

Core Section

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R 22±4

R is the number of responses. ≤ 14 is invalid, because if it is too low, the ratios on the SSS will be skewed. R mean 22 ± 4 .

Lambda .60±.30

Lambda mean $.60 \pm .30$

high $>.90$ low $<.30$

F / (R-F)

Lambda is a measure of simplicity in responding. Lambda decreases as age increases; if asked to give very quick responses, people give fewer F responses. Thus, a F represents a complex cognitive process to simplify the blot and the answer given.

Low Lambda represents a limited ability to back away from complexity, to save resources for later. The person may have difficulty finding the simplest and most economical approach to a problem. They likely gave more color responses, indicating that they have difficulty problem solving without emotions becoming involved. They may try to be emotionally constricted as a defense.

High Lambda with a low IQ is likely simplistic processing, while high Lambda with average or better IQ likely represents a stylistic tendency to oversimplify matters, to avoid complexity in order to avoid being overwhelmed.

EB 5±2 : 4±2

EB 5 ±2 : 4±2

SumM: WSumC

Don't interpret the direction unless there is a 2pt difference. This ratio compares intellectual and emotional resources; the direction is very stable over time. M represents possible cognitive resources; it is a more complex response neurologically, it increases with dream recall, age, and mania, and decreases in depression. M is related to having an internal system of values, an ability to relate to other people, and anticipate outcomes by thinking things through before acting. C represents possible emotional resources; it is given quickly and is a simple response neurologically. For the WSumC, count FC=.5, CF=1, and C=1.5.

When $M > WSumC$, you have an **introversive**; introversives are thinkers, reasoners, who consider their actions before deciding what to do; they take longer to make a decision in the short-run, which can hurt them. However, they make fewer mistakes in the long-run, and solve problems just as quickly as extroverts do.

When $M < WSumC$, you have an **extratensive**; they allow their emotions to weigh heavily in their reasoning processes; they make decisions faster in the short-run, which can help them. However, they learn by trial and error, and thus make more mistakes, which may hurt them in the long-run. They solve problems just as quickly as introverts do.

When $M=WSumC$, you have an **ambivalent**; they vacillate between introversive and extroversive styles; since neither is used regularly, neither is well-developed. They take longer to solve problems, make more mistakes, repeat more mistakes, and thus have difficulty learning from experience.

EB Per

This is a ratio dealing with how pervasive the EB style is. You divide the bigger side of the EA with the smaller side. You calculate it when:

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the EA > 4.0

.

L < 1.0

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if the EA is between 4.0 and 10.0, then one side of the EB must be 2.0 greater than the other; if the EA is greater than 10, one side must be 2.5 greater than the other

EA 9+2

SumM+WSumC

EA is a sum of all potential resources, cognitive and emotional; it increases with txt and age. M is sort of a representation of conscious, rational thought that serves the ego. C is sort of the representation of emotional resources. Bigger does not equal better, since having too many intellectual resources can be a precursor to intellectualization and compartmentalization, and having too many emotional processes that affect your thinking can decrease coping skills by disrupting logical, well-considered thoughts and opinions.

eb 5+1 : 3+2

FM+m : SumSh

FM+m represents cognitive processes that are not necessarily conscious or controllable, and thus are like cognitive demands prompted by the situation. FM has been seen as intrusive preoccupation with longstanding unmet needs, or troubling thoughts and obsessive rumination that interferes in coping. FM+m is stable over time, reliability is in the .70's for both short and long-term test-retest periods.

Where **FM > M**, high defensiveness is seen, such as intellectualization, rationalization, regression, substitution, etc., as well as behavior to either act on an impulse, or restrain it. FM > M is seen in patients with a high risk for relapse, and patients who are more aggressive during diminished states of consciousness. FM > M correlates with MMPI determinants of aggressiveness, irresponsibility, and distrust.

FM increases with low consciousness (prescription and street drugs), and with unmet needs (diet and restraint studies, waiting for a fix). m increases in situations of helplessness and frustration, when failing college, waiting in juvenile detention or for surgery, during a storm (sailors), as well as during painful and uncovering therapy, but decreases after therapy.

SumSh measures emotional processes that act essentially as demands on coping. It is not weighted like the WSumC, but simply the total of all shading responses. When the right side of the eb is greater, it signals possible depression.

T (.95+.61) represents closeness and empathy, or needs for attention and affection. T is given by 89% of subjects, so 1 is normal. T increases after divorce, but decreases when remarried; increases when a child is placed in a foster home for the first time, decreases after multiple placements. Battered women give fewer T responses as well. Some argue T=0 is like giving up on a close relationship, or maintaining an emotional distance to avoid being emotionally hurt.

C' (1.49+1.16) represents affective restraint ("emotional biting of one's tongue"). It represents some emotion that, if recognized consciously, would lead to unhappiness; as a result, the emotion is held in. This leaves the patient with a vague sense of uneasiness, tension, and irritation. C' is seen in 2x more often in psychosomatic and obsessive patients, 3x more often in passive aggressive patients; depressed patients give 2x as many at admission as at discharge; C' is high in depressed patients who don't commit suicide and in teens who suddenly act out.

V (.28+.61) represents introspection associated with some pain or unhappiness or dissatisfaction. V is very low in children, increases at age 12 through adolescence, then stabilizes in adulthood; V is given more by depressives and depressives about to commit suicide. If therapy entails uncovering painful material, V may increase, but should low by the end of therapy. If in a blend with a reflection response, there is some conflict over self-image. V is not so bad if it occurs after some life trauma or event that provokes self-reflection.

es 8±3

sum of FM+m, plus SumSh

The es represents the sum of all the experienced stimulation or demands the person faces, both cognitive and emotional, especially the current situation.

Adj es 8±3

sum of FM+m, plus all Shading, but **only** count one Y and one m

Adj es represents a sum of all the demands the person faces, but removes state-dependent factors to assess the person's typical coping skills. Since Y and m are temporary, and mark state provoked emotions, removing all but 1 of each means that state factors are removed from the list of demands, leaving only those that are chronic in nature.

DScore

EA-es

Stress Tolerance - by subtracting current demands from resources, you get a measure of what's left in the current situation - if positive, there are more resources than demands; if negative, there are more demands than resources.

EA-es Conversion Table

EA-es Between DScore is

-12.5 & -10.5	-4
-10.0 & -8.0	-3
-7.5 & -5.5	-2
-5.0 & -3.0	-1
-2.5 & +2.5	0
+3.0 & +5.0	+1
+5.5 & +7.5	+2
+8.0 & +10.0	+3
+10.5 & +12.5	+4

When the **DScore is positive**, it indicates that the person typically has adequate resources to manage problems. They typically have resources unused to handle stress, and can have difficulty understanding others who do become easily stressed. Keep in mind, however, that bigger isn't better. 41% of schizophrenics have positive DScores, and their resources allow them to cope adequately with their delusions and hallucinations. They have rigid controls, are not easily disorganized, and maintain a great distance from their emotions in order to protect themselves. Like many patients, sometimes being overwhelmed is what drives one to treatment, and ultimately results in better functioning. Without feeling the anxiety, therapy may not help because the client is not motivated.

When the **DScore is 0**, this means the person generally has adequate resources to draw upon to develop a plan, effectively carry it out, and stick to it through difficulties until it comes to fruition. The demands the person faces are within tolerance levels. This could mean the client has a lot of demands, and a lot of resources, meaning that changes in the environment will probably not affect them too much. Or, this could mean that the person has few demands and few resources, meaning that changes in the environment could affect them seriously and overwhelm them. Checking the EA and little es, as well as their composite parts, is important.

When the **DScore is negative**, it is important to look at the EB. Extratensives are likely to be disorganized; they come up with half-baked plans, become overloaded, and can't follow them through to completion. They likely experience a chronic sense of emotional distress and overload. Introversives can sometimes design good plans, but they can't follow them through. They become anxious or depressed, and lack the energy to cope.

In both cases, the client will miss details and become too overwhelmed by the problem to learn from the situation ("what could I have done to prevent it/solve it better/solve it faster?"), and thus don't learn ways to overcome problems in the long-run. They could feel irritable, frustrated, and that they have little control over their lives.

Again, keep in mind that a negative score could mean they face high demands and have low resources, in which case a decrease in demands could help. Or, they may have few demands and few

Adj DScore

EA-Adj es

Capacity for Control - by subtracting chronic demands from typically available resources, you get a measure of what's left. Use the table above just like with the DScore. If the Adj DScore is positive, typically this person has adequate resources to effectively manage their problems; if negative, then typically this person has inadequate resources and is typically overwhelmed or in crises.

Keep in mind that a 0 on either side of the EA casts doubt on all this; if $M=0$, and $CF+C=3$, the person is flooded with affect and unlikely to be able to think clearly or delay actions for their best impact.

Examine the CDI - if 4 or 5 and the DScore and Adj DScore are negative, then results are consistent. However, if the CDI is elevated, and the DScore and Adj DScore are positive, the results are inconsistent. The person likely has immature and less organized resources, in which case the positive DScore and Adj DScore are an overestimate of their abilities.