continuous interaction between the development of relatedness and self-definition. Relatedness and self-definition refer to key psychological capacities involved in establishing and maintaining, respectively, (a) reciprocal, meaningful, and personally satisfying interpersonal relationships with others and (b) a coherent, realistic, differentiated, and essentially positive sense of self and identity. Further, these models propose that the higher levels of self-definition lead to increasingly mature levels of interpersonal relatedness that, in turn, facilitate further differentiation and integration in the development of the self. Disruptions in personality development and vulnerability for psychopathology are thought to arise from disruptions in this dialectic interaction throughout the life span. The main theoretical frameworks in this respect are: (a) Blatt's two-configurations model of personality development, (b) Beck's cognitive personality theory (Beck, 1983), (c) contemporary interpersonal theory (Horowitz et

al., 2006; Pincus, 2005), (d) attachment theory and research (Meyer & Pilkonis, 2005; Mikulincer & Shaver, 2007) and, (e) self-determination theory (Ryan & Deci, 2006).

These models are among the most comprehensive and empirically supported approaches of personality development. They have received considerable empirical support over the past decades (Blatt, 2008; Deci & Ryan, 2012; Horowitz et al., 2006; Luyten & Blatt, 2013; Mikulincer & Shaver, 2007), and recent research has begun to focus on the purported evolutionary and neurobiological underpinnings of the dimensions of relatedness and self-definition (Han & Northoff, 2009; Luyten & Blatt, 2013; Neumann, 2008; Northoff et al., 2006). Moreover, these two dimensions have been theoretically and empirically related to major empirically derived personality models such as the Five Factor Model and other extant multivariate personality models, including the tripartite personality model and internalizing/externalizing spectrum models (Blatt & Luyten, 2010; Luyten & Blatt, 2011).

Despite the similarities between these models in their assumptions, in this paper, we argue that these theoretical approaches also differ in important respects, and that these differences have important implications with regard to the assessment of these dimensions. Specifically, we and others (Sibley, 2007) have argued that these models focus on issues of relatedness and self-definition at different, hierarchically organized levels of analysis, that is, (a) at the level of broad personality features, (b) at the motivational level, that is, the motivational processes underlying the development of these dimensions, and (c) in terms of the underlying internal working models (IWMs) or cognitive-affective schemas, and the specific interpersonal features and problems in which they are expressed (see Figure 1) (Luyten & Blatt, 2011; Sibley, 2007).

Furthermore, various measures that have been developed within these traditions assess more adaptive versus maladaptive expressions of these developmental dimensions at each of these levels. Research also suggests that the assessment measures that have originated from

within each approach can be hierarchically organized (Luyten & Blatt, 2011; Sibley, 2007; Sibley & Overall, 2007, 2008, 2010), as there are measures that assess the same constructs at varying levels of abstraction (Luyten & Blatt, 2011; Sibley, 2007; Sibley & Overall, 2008, 2010). A meta-analysis, for instance, reported moderate to strong correlations of $r = .51$ and $r = .42$ between autonomy and attachment avoidance (measures of maladaptive expressions of self-definition) and between sociotropy and attachment anxiety (measures of maladaptive expressions of relatedness), respectively (Sibley, 2007); Measures of autonomy/sociotropy assess broad cognitive–affective interpersonal schemas associated with relatedness and self-definition, respectively, whereas attachment avoidance and anxiety assess the expression of these two tendencies more specifically in close and romantic relationships (Sibley, 2007) (see also Figure 1).

Table 1 provides an overview of measures of relatedness and self-definition, including self-report and other-report questionnaires, interview measures, observational measures, and narrative/performance-based measures. As Table 1 shows, on the highest level of abstraction, a number of broad-bandwidth measures tap broad personality features, followed by measures assessing motivational structures or goals associated with these schemas. Next, more narrow-bandwidth measures assess primarily domain- and relationship-specific expressions of relatedness and self-definition, and the representations of self and other that underlie these more context-specific tendencies (see also Locke, 2011; Pincus & Gurtman, 1995; Pincus & Wilson, 2001; Ravitz, Maunder, & McBride, 2008).

In the following sections we discuss each of these theoretical and assessment approaches that have developed from these different traditions.

Broad, Personality-based Approaches

Blatt's two-configurations model was originally developed in the early 1970s, on the basis of the treatment of depressed patients (Blatt, 1974). It was soon extended, however, to a more general model of normal and disrupted personality development when Blatt and colleagues realized that the two fundamental developmental processes of relatedness and self-definition, at different developmental levels, could be seen as central organizing dimensions underlying a wide range of psychopathology beyond depression (Blatt & Shichman, 1983).

The extensive empirical research that ensued based on these formulations has provided considerable evidence for differences in both current and early life experiences associated with these two dimensions (Blatt & Homann, 1992; Soenens, Vansteenkiste, & Luyten, 2010), as well as major differences in basic personality style (Blatt & Luyten, 2009), relational and attachment style (Luyten & Blatt, 2011; Luyten, Corveleyn, & Blatt, 2005), and the influence on the clinical expression of psychopathology (Blatt, 1974, 2004; Luyten, Blatt, Van Houdenhove, & Corveleyn, 2006) and treatment response (Blatt, Zuroff, Hawley, & Auerbach, 2010) associated with these dimensions.

Concerning *broad-bandwidth measures* of these personality dimensions, the most extensively investigated instruments include self-report measures derived from Blatt's and Beck's views, that is, the Depressive Experiences Questionnaire (DEQ; Blatt, D'Afflitti, & Quinlan, 1976), of which there is also a version for adolescents (DEQ-A; Blatt, Schaffer, Bers, & Quinlan, 1992); the Sociotropy-Autonomy Scale (SAS; Beck, Epstein, Harrison, & Emery, 1983); the Dysfunctional Attitude Scale (DAS; Cane, Olinger, Gotlib, & Kuiper, 1986); and the Personal Style Inventory (PSI; Robins et al., 1994). Informant-report versions of the DEQ, SAS, PSI, and DAS (intended for completion by a friend or relative) have also been developed (Ouimette & Klein, 1993). Other scales that measure aspects of dependency/sociotropy and self-critical perfectionism/autonomy include the Interpersonal

Dependency Inventory (IDI; Hirschfeld et al., 1977), the 3 Vector Dependency Inventory (3VDI; Pincus & Wilson, 2001), the Relationship Profile Test (RPT; Bornstein, Geiselman, Eisenhart, & Languirand, 2002), and the multidimensional perfectionism Scales (MPS) developed by Frost and colleagues (Frost, Marten, Lahart, & Rosenblate, 1990) and by Hewitt and Flett (1991).

As noted, research suggests that all of these instruments assess, to varying degrees, both adaptive and maladaptive features of relatedness and self-definition. Factor analytic studies, for instance, have shown that two dimensions underlie perfectionism scales, namely, adaptive or “healthy” and maladaptive or “unhealthy” perfectionism (Enns, Cox, & Clara, 2002; Kempke et al., 2011). Similarly, research suggests that interpersonal dependency is also multidimensional and has both adaptive and maladaptive aspects (Blatt, 2008; Bornstein et al., 2002; Pincus & Gurtman, 1995; Rude & Burnham, 1995).

Motivational Approaches

Self-determination theory (SDT; Deci & Ryan, 2012; Ryan & Deci, 2000; Ryan & Deci, 2006) focuses on the motivational features underpinning the development and expression of self-definition and relatedness. Specifically, SDT views intrinsic or autonomous motivation, which is characteristic of adaptive personality development, as involving a balance between autonomy and competence on the one hand and relatedness on the other. Autonomy and competence are thought to reflect strivings toward control over the initiation and outcome of one’s activities, while relatedness refers to the need to feel related to others. Empirical research has provided evidence for the conceptual and empirical overlap of SDT’s focus on autonomy/competence and relatedness with the other two-polarities models (Luyten & Blatt, 2011; Shahar, Henrich, Blatt, Ryan, & Little, 2003; Shahar, Kalnitzki, Shulman, &

Blatt, 2006; Soenens, Park, Vansteenkiste, & Mouratidis, 2012; Zuroff, Koestner, Moskowitz, McBride, & Bagby, 2012).

Researchers working within this approach have developed SDT-based instruments such as the General Causality Orientation Scale (Deci & Ryan, 1985) and the Need Satisfaction Scale (Sheldon, Elliot, Kim, & Kasser, 2001), as well as instruments rooted in goal theories, which include narrative (Emmons, 1989; Little, 1983; McAdams, 1985; Mongrain & Zuroff, 1995; Shahar et al., 2006) and performance-based or unstructured (Kwon, Campbell, & Williams, 2001) assessment methods.

Representational and Interpersonal Approaches

At least two dominant approaches can be distinguished at this level. First, there are the major contributions of attachment theory, emphasizing the importance of a balance between relatedness and self-definition in personality development (Mikulincer & Shaver, 2007). Increasing consensus now views two dimensions as underlying attachment behavior—attachment avoidance and attachment anxiety (Meyer & Pilkonis, 2005; Mikulincer & Shaver, 2007; Roisman et al., 2007)—which are expressed in differences in IWMs of self and others (Bartholomew & Horowitz, 1991). The notion of IWMs refers to the set of expectations, beliefs, and feelings with regard to the self and others that individuals develop as a result of interactions with their attachment figures. Hence, attachment theory is characterized by a representational approach arguing that IWMs of self and others, which develop on the basis of early interactions with attachment figures, are the fundamental building blocks of personality.

For instance, attachment avoidance is, according to attachment theory, typically expressed in IWMs characterized by “discomfort with closeness” and “discomfort with depending on others” (Mikulincer & Shaver, 2007), p. 87), and is based on repeated experiences of rejection and/or criticism by attachment figures. These IWMs have been

shown to overlap both conceptually and empirically with the self-definition/autonomy/dominance dimension (Luyten & Blatt, 2011; Sibley, 2007; Sibley & Overall, 2007, 2008, 2010). Attachment anxiety, which is expressed in IWMs characterized by “fear of rejection and abandonment” (Mikulincer & Shaver, 2007), p. 155), overlaps with the relatedness/sociotropy/warmth dimension, and is thought to develop on the basis of repeated experiences with attachment figures who either overly emphasize dependency or who have physically and/or emotionally abandoned their child. Adaptive personality functioning in contemporary attachment formulations is conceptualized, as in other two-polarities models of personality functioning, as a balance between relatedness and self-definition, which manifests in low to moderate levels of both attachment anxiety and avoidance typical of securely attached individuals (Mikulincer & Shaver, 2007).

A review by Ravitz, Maunder, Hunter, Sthankiya, and Lancee (2010) lists 29 measures that have been used to assess attachment dimensions in adults. These include questionnaire-based instruments, such as the Experiences in Close Relationships Questionnaire and the Experiences in Close Relationships Questionnaire-Revised (Fraley, Waller, & Brennan, 2000), interview-based assessments, notably, attachment states of mind as coded on the Adult Attachment Interview (George, Kaplan, & Main, 1985), and performance-based attachment measures (for reviews, see also Mikulincer & Shaver, 2007; Roisman et al., 2007). Several attachment measures for use in children and adolescents also exist, including interview-based measures, such as the Child Attachment Interview (Shmueli-Goetz, Target, Fonagy, & Datta, 2008), measures based on Q-sort techniques, and observer-based instruments such as the Strange Situation Procedure (Ainsworth, 1978 #72; for a review, see Shmueli-Goetz et al., 2008) (see also Table 1). Finally, a dozen or more measures of representations of self and others are available, which can be rated on questionnaire data, interviews, narratives, unstructured or projective measures, stories based on the picture arrangement subtest of the

Wechsler Adult Intelligence Scale–Revised, early memories, transcripts from psychotherapy sessions, and responses to experimental stimuli (Blatt, 2008; Huprich & Greenberg, 2003).

Second, contemporary interpersonal theory proposes similar dimensions that underlie personality development: agency (or social dominance) and communion (or nurturance or affiliation) (Benjamin, 2005; Horowitz & Strack, 2011; Horowitz et al., 2006; Kiesler, 1983; Leary, 1957; Pincus, 2005; Wiggins, 1991, 2003). These dimensions have also been shown to overlap both theoretically and empirically with self-definition/autonomy and relatedness/sociotropy, respectively (Luyten & Blatt, 2011). While interpersonal models show considerable overlap with representational approaches, their focus is more on specific attitudes and convictions about relationships, rather than on the specific schemas or IWMs underlying these attitudes and convictions.

From an interpersonal perspective, several measures have been developed, most notably the Inventory of Interpersonal Problems (IIP) (Horowitz et al., 2006), as well as various narrative and observer-based ratings of interpersonal behavior (for reviews, see Locke, 2011; Pincus, 2005).

Future Directions

A hierarchical approach to the conceptualization and assessment of relatedness and self-definition opens up interesting avenues for further research and clinical practice.

First, given their hierarchical organization, it can be expected that relationships among measures of these dimensions can be expected to be high but not perfect, because they tap different levels of issues of relatedness and self-definition (i.e., global or broad-bandwidth vs. domain-specific or narrow-bandwidth levels). Specifically, a hierarchical organization implies that relationships between these measures should decrease along a progression from the highest to the lowest level of abstraction, and that measures at the lowest level of abstraction

capture most of the variance in explaining specific behaviors, particularly in relational contexts. Thus, it can be expected that broad measures will have less predictive power than context-specific measures in specific contexts.

Moreover, there may also be differences in terms of the focus and range of instruments assessing relatedness and self-definition. Measures of attachment anxiety and avoidance, and autonomy/competence and relatedness rooted in SDT, for example, are based primarily on studies of normal individuals, whereas measures of autonomy and sociotropy, and self-criticism and dependency, are based on Beck's and Blatt's views rooted in theories of psychopathology. Pincus and colleagues (Pincus & Gurtman, 1995; Pincus & Wilson, 2001), for example, found that measures of dependency were situated, as theoretically predicted, in the friendly–submissive quadrant of the interpersonal circumplex, but reflected a variety of expressions of relatedness that ranged from low-to-average dominance to average-to-high nurturance, labeled submissive dependence, exploitable dependence, and love dependence, respectively. Pincus and Wilson (2001), in turn, found that measures of neediness, a more maladaptive expression of relatedness, fell into the submissive vector, while connectedness, a more adaptive expression of relatedness, was situated more closely to the love dependence vector. Likewise, Hmel and Pincus (2002) reported that different measures of autonomy, as an operationalization of the self-definition construct, were located in the hostile–submissive, hostile–dominant, and friendly–dominant quadrants of the interpersonal circumplex. Hence, both clinicians and researchers need to be aware of (a) the level in the hierarchy one is addressing, and (b) potential differences in the focus and ranges of measures rooted in various theoretical traditions.

Second, it can be hypothesized that different contextual factors are likely to differentially prime or activate (maladaptive) cognitive–affective interpersonal schemas concerning relatedness and self-definition at different levels of abstraction. More specifically,

from a developmental perspective, there is increasing evidence that early secure attachment relationships play a key role in the development of both relatedness and self-definition, and that these experiences gradually become internalized and generalized to other relationships and contexts over the course of development (Blatt, 2008; Mikulincer & Shaver, 2007).

These generalized IWMs are typically activated in ambiguous or high-arousal situations, in which global, automatic, and nonreflective assumptions start to dominate subjective experience, rather than more context-specific representations of self and others (Luyten et al., 2009; Sibley & Overall, 2010). Indeed, social cognition research strongly suggests that such automatic, global, and unreflective models of self and others tend to become dominant under high levels of stress, overriding more controlled social cognition, which is more reflective, serial, and allows for more relationship-specific assumptions (Lieberman, 2007). As Overall, Fletcher, and Friesen (2003, p. 1482) note, what dominates in stressful circumstances is “default or automatic representation, which individuals are likely to use most frequently in times of stress, low availability of cognitive resources, or with unknown and ambiguous relationship partners.” Findings such as these are also likely to have important clinical implications, particularly for treating personality pathology that is typically associated with automatic, unreflective assumptions about the self and others, particularly under high levels of arousal, and the inability to “develop more detailed representations regarding particular relationships” (Sibley & Overall, 2008), p. 1387). This could explain the often rapid and undifferentiated nature of attachment in personality-disordered individuals, as well as their failure to consider others as unique persons with their own feelings, thoughts, emotions, and desires (Sibley, 2007). Although these assumptions are supported by research showing lower levels of differentiation and integration in individuals with insecure attachment and personality disorders (Huprich & Greenberg, 2003), and are congruent with contemporary

formulations concerning personality pathology (Caligor & Clarkin, 2010; Fonagy et al., 2010; Gunderson, 2007), more research is needed to substantiate these assumptions.

Third, future studies should adopt a multi-method approach to investigate the relationships among various measures of relatedness and self-definition at different levels of abstraction. As suggested by Sibley (2007), the development of new measures using the same item stems to assess different components or aspects of issues of relatedness and self-definition at different levels of abstraction (e.g., at the level of person-specific versus global assumptions about self and others) may be needed in this context.

Fourth, DSM 5 has proposed a number of ad hoc-created scales to assess impairments in relatedness and self-definition and related impairments in cognitive–affective interpersonal schemas or representations of self and others (Skodol et al., 2011). While these proposed scales remain to be validated, and there is good preliminary support for these newly developed measures (Lowyck, Luyten, Verhaest, Vandeneede, & Vermote, 2013; Morey et al., 2011), this review indicates that a wide variety of well-validated measures of these dimensions and related impairments in self and other representations at various levels of abstraction, are already available. An important issue in this regard is whether measures of relatedness and self-definition are underpinned by a one-dimensional structure reflecting the close intertwining of both developmental dimensions, or by two separate dimensions. Although Morey et al. (2011) found evidence for a one-dimensional structure underlying measures of impairments in self and interpersonal relatedness, with some important exceptions (Blatt, 2008), most studies have suggested a two-dimensional structure underlying the measures reviewed in this section, with some even arguing that these two dimensions are orthogonal (Zuroff, Mongrain, & Santor, 2004). Clearly, more research in this area is needed.

Finally, research concerning the assessment of the biological underpinnings of these dimensions is needed. While much work has already been done in this area (see Luyten &

Blatt, 2013 for a review), more research is needed, particularly given the recently formulated Research Domain Operating Criteria by the NIMH. Briefly, RDOC proposes an alternative basis for future classification systems based on five broad dimensions underlying normal and disrupted development, i.e., positive and negative valence systems, systems for social cognitive processes, cognitive systems and arousal and regulatory systems. Two polarities models focus on several of these systems, including the negative and positive valence and systems for social cognitive processes systems (involved in coping with threat and loss, the development of the capacity for relatedness and the rewarding nature of attachment relationships in particular, and the development of a sense of agency). More work in this area, is needed, however, but is likely to play a key role in the development of future classification systems. Indeed, the question is whether broad, dimensionally-based approaches of personality development and psychopathology may be superior in explaining the structure and development of psychopathology compared to more categorical, disorder-centered approaches such as currently embraced by DSM 5 and its predecessors (Blatt & Luyten, 2010).

Conclusions

This paper introduces a hierarchically based view of personality-based models that focus on issues related to interpersonal relatedness and self-definition in normal and disrupted personality development across the life span. This approach is outlined, its implications for the assessment of interpersonal relatedness and self-definition in research and clinical contexts are discussed, and future directions for research are suggested. It is our hope that this paper fosters further interest in this area, which already has—and continues to attract—substantial research attention.

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Table 1. Measures of Relatedness and Self-Definition at Different Observational Levels.

	Self-report questionnaires	Other-report questionnaires	Interview measures	Observational measures	Narrative and performance-based measures
Broad personality features	DEQ, DEQ-A; SAS, PSI, DAS, IDI, 3VDI; RPT; MPS-F, MPS-F ^a	DEQ-I, SAS-I, PSI-I; DAS-I ^b	AIRS ^c		AIRS ^c
Motivational structures	GCOS, NSS ^d	Teacher report of the Intrinsic Versus Extrinsic Orientation in the Classroom–Revised Scale (Harter, 1980) ^e	Parent-Interview of Autonomy Support ^f	Free-Choice Behavioral Measure, Teacher–Student Laboratory Paradigm ^g	PSL, PPA, LS nAff/nAch, Projective Relative Autonomous Motivation Test, Projective Stories Test ^h
Representational and interpersonal level	ECR, ECR-R, R-IPA IAS, IIP-C ⁱ	RQ-FR ^j	AAI, CAI, ORI-DRS ^k	SSP, Attachment Q-sort, CLOIT-R, CLOPT-R ^l	AAP ^m

Note: ^aDEQ=Depressive Experiences Questionnaire (Blatt et al., 1976); DEQ-A=Depressive Experiences Questionnaire for Adolescents (Blatt et al., 1992); SAS=Sociotropy-Autonomy Scale (Beck et al., 1983); PSI=Personal Style Inventory (Robins et al., 1994); DAS=Dysfunctional Attitude Scale (Cane et al., 1986); IDI=Interpersonal Dependency Inventory (Hirschfeld et al., 1977); 3VDI=3 Vector Dependency Inventory (Pincus & Wilson, 2001); RPT=Relationship Profile Test (Bornstein et al., 2002); MPS-F=Multidimensional Perfectionism Scale (Frost et al., 1990); MPS-H=Multidimensional Perfectionism Scale (Hewitt & Flett, 1991).

^bDEQ-I, SAS-I, PSI-I, DAS-I=Depressive Experiences Questionnaire-Informant, Sociotropy-Autonomy Scale-Informant, Personal Style Inventory-Informant, Dysfunctional Attitude Scale-Informant (Ouimette & Klein, 1993).

^cAIS=Anaclitic-Introjective Rating Scale (Blatt & Ford, 1994).

^dGCOS=General Causality Orientation Scale (Deci & Ryan, 1985); NSS=Need Satisfaction Scale (Sheldon et al., 2001).

^eTeacher-report of the Intrinsic Versus Extrinsic Orientation in the Classroom-Revised Scale (Harter, 1980) (Coakley, Holmbeck, & Bryant, 2006)

^fParent-Interview of Autonomy Support (Grolnick & Ryan, 1989).

^gFree-choice behavioral measure (Deci, Driver, Hotchkiss, Robbins, & Wilson, 1993), Teacher-Student Laboratory Paradigm (Reeve & Jang, 2006).

^hPSL=Personal Striving List (Emmons, 1989); PPA=Personal Project Analysis (Little, 1983); LS=Life Stories (McAdams, 1985); nAff/nAch=Need for Achievement and Need for Affiliation (Kwon et al., 2001), Projective Relative Autonomous Motivation Test (Katz, Assor, & Kanat-Maymon, 2008), Projective Stories Test (Ryan & Grolnick, 1986).

ⁱECR=Experiences in Close Relationships (Brennan, Clark, & Shaver, 1998); ECR-R=Experiences in Close Relationships-Revised (Fraley et al., 2000); R-IPA=Revised Inventory of Parental Attachment (Johnson, Ketring, & Abshire, 2003); IAS=Interpersonal Adjective Scales (Wiggins, 1995); IIP-C=Inventory of Interpersonal Problems-Circumplex (Alden, Wiggins, & Pincus, 1990).

^jRQ-FR=Relationship Questionnaire-Friend Report (Bartholomew & Horowitz, 1991).

^kAAI=Adult Attachment Interview (George et al., 1985), CAI=Child Attachment Interview (Shmueli-Goetz et al., 2008), ORI-DRS=Object Relations Interview Differentiation Relatedness Scale (Diamond, Blatt, Stayner, & Kaslow, 2011).

^lSSP=Strange Situation Procedure (Ainsworth, Blehar, Waters, & Wall, 1978), Attachment Q-sort (Kobak, 1993), CLOIT-R=Checklist of Interpersonal Transactions (Kiesler, 1991), CLOPT-R=Checklist of Psychotherapy Transactions (Kiesler, 1991).

^mAAP=Adult Attachment Projective (George & West, 2001).

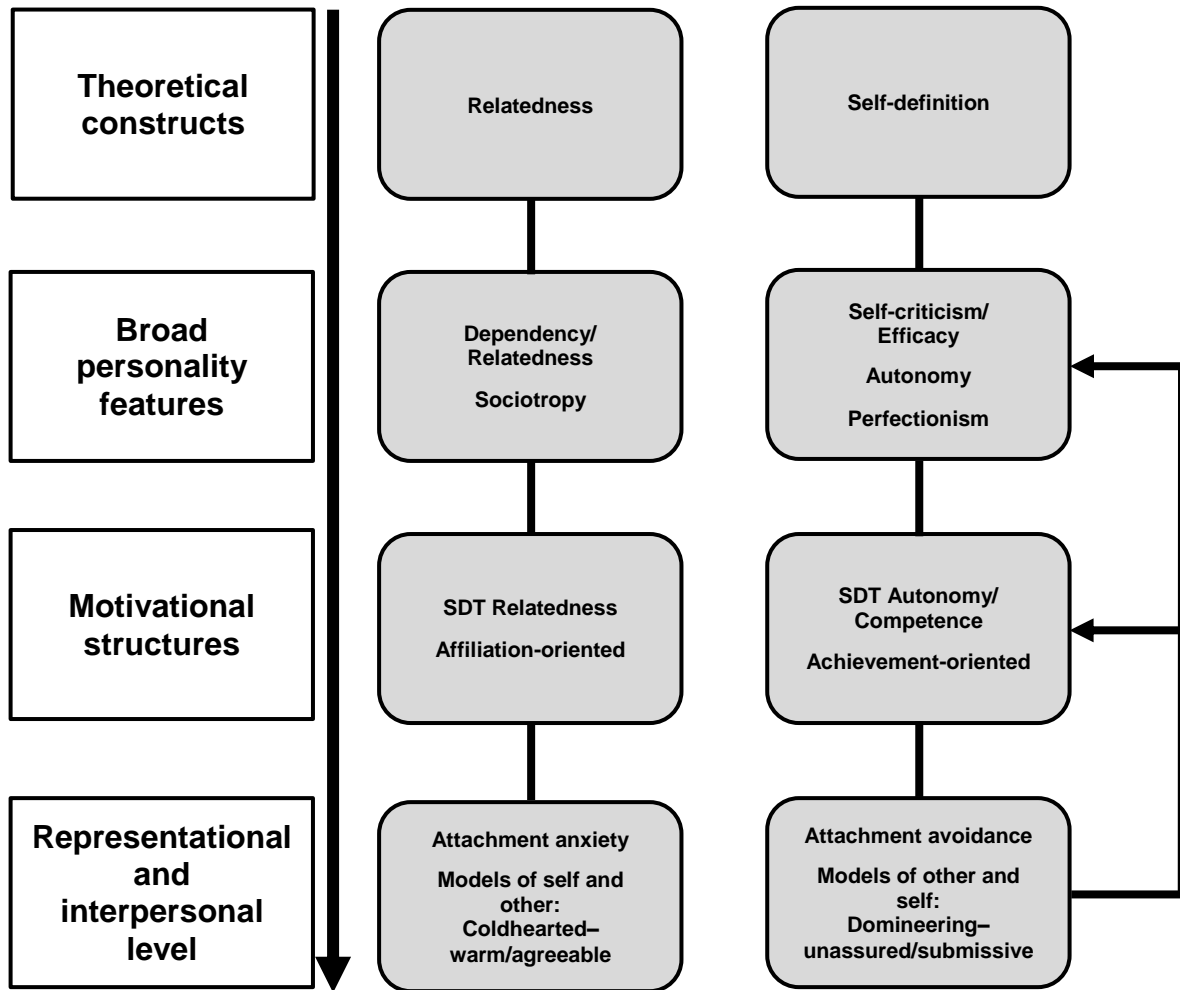


Figure 1. A hierarchical, multiple-level approach to the conceptualization and assessment of relatedness and self-definition.