



Levang Inventory of Family Experiences
Clinician's Handbook

Table of Contents

LIFE Questionnaire Overview 4

Interpretation Guidelines 5

 Use with Clinical Populations..... 5

 Self-Assessment/Self Interpretation..... 5

 A Note to Therapists 5

Using the LIFE with Your Clients 6

 Step One - Introduction..... 6

 Step Two – Scale Snapshots 6

 Step Three – Basic Needs 6

 Step Four – Pilot Score 7

Scale Descriptions..... 7

 Place/Belonging - Literal 7

 Place/Belonging - Symbolic 8

 Nurturance - Literal..... 8

 Nurturance - Symbolic 9

 Support - Literal..... 10

 Support - Symbolic 11

 Protection - Literal 12

 Protection - Symbolic 13

Loving Limits - Literal.....	13
Loving Limits - Symbolic.....	14
Holes in Roles.....	15
Pilot.....	16
Understanding the Validity Scales.....	17
K-L Scale	17
VRIN/TRIN Scales	17
Ongoing Development.....	18
Therapist Feedback.....	18
Client Feedback	18
Psychometric Attributes of LIFE.....	19
T-Scores	19
Historical Context.....	19
Literal and Symbolic Scores	19
Differences between Literal and Symbolic Scores	20
Scale Correlations and Reliabilities.....	21

LIFE ® Questionnaire Overview

As you begin to review the results of LIFE it is important to understand the underlying framework of this inventory. The purpose of LIFE is to heighten your awareness of how your memories of the past shaped and directed your individual development. This new learning can facilitate change and growth so that you can become a more authentic and fully alive individual.

First, the results are based on your memories of the past, memories that were formed during your childhood. That means that these memories are inexact, and also selective. Some of us remember our past in more positive ways than was actually true, others more negatively. It is, after all, quite difficult to be totally objective about ourselves. Still, our memories are critical as they give rise to a set of beliefs that shape and direct how we see ourselves, how we feel about ourselves, how we act in the present, and even what we expect in our future. As such, our memories are the backbone of our unique, personal past, present, and future.

Second, the scores on the various scales assess the degree to which your basic needs were met. Unmet needs may lead to woundedness, distortions, and relationship issues. The good news is that there are therapeutic remedies that allow us to change our past memories and, thus, create new possibilities and new beliefs. These changes will impact both our beliefs about ourselves and bring new energy and vitality to our physical body.

LIFE is based on Pesso Boyden System Psychomotor (PBSP ®) a theory that integrates the mind and body. PBSP ® trainers, supervisors, and therapists practice all over the world.

In the 1960s theorists, Al Pesso and Diane Boyden Pesso created a psychological system based upon basic life needs. This new system of therapy was called Pesso Boyden Psychomotor Psychotherapy (PBSP ®). The central principle being that we perceive and react to the world based on our history of having a set of basic needs met; the greater the fulfillment of these needs the richer and more satisfying our lives will be. The five basic needs are:

1. Sense of place or belonging (PB)
2. Nurturance (NR)
3. Support (SP)
4. Protection (PR)
5. Loving limits (LL)

Each of these five needs must be met by parents or parental figures in order for an individual to become their 'true self.' These needs must also be met in a developmental sequence, that is, each need must first be satisfied in a literal way and then further instilled through symbolic and metaphoric interactions.

Interpretation Guidelines

Use with Clinical Populations

The LIFE questionnaire is designed as a clinical assessment. As a norm-referenced measure, the LIFE is validated for use within a clinical population. One's test scores are compared against a clinical population. Administering the LIFE to individuals outside of a clinical setting may yield some general insights; however, it is imperative to understand individuals from the general population may have extreme standardized scores in either direction because they are not taking the assessment as a client in therapy.

Self-Assessment/Self Interpretation

The LIFE questionnaire is designed to be interpreted by a credentialed psychotherapist with a minimum of a Master's degree. The LIFE is guide for facilitating a therapeutic dialogue between therapist and client. As such, self-interpretation is not recommended nor will it lead to a healing conversation.

A Note to Therapists

Therapists may consider taking the LIFE questionnaire as a means for understanding the process from their client's perspective. They may also review their own reports; however, it is critically important they not extrapolate or over-analyze their own results. Therapists' scores on the LIFE tend to be extreme in either direction due to the clinical norm group and the fact that therapists often have more self-insight and pointed self-assessments than a typical client.

Using the LIFE with Your Clients

Below are instructions for using the LIFE Inventory with your clients

Step One - Introduction

The Therapist reads the Introduction Page to the client and asks for initial questions or comments.

Step Two – Scale Snapshots

Therapist should briefly review the scale scores snapshot page with the client.

Step Three – Basic Needs

The Therapist reads through each description and has the client read their score out loud, one basic need at a time. The therapist asks reflective questions, eg.

"How accurate is the data in reference to your childhood (for literal scores)?"

"How accurate is the data in reference to your adolescence (for symbolic scores)?"

The debrief continues with the Therapist asking: "What fits?", "What does not fit?" and "How does this relate to you now?"

NOTE: It may be helpful to engage in an interactive exercise during this section of the debriefing. An excellent strategy is to use the “arm raise” support exercise to help the client actually feel support.

The process of reviewing each basic need one at a time continues until all have been read and discussed.

Step Four – Pilot Score

The Pilot score indicates to what degree the client's pilot was encouraged and developed during their formative years. A low score does not mean that the client can not or has not done work to increase their pilot in adulthood, but rather a low score simply means that they began to develop this 6th sense at a later time in their life.

Scale Descriptions

Place/Belonging - Literal

Met: Individuals with Met needs generally feel comfortable in their own skin. They feel emotionally safe letting friends and family into their hearts and lives. They quickly fit in at school, work, groups/clubs, and social settings. These individuals have a knack for helping others feel welcomed and important and prefer to be real and authentic with others.

Partially Met: Individuals with Partially Met needs generally feel safe in the world. They may have several close attachments and feel distress if unable to connect to others. They sometimes struggle with self-doubts about fitting in, yet generally see themselves as measuring up to others and being accepted. Those with Partially Met needs may be sentimental about their formative years and home life, and may have formed long term friendships.

Partially Unmet: Individuals with Partially Unmet needs may struggle as they attempt to understand what is the purpose and meaning of their life. When disappointments occur they may attempt to convince themselves and others that they simply 'don't care' or have no need for others. Anxiety can display itself physically through jittery sensations in their legs, feet, arms and hands. Those with Partially Unmet needs sometimes make friends easily as their own restless nature forced them to learn to be friendly. Still, deep down they are likely to have little confidence that the relationship will last.

Unmet: Individuals with Unmet needs may struggle with trust, commitments and 'putting down roots.' They may feel detached from family, friends and even this world. They may feel more like a wanderer or **gypsy and may question their** existence as part of the human race. Those with Unmet needs may think about death or suicide. Unsure if they were, or are, truly **wanted in their family and/or** relationships, these individuals struggle with a sense of value and worth. Attachments to others may be difficult as those with Unmet needs may wonder if others see them as imposters.

Place/Belonging - Symbolic

Met: Individuals with Met needs may feel content and confident about most aspects of their life. They may have an interest in faith and spiritual matters as a way to enrich their lives, rather than to escape it. They are able to form deep commitments to those they love and care about. These individuals are full of energy and are more alive in their bodies. Those with Met needs are quite willing to show the world their true self.

Partially Met: Individuals with Partially Met needs are less likely to question if they fit in or belong. They can willingly open up to others about their own insecurities and may be able to form long lasting relationships. These individuals are able to reveal some of their true self to others, but may be quite selective in doing so. Those with Partially Met needs may only be willing to befriend someone whom they feel is emotionally safe.

Partially Unmet: Individuals with Partially Unmet needs may have doubts about their ability to be successful in life. They may question if others see their value or worth, or whether others judge them critically. These individuals may want to put down roots and make commitments even though it may be difficult. Those with Partially Unmet needs may appreciate when others notice and include them as this was unlikely to be true during their formative years.

Unmet: Individuals with Unmet needs may question if they fit in or belong. They may have difficulty finding security in people, and often turn to God or nature for safety and comfort rather than reaching out to people. These individuals may worry if others have their best interests at heart. Sometimes these individuals struggle with formulating opinions of their own or developing passion for a set of beliefs. This view of life can lead to skepticism and questions about one's own identity. It can be difficult for those with Unmet needs to become open and trusting of others.

Nurturance - Literal

Met: Individuals with Met needs are comfortable expressing many kinds of physical touch (e.g., comfort, reassurance, intimacy) and have healthy boundaries. They genuinely like being close to others and can readily show warmth and affection. These individuals tend to feel satisfied with the level of pleasure they get out of life. Those with Met needs are able to recall their childhood and formative years with warm memories of being well-taken care of and physically held and hugged.

Partially Met: Individuals with Partially Met needs may show physical affection to those in their inner circle and are less apt to struggle with feeling empty inside. These individuals are likely to engage in both self-care and self-nurturing. They are less likely to use food, alcohol, or risky behavior to fill their needs for emotional comfort. These individuals are more likely to express gratitude and love to family and friends.

Partially Unmet: Those with Partially Unmet needs may not have felt well taken care of during their childhood and early adolescents. They may say they would have benefited from more comforting and healthy physical touch, rather than having been treated coldly or simply were ignored. These individuals may require help learning to be nurturing or tender. Unlikely to have been adequately soothed when in distress, these individuals may be more prone to unhealthy behaviors such as: overheating, alcohol or drug use, gambling, etc. to sooth themselves during times of stress.

Unmet: Individuals with Unmet needs may report feeling hollow and empty inside. They may struggle with addictions including compulsive eating, chemical use, gambling, sexual addiction and the like. They may have been deprived of appropriate touch as infants or young children and may reject touch as it reminds them of this deficit or, conversely, they may exhibit a bottomless need for touch. Their feet and hands may be perennially cold and they may frequently be angry or irritable. Those with Unmet needs may be overly critical of others. These individuals often feel that their needs will never be met.

Nurturance - Symbolic

Met: Individuals with Met needs are able to nurture themselves and others. They are appropriately concerned with their health by monitoring their diet, exercising, and generally taking good care of their physical body. These individuals do not rely on food, chemicals or risky behavior to fill their emotional needs. Those with Met needs can express delight and gratefulness for the kindness and caring of others and are able to more freely express these warm emotions.

Partially Met: Individuals with Partially Met needs may be comfortable giving and receiving touch. They are likely to report a moderate level of contentment and fulfillment in their life. Although they may sometimes hold back from others, there is a longing and desire to be nurtured and nurturing. Those with Partially Met needs can more readily empathize and show concern and support for those in need.

Partially Unmet: Individuals with Partially Unmet needs struggle with expressing feelings of affection and tenderness to family and friends. Some individuals may crave touch and feel frustrated that others do not want the same. Other individuals may distance themselves and may be quite uncomfortable with touch. They may prefer physical distance between themselves and others when conversing. Individuals with partially unmet needs may require long periods of time to calm or soothe themselves when they are under stress or overwhelmed.

Unmet: Individuals with Unmet Needs are usually unable to connect with others. These individuals may be perceived as touchy, overly sensitive and unpredictable. While they may accept physical touch, they are less capable of expressing affection and engaging in playful acts of intimacy (e.g. using terms of endearment or humor).

Support - Literal

Met: Those with Met needs are able to have good balance in their physical posture, along with healthy balance in their work/family/life. They may have more confidence to tackle challenges as they believe that others will support them if they happen to fall or fail. These individuals can be good problem solvers and are able to use creative thinking and imagination to generate solutions. Those with Met needs are able to carve time out of their schedules for self-care.

Partially Met: Individuals with Partially Met needs may try to have a balance between doing things themselves and asking for help. They may have numerous memories of their parents or caregivers backing them during life's ups and downs and helping them feel less alone and vulnerable. These individuals may have witnessed parents and family members supporting one another in loving and kind ways rather than shaming them for having genuine needs.

Partially Unmet: Individuals with Partially Unmet needs are likely to recall that their parents or caregivers did not reliably supply them with the physical or emotional support they needed. They may worry if others will back them up if they happen to fail. They may experience occasional back and limb pain, especially when stressful situations occur and if they feel alone and unsupported.

Sometimes these individuals put excessive demands on themselves without recognizing that they may simply be having a difficult time and help would relieve the situation.

Unmet: Individuals with Unmet needs form low expectations of ever being supported. At the same time, they may fail to even consider that asking for support is a natural aspect of life. These individuals may experience vulnerability in their physical body with complaints of back, joint or limb pain. They may be unsteady on their feet, have poor balance, often sit in ways that fail to fully support their body.

Support - Symbolic

Met: Individuals with Met needs are more likely to allow others to meet their needs. They work at having an involved group of support people in their lives. These individuals feel secure in knowing they can reach out to more than one person if they are in crisis or need to talk. Those with Met needs are seen as trustworthy and able to keep information in confidence.

Partially Met: Individuals with Partially Met needs can be aware of their own need for support. They may have fewer areas in their body that are vulnerable to distress. These individuals may want to depend on others for support and may be more assertive in stating their needs. They may offer a shoulder to cry on or a hand to hold when a loved one is hurting as they experienced acceptance and comfort in their formative years.

Partially Unmet: Individuals with Partially Unmet needs tend to overlook their own needs for support. They may feel uncomfortable allowing others to see their vulnerabilities as they do not expect others to respond with acceptance or comfort. These individual may have difficulty knowing what to say or do when others ask for their support.

Unmet: Individuals with Unmet needs may have physical postures that can lead to physical injury. Some individuals may carry themselves in a more stiff and flexible manner. Others may be more flexible but notice they carry their stress in their back and upper shoulders. These individuals may insist on doing things on their own and are reluctant to ask for help. They are apt to take a more rigid or inflexible approach to problem solving. Some individuals, when looking back at their formative years may express little empathy for their child state and, instead, chastise themselves for not having acted more adult like. They are likely to have an inner voice that warns them not to rely on others.

Protection - Literal

Met: Individuals with Met needs carry little tension in their shoulders, chest and legs. They may have a more open, confident posture sitting or standing. They may recall traumatic childhood experiences in which parents or caregivers protected them and allowed them to talk about their fears. These individuals were not forced to defend themselves to authority figures without a caring parent or caregiver being present. Thus these individuals may be willing to trust others and accept their perspectives and beliefs. Those with Met needs can be adept at handling the normal uncertainties and unknowns of life.

Partially Met: Individuals with Partially Met needs may trust in the 'goodness' of others and are less concerned about their own safety and well-being. They may remember traumatic or dangerous times in their life, but are unlikely to feel completely helpless or vulnerable. They are unlikely to hold significant tension and stress in their physical body. These individuals can tolerate hearing distressful stories of human suffering as they understand those events as separate from their own life. Those with Partially Met needs have a balance between assertiveness and openness in expressing their feelings and needs.

Partially Unmet: Individuals with Partially Unmet needs may have had traumatic childhood experiences that left them feeling truly powerless or helpless. They may intentionally keep their doors locked and possessions secured and be more concerned than most people about the safety of family, friends, the community and their country. These individuals are unlikely to leave things to chance and tend to be controlling. Those with Partially Unmet needs may view vulnerability in themselves or others as a weakness and are unlikely to befriend such individuals.

Unmet: Individuals with Unmet needs can be distrustful of others and take care "on guard" outlook of the world. When feeling fearful or unable to defend themselves, they may hold considerable tension in their bodies as displayed by shaking knees and legs, stiff arms and shoulders, and a very erect frame. Their pupils may be slightly dilated and they may be observed scanning their environment frequently for danger. Sometimes, if touched on the shoulder or back they may vocalize sounds of suffering agony. Loud sounds, particular smells, or certain situations or activities can be quite distressing for those individuals because they are linked to past trauma. These individuals may express concerns about society's failings and more readily believe the world is unsafe.

Protection - Symbolic

Met: Individuals with Met needs can feel secure in relationships as there is less need to be guarded and defensive. These individuals have an ability to be self-assured and less impacted by shame and guilt. They may enjoy being open with others, allowing themselves to get to know others, and in turn, letting others know them. Those with Met needs believe in their future and are able to proactively plan for it. These individuals understand both physical and emotional safety.

Partially Met: Individuals with Partially Met needs may accept that their families and loved ones have their best interests at heart. They can tolerate rejection or criticism as they have memories of being protected. These individuals may realize that people have genuine needs and may be willing to care take others. Able to shed fear and tension, these individuals can relax their necks and shoulders.

Partially Unmet: Individuals with Partially Unmet needs may struggle believing that their needs matter or that they are important enough for others to support or fight for them. They may be inconsistent in asserting for their own needs, and the needs of others. These individuals are sensitive to vulnerability and may fear being in unfamiliar places or with unknown people. Those with Partially Unmet needs tend to believe that danger is ever present.

Unmet: Individuals with Unmet needs may not trust others to protect and support them and may be less willing to fight for their own rights or those of others. They may feel more vulnerable and powerless, especially in the face of conflicts. These individuals may underestimate how their life impacts others as they have little confidence that their life matters or that they are significant. Some individuals with Unmet needs may be too trusting and prone to being victimized and/or mistreated.

Loving Limits - Literal

Met: Individuals with MET needs are more comfortable and secure with their sexual self and their ability to manage anger. They may be more accepting and less resentful of others as they have expressed and processed many of their own feelings. These individuals tend to regulate their feelings in an appropriate, mature manner and are unlikely to get distressed when others display strong feelings. Those with Met needs are likely to delay gratification rather than engaging in excessive pursuits of self-gratification.

Partially Met: Individuals with Partially Met needs tend to be more comfortable expressing their anger in appropriate ways and are not prone to outbursts or explosions. They can live within their means and are unlikely to sabotage their own best interests. These individuals may have a sense of respect for others. Those with Partially Met needs can have good boundaries for giving and receiving affection.

Partially Unmet: Individuals with Partially Unmet needs may be inhibited sexually and can either over or under react to anger. Under stress they can experience a host of psychosomatic symptoms (headaches, indigestion, etc.). Those with Partially Unmet needs may find it difficult to put limits on pleasurable activities and can overspend or overindulge themselves. This behavior can extend to breaking laws or rules.

Unmet: Individuals with Unmet Needs may repress or numb out their own emotions. They may suffer from migraines or headaches, irritable bowel, indigestion, insomnia or other symptoms due to suppressing or pushing down their feelings. These individuals may have dreams or nightmares of being out of control or of engaging in shameful actions as a result of their unconscious mind attempting to process these strong, yet hidden emotions.

Loving Limits - Symbolic

Met: Individuals with MET needs are capable of channeling their feelings of sexuality and anger in healthy ways. Their bodies have had loving limits so they are likely to be unafraid of revealing their true self to others. These individuals may have a mature understanding of self-control and are flexible rather than impulsive. Those with Met needs may be more accepting of themselves and can use their life energies in creative and productive ways.

Partially Met: Individuals with Partially Met needs may have observed their parents or caregivers respond to one another in affectionate or playful ways and treat each other respectfully in times of disagreement. Thus these individuals were likely to learn how to be loving and how to handle differences. Those with Partially Met needs may be more flexible and transparent in their interpersonal relationships.

Partially Unmet: Individuals with Partially Unmet needs may experience tension and anxiety due to their inability to verbalize feelings of sexuality and aggression. The result may be a decrease in their level of energy and an inability to engage in more

productive pursuits. These individuals may be aware of the resentment they feel towards others, but are unsure how to appropriately express these feelings.

Unmet: Individuals with Unmet needs may be unaware of their strong feelings and unable to name and accurately describe their inner map of emotions and needs. They may be more prone to acting in passive/aggressive ways because of this. These individuals may struggle with sexual intimacy or simple acts of affection as it has been unsafe for them to be passionate nor have they had permission to express their needs. Those with Unmet needs sometimes project their negative feelings onto others and readily label others as 'bad' or 'evil'.

Holes in Roles

Highly Unlikely: Individuals with Highly Unlikely scores may not have had Holes in Roles awakened at an early age. They are likely to have a good balance between taking care of others and giving priority to their own needs and interests. They are unlikely to view themselves as the 'only' person who can provide for, or meet the needs of, loved ones or those in kinship relationships. These individuals can receive and accept love from others and are likely to have had their basic needs met. Those with a Highly Unlikely score may take pride in completing tasks.

Somewhat Unlikely: Individuals with Somewhat Unlikely scores may not have had Holes in Roles awakened. They may have some difficulty setting limits or boundaries with others. They likely enjoy giving to others, but may struggle to accept validation, love or acceptance. These individuals may leave tasks or assignments uncompleted and have little understanding of this behavior. Those with a Somewhat Unlikely score may have a moderate interest in social causes and the issue of justice in the world.

Somewhat Likely: Individuals with Somewhat Likely scores may have had Holes in Roles awakened in their childhood. They may have little realization that they stepped into a role for their parent or loved one. These individuals are likely to have very strong loyalties to family members and they are often quick to defend or justify past relationships. Those with Somewhat Likely scores may have difficulty accepting compliments and may be vulnerable to feeling inadequate.

Highly Likely: Individuals with HIGHLY LIKELY scores had Holes in Roles awakened as children and easily took on the roles belonging to family members, friends, caregivers, or other loved ones without consciously knowing. These individuals may take an extreme interest in morality and issues of justice and tend to be highly committed to people or causes they care about. They tend to believe that only they can right the wrongs inflicted on loved ones. These individuals struggle with inner shame related to anger or sexuality. Positive self-esteem can be an issue as they have trouble letting in love and validation. They may feel tired and worn out by the weight of responsibility they expend taking care of others.

Pilot

High: Individuals with a high score may have an ability to describe and assert their own truth even when others attempt to challenge them. They can both articulate and act upon their feelings. These individuals may have a strong inner core that supports self-understanding and self-confidence. Those with a high score do not see themselves as powerless, but rather as competent and appropriately in charge of their life. They are more able to hold onto their identity in stressful situations without numbing out or, conversely, becoming defensive. They may have had memories of being vulnerable or in trouble and having been responded to with grace and acceptance.

Average: Individuals with an average score can better recognize and understand their own inner map of feelings, thoughts, motivations, and values. They may have some difficulty trusting themselves when important decisions are on the line. They may be able to stay in charge of their life, but may waver depending on how well life is going. These individuals may have moderate insight into the thoughts and motivations of others. They may have some memories of being seen and validated. They sometimes are able to listen to negative feedback without experiencing shame and self-doubt.

Low: Individuals with a low score may have spent their childhood and adolescence feeling that they were not recognized or appreciated as unique persons. They may have had to determine who they were, what they enjoyed, and what skills and abilities they had without the aid and support of others. Those with a low score may find making decisions or trusting in themselves an onerous task. These individuals may struggle to identify their feelings, to be assertive, or to advocate for themselves. As adults they may have had to work hard to truly connect to others, and themselves. These individuals may be easily triggered by shame and criticism.

Understanding the Validity Scales

K-L Scale

The K-L scale is a validity scale, fashioned after the L-K scales on the MMPI. It measures the amount of defendedness or openness with which the client responded to LIFE. Individuals with very low scores may be exceedingly open to showing vulnerabilities and struggles in themselves and their family. Some, not all, may have experienced trauma and were victimized so that they have taken on a victim role. Some individuals may have very little inner defenses and may be more prone to have answered in a way that indicates they allow "life to push them around".

Individuals with high scores on the K-L scale may be highly defended and tend to rationalize or intellectualize emotions. They may be more prone to seeing problems as due to the shortcomings of others, and not of their own making.

NOTE: At some future point there will be a K-L corrected score that will raise or lower the basic needs score. However, at present we need additional research to more precisely assess the influence of these scores.

VRIN/TRIN Scales

NOTE – VRIN & TRIN Scales will be published with next edition of LIFE. Edition 2.0 of LIFE is expected in Fall 2014.

The VRIN scale assesses variability of responses across similar item pairs. High scores on this scale indicate the test taker was either unsure, confused, or indecisive in responding to items. Low and average scores indicate a normal and consistent response pattern.

The TRIN scale assesses the strength of preferences or strength of responding throughout the questionnaire. High scores on this scale indicate the test taker typically answered strongly agree or strongly disagree, whereas average scores or low scores indicate the test taker typically agreed or disagreed. Very high scores on this scale may also indicate a strong personality, a very clear and immediate attachment to past experiences, or a heightened and emotional connection with one's memories.

Ongoing Development

Your feedback directly impacts the ongoing development of the LIFE questionnaire. We are committed to providing a high-quality, insightful and useful assessment to assist you in your therapy with your clients. We value your feedback. Below you will find two websites for providing feedback on the LIFE.

Therapist Feedback

To provide feedback as a therapist please visit:

<http://test.careprofiler.com/s3/LIFETherapistFeedback>

Client Feedback

To have your client's provide feedback on their experience taking and discussing LIFE with you:

<http://test.careprofiler.com/s3/LIFEClientFeedback>

Psychometric Attributes of LIFE

T-Scores

T-scores are standardized scores across the four dimensions (Unmet, Partially Unmet, Partially Met, and Met) for each Basic Need. A score of 50 represents the mean. A difference of 10 points from the mean indicates a difference of one standard deviation. Thus, a score of 60 is one standard deviation above the mean, while a score of 30 is two standard deviations below the mean.

The T-scores are as follows:

Unmet = <34.

Partially Unmet = 35-49

Partially Met = 50-64

Met = 65>

Historical Context

It is important to recognize that LIFE scores are reflections of not only the client, but also a snapshot of parents and grandparents. This generational perspective is critical in understanding Basic Needs, Holes in Roles, and Pilot.

Therefore, very high scores indicate that one's parents and grandparents are likely to have grown up in an environment in which their basic needs were provided for. Conversely, those with very low scores were likely to have had parents and grandparents that experienced significant trauma, neglect or abandonment.

Literal and Symbolic Scores

Please note that literal scores refer to early childhood versus symbolic scores represent later childhood and adolescence.

Differences between Literal and Symbolic Scores

Some clients will have a significant difference between their literal and symbolic results. This is an important dynamic to explore further. If the literal scores are lower than the symbolic scores, the individual's early childhood years may have been marred by parents/caregivers who were experiencing serious life stressors or difficulties and, consequently, they were not as present or equipped to meet their child's needs. Furthermore, it may mean that the client has done some of their own therapeutic work and personal growth.

Some individuals have higher literal scores than symbolic scores. This is a little less common and suggests that early on in childhood their needs were provided for and more fully met, but perhaps there was an event(s) that interfered with their growth and maturation. Such situations could include divorce of parents, death in the family, loss of job, etc. It would be important to explore this further to see how such events shaped the individual's self-perception and their inner voice of "truth" such that they saw the future as less hopeful.

Scale Correlations and Reliabilities

Scale correlations above .30 are considered to be an indicator of a statistically significant relationship between two variables. Scale correlations are provided in the table below. Scale reliabilities are represented by Cronbach’s alpha coefficients and are reported on the diagonal in bold italic font. Alpha coefficients above .70 are considered to be an indicator of a reliable scale of measurement.

	Place/ Belonging	Nurturance	Support	Protection	Loving Limits	Pilot	Holes in Roles	Defensiveness
Place/Belonging	<i>.89</i>							
Nurturance	.86	<i>.84</i>						
Support	.85	.89	<i>.86</i>					
Protection	.76	.74	.76	<i>.84</i>				
Loving Limits	.71	.71	.69	.60	<i>.75</i>			
Pilot	.73	.68	.68	.69	.72	<i>.88</i>		
Holes in Roles	-.54	-.57	-.61	-.53	-.44	-.44	<i>.76</i>	
Defensiveness	.18	-.02	-.01	-.07	.03	.05	.07	<i>.75</i>

The reliability and scale correlation results indicate that the initial LIFE Questionnaire is a reliable measure. The strong scale correlations indicate a level of commonality among the first six scales: Place/Belonging (PB) thru Pilot. The negative correlation between Holes in Roles (HR) and the PB-Pilot scales indicate a significant, inverse relationship between HR and PB-Pilot.

As anticipated, the Defensiveness scale has no significant relationship to any of the LIFE scales. This suggests that a defensive approach to answering the questionnaire is unrelated to the developmental constructs measured in the LIFE. As such, the Defensiveness scale may be a useful measure for assessing profile validity, as it is not among the core content scales measured in the LIFE.