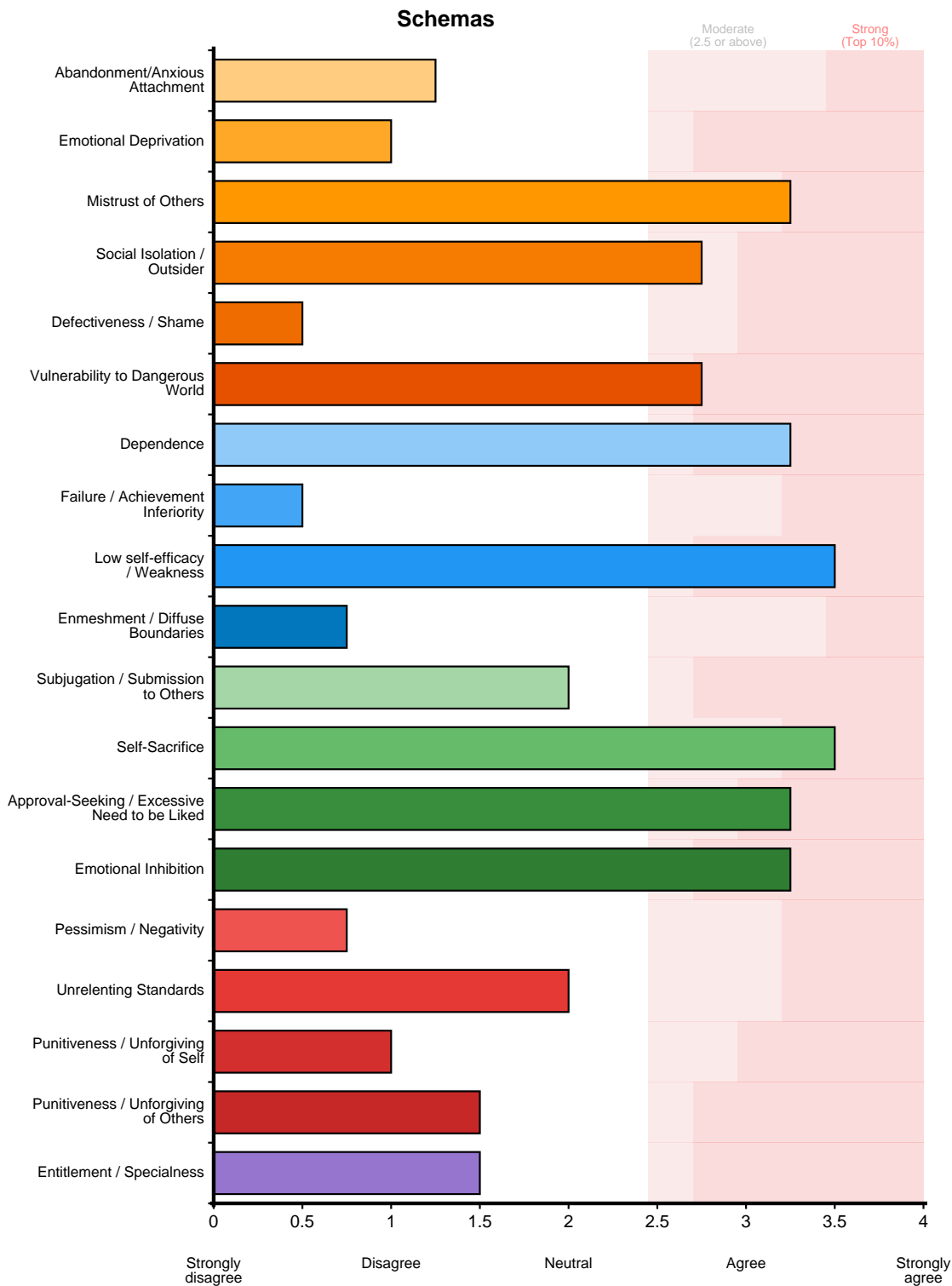




## Maladaptive Schema Scale - Young Schema Questionnaire Aligned (MSS-YSQ)

<i>Client Name</i>	Generic Client	<i>Date administered</i>	9 Oct 2024
<i>Date of birth (age)</i>	1 Jan 1999 (25)	<i>Time taken</i>	2 min 48s
<i>Assessor</i>	Dr Emerson Bartholomew		





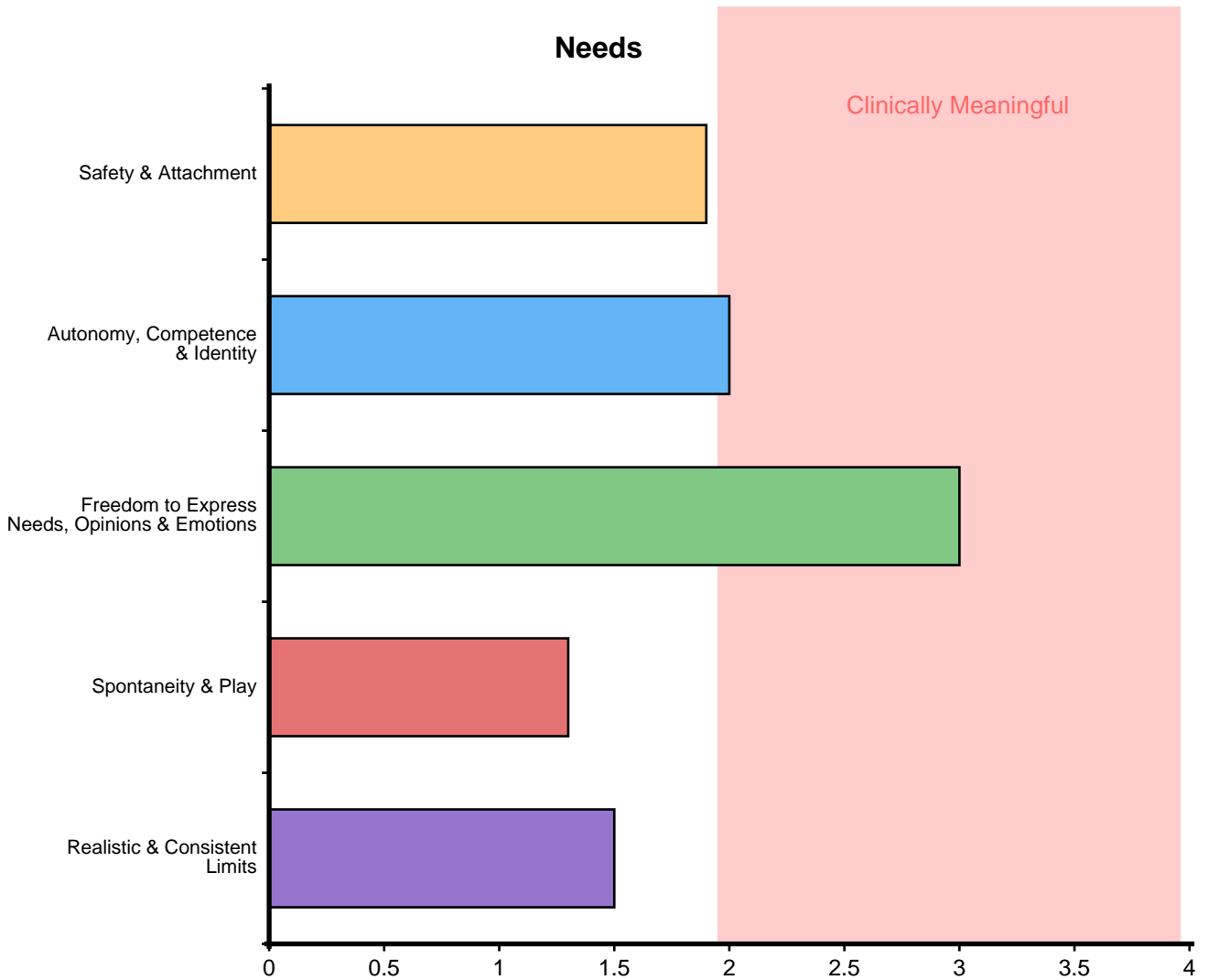
**Client Name** | Generic Client

## Schemas

	Average Score (0-4)	Percent in Agreement	Belief
Abandonment / Anxious Attachment (Items 1-4)	1.25		
Emotional Deprivation (Items 5-8)	1		
Mistrust of Others (Items 9-12)	3.25	75	'I cannot trust people'
Social Isolation / Outsider (Items 13-16)	2.75	75	'I am different and don't belong'
Defectiveness / Shame (Items 17-20)	0.5		
Vulnerability to Dangerous World (Items 21-24)	2.75	75	'I should be wary of the unsafe world'
Dependence (Items 25-28)	3.25	100	'I can't manage alone'
Failure / Achievement Inferiority (Items 29-32)	0.5		
Low Self-Efficacy / Weakness (Items 33-36)	3.5	100	'I am weak and inept'
Enmeshment / Diffuse Boundaries (Items 37-40)	0.75		
Subjugation / Submission to Others (Items 41-44)	2	25	
Self-Sacrifice (Items 45-48)	3.5	100	'I should put others first'
Approval-Seeking / Excessive Need to be Liked (Items 49-52)	3.25	100	'I need to be liked by everyone'
Emotional Inhibition (Items 53-56)	3.25	100	'I must suppress my emotions'
Pessimism / Negativity (Items 57-60)	0.75		
Unrelenting Standards (Items 61-64)	2	25	
Punitiveness / Unforgiving of Self (Items 65-68)	1		
Punitiveness / Unforgiving of Others (Items 69-72)	1.5	25	
Entitlement / Specialness (Items 73-76)	1.5	25	



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<b>Needs</b>		Average Score (0-4)	Indication
Safety & Attachment (Items 1-24)		1.9	
Autonomy, Competence & Identity (Items 25-40)		2	Disrupted need
Freedom to Express Needs, Opinions & Emotions (Items 41-56)		3	Disrupted need
Spontaneity & Play (Items 57-72)		1.3	
Realistic & Consistent Limits (Items 73-76)		1.5	



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## Interpretation

The client's responses indicate disrupted early childhood needs for: 'Freedom to Express Needs, Opinions & Emotions' and 'Autonomy, Competence & Identity'.

The client scored above the threshold in the 'Self-Sacrifice', 'Low Self-Efficacy / Weakness', 'Approval-Seeking / Excessive Need to be Liked', 'Dependence' and 'Mistrust of Others' Schemas.

### **Low Self-Efficacy / Weakness:**

Central to this schema is a pervasive doubt in one's ability to successfully handle challenges or solve problems. This schema is characterised by feelings of inadequacy and helplessness, hesitation to engage with challenges, and the sense that tasks are insurmountable and unlikely to be completed. This perception affects the confidence and willingness to take on new challenges, often leading to avoidance behaviours and a self-perception of helplessness or incompetence. People with this schema may view themselves as fragile, easily overwhelmed or incapacitated by stress or difficulties.

#### *Examples of what maintains the schema:*

- Individuals with low self-efficacy may avoid challenging tasks, thereby missing opportunities to gain skills and experience, which could otherwise improve their self-efficacy.
- People may procrastinate or delay engaging with challenging tasks, leading to stress and under-performance. This aversive outcome reinforces the accuracy of the low self-efficacy schema.

#### *Examples of beliefs, assumptions or reactions related to the schema:*

- I compare my achievements with others and feel that I am not as successful. (Strongly Agreed)
- I feel inferior when I think of the accomplishments of others. (Strongly Agreed)
- I feel proud of my accomplishments. (R) (Disagreed)

#### *Possible origins of this schema:*

- Overprotective parenting that prevents a child from facing challenges and learning from failures can inadvertently send the message that the child is not capable of handling difficulties on their own.
- Growing up with caregivers who are overly critical or who frequently dismiss the child's abilities can lead to internalised feelings of inadequacy and incompetence.
- Not receiving positive reinforcement or encouragement when trying new things.
- Repeated experiences of failures or setbacks in earlier life can contribute to a feeling of incompetence.
- Experiences of bullying, especially if frequent and unaddressed, can damage self-esteem and foster feelings of weakness and ineptitude.
- Being unfavourably compared to siblings or peers, particularly in visible and valued domains like academics or sports, can also lead to a persistent sense of inadequacy.

### **Self-Sacrifice:**

This schema involves the pervasive sense of obligation to prioritise the needs of others above one's own needs, preferences, or values. This view holds that one must always find time for others and have an unrelenting duty to serve. This can result in a cycle of neglecting one's own needs and well-being, endured in silence. Individuals may sacrifice their own needs in order to maintain a connection with others or as a way of avoiding difficult emotions such as guilt. They may be highly empathic and have increased sensitivity to the pain of others. People with this



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## Interpretation (cont.)

schema may develop resentment toward those who are taken care of due to the pervasive feeling that their own needs are not being met. However, they are likely to experience feelings of guilt if they do focus on their own needs. People with the self-sacrifice schema are more likely to tolerate needy or exploitative individuals, so may be more likely to find themselves in unsatisfying relationships.

*Examples of what maintains the schema:*

- The schema can be perpetuated when the individual inadvertently reinforces others' dependency on the self-sacrificer or through moral justifications around the virtues of selflessness.
- People typically feel guilty in response to the resentment associated with this schema. To alleviate these feelings of guilt, people with this schema return to self-sacrificing behaviours, thereby perpetuating the cycle.
- Individuals who self-sacrifice often receive positive reinforcement from others, confirming the belief that their value lies in meeting the needs of others.
- Some people may avoid relationships or situations requiring the assertion or prioritisation of their own needs, thereby limiting opportunities to have corrective experiences that could disconfirm the necessity for self-sacrifice.

*Examples of beliefs, assumptions or reactions related to the schema:*

- No matter how much I give to others, I can never give enough. (Strongly Agreed)
- I believe it is my duty to listen to other people's problems. (Strongly Agreed)
- I always prioritise others no matter what's going on for me. (Agreed)

*Possible origins of this schema:*

- This schema is sometimes developed in response to early family dynamics where the expression of personal needs was discouraged.
- A child was parentified or had a significant caregiving role at a young age.
- There was extreme emphasis on selflessness and kindness as a virtue (e.g., religious or moral beliefs).
- The child was made to feel selfish, guilty, or bad if they prioritised their own interests.

**Dependence:**

This schema involves a pervasive and excessive need to be taken care of by others, alongside behaviours and beliefs centred around a lack of self-sufficiency. Individuals with this schema often feel unable to handle daily life on their own, believing that they are not capable of coping. They may have difficulty trusting their own judgements and are indecisive. Typically, there is a heavy reliance on others for support, decision-making, reassurance and validation. People with this schema often feel anxious, helpless or inadequate when faced with the prospect of acting independently, which reinforces the dependence on others for most needs.

*Examples of what maintains the schema:*

- Being in relationships that reward or reinforce dependent behaviour, including partners who prefer to take a caretaking role, may perpetuate this schema.
- The avoidance of independent coping, which is characteristic of the schema, can lead to a real skills deficit, reinforcing the schema's accuracy. This also limits opportunities for acquiring and practising skills for independent coping.

*Examples of beliefs, assumptions or reactions related to the schema:*

- I feel incapable of managing daily tasks without help from others. (Strongly Agreed)



**Client Name** | Generic Client

## Interpretation (cont.)

- I feel confident making decisions on my own. (R) (Disagreed)
- I often worry about making decisions on my own and prefer someone else to make them for me. (Agreed)

### *Possible origins of this schema:*

- This schema may be shaped by overprotective caregivers who did too much for the child, preventing them from learning necessary life skills and fostering a sense of dependency rather than encouraging independence.
- Caregivers who frequently criticised the child or undermined their ability to succeed independently.
- Observing and modelling behaviour from caregivers who themselves displayed dependent traits or were in highly dependent relationships.
- Through underprotective parenting or the inadequate provision of guidance, a child may need to become independent prematurely, making decisions and taking on age-inappropriate responsibilities without first establishing a sense of security and confidence in their abilities. This can lead to a lifelong echo, where they feel chronically out of their depth.
- Some family dynamics explicitly encourage dependency for cultural, emotional, or psychological reasons, where independence is viewed negatively or as a threat to family cohesion.

### **Approval-Seeking / Excessive Need to be Liked:**

This schema involves a sense of self-esteem that is excessively reliant on acceptance, approval or reassurance from others. As such, one's sense of self tends to be shaped by the reactions of others and can lead to both an increased sensitivity to rejection and a tendency to make decisions that are not personally satisfying. People with this schema may not have a strong or authentic sense of their own identity, preferences and opinions, tending instead to modify them for the approval of others. In order to meet the need to be liked, people may have an excessive focus on achievement, status, appearance or other external measures of success.

### *Examples of what maintains the schema:*

- Exposure to social media that glorifies popularity can reinforce the idea that being liked by others is paramount. This can pressure individuals to make choices aimed at enhancing social image rather than fulfilling personal desires, leading to feelings of emptiness and thereby perpetuating the craving for social reinforcement.
- By surrendering to the schema (for example, changing or conforming in order to be liked), the belief that one's own views and desires are not as important or valid as others is perpetuated.
- Some people avoid self-disclosure or disagreements as a strategy for maintaining others' approval. This avoidance reinforces the belief in the importance of others' approval, limits opportunities for corrective experiences, and reinforces the dependence on external validation for self-esteem.

No items found for this category.

### **Emotional Inhibition:**

This schema involves the restraint of emotions to avoid shame, a perceived loss of control or uncomfortable feelings. People with this schema may hold back feelings, avoid emotional engagement, or maintain a narrow emotional range in situations where a broader range of emotions would be typical or healthy. It involves a reluctance to express emotions, whether they are pleasurable or uncomfortable feelings (e.g. anger, joy, affection, or vulnerability). Individuals with this schema perceive emotions as unimportant or more detrimental than beneficial, leading them to ignore or suppress them as a protective measure. This suppression is often justified by



**Client Name** | Generic Client

## Interpretation (cont.)

an overemphasis on rationality and a devaluation of emotional experiences, leading to a stifled emotional life and difficulty in communicating their feelings and needs effectively. People with this schema may have trouble identifying their emotions, alexithymia or physical manifestations of emotions, such as muscle tightness or gastrointestinal symptoms. This schema can create barriers to intimate relationships and reduce overall emotional resilience.

*Examples of what maintains the schema:*

- When an individual repeatedly suppresses their emotions and tension accumulates, they may inadvertently release them in an uncontrolled outburst. The intensity of the outburst can reinforce the perceived risk of emotional expression.
- Conversely, the belief that emotions are dangerous can be reinforced when an individual avoids expressing emotions and nothing negative happens (i.e., they don't face rejection or conflict). This absence of negative outcomes can wrongly affirm their belief that suppressing emotions is a safe and effective strategy.

*Examples of beliefs, assumptions or reactions related to the schema:*

- It is dangerous to feel emotions too strongly. (Strongly Agreed)
- Emotions are not useful, so I need to ignore them. (Agreed)
- My emotions do more harm than good. (Agreed)

*Possible origins of this schema:*

- The child learned to inhibit emotion as a result of experiences where emotional expression was discouraged or punished, or met with ridicule, shaming, or judgement.
- This schema can develop as a coping mechanism for overwhelming feelings associated with trauma.
- The child was expected to suppress spontaneous urges in favour of rigid rules, duty, rationality, ethics, or keeping up appearances.
- Parental emotional needs came first, so there was no space for the child to express themselves or develop emotionally.
- The child was exposed to expressions of emotion in a way that felt overwhelming or threatening.
- Cultural norms, including those related to gender, can shape beliefs about the appropriateness and meaning of emotional expression.

## Scoring and Interpretation Information

Scores for the 19 schemas are presented as an average score, where the number represents the level of agreement with the schema, as defined by the Likert scale:

Strongly Disagree = 0  
Disagree = 1  
Neutral = 2  
Agree = 3  
Strongly Agree = 4

Higher scores are indicative of stronger agreement with maladaptive schemas, and are associated with psychopathology and more dysfunctional relational, emotional or personal



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### Scoring and Interpretation Information (cont.)

functioning.

A schema is considered to be moderate when an average score is 2.5 or more, while the schema is considered to be strong and of clinical significance when higher than the 90th percentile. Scores on the 90th percentile or higher indicate that the respondent scored in the top 10% compared with other patients receiving mental health care. The 90th percentile threshold varies across schemas between an average score of 2.75 (e.g. Dependence) to 3.25 (e.g. Mistrust). A higher threshold for "strong" indicates that there is a higher prevalence of a "moderate" schema among mental health clients.

A strong schema represents broad agreement with the schemas that are of theoretical importance to schema therapy in addition to a score that deviates from typical patterns of responding.

Scores are also presented as the percentage of responses where the client "Agreed" or "Strongly Agreed" with the items in the subscale, producing a "Percent in Agreement" metric.

### Client Responses

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I fear that my important relationships will end unexpectedly.	0	1	2	3	4
2	I worry that people I love can't be there for me in a committed way.	0	1	2	3	4
3	I feel confident that other people will be there for me when I need them.	4	3	2	1	0
4	I worry about losing people that I rely on.	0	1	2	3	4
5	I have others I can depend on for advice and emotional support.	4	3	2	1	0
6	If I was in trouble, I wouldn't know who to call.	0	1	2	3	4
7	Other people don't care about my emotional needs.	0	1	2	3	4
8	I feel unsupported by others, so I wouldn't share my emotions.	0	1	2	3	4
9	People usually conceal their real intentions.	0	1	2	3	4
10	I don't trust people.	0	1	2	3	4
11	I don't believe what people say at face value.	0	1	2	3	4





**Client Name** | Generic Client

### Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12	People usually tell the truth.	4	3	2	1	0
13	I'm inherently different from everyone else.	0	1	2	3	4
14	I haven't met anyone that thinks like me.	0	1	2	3	4
15	I am typically accepted by people.	4	3	2	1	0
16	I am an outsider.	0	1	2	3	4
17	If people knew the real me, they wouldn't like me.	0	1	2	3	4
18	I am inherently defective.	0	1	2	3	4
19	My flaws make me unlovable.	0	1	2	3	4
20	I have reasons to be ashamed of myself and my character	0	1	2	3	4
21	I'm afraid of venturing too far because there are so many bad things happening.	0	1	2	3	4
22	The world is safe for me.	4	3	2	1	0
23	The world is a dangerous and unforgiving place, and I worry it will spiral into catastrophe.	0	1	2	3	4
24	The world is a bad place and will harm me.	0	1	2	3	4
25	I cannot take care of myself, so I need others to take care of me.	0	1	2	3	4
26	I feel incapable of managing daily tasks without help from others.	0	1	2	3	4
27	I often worry about making decisions on my own and prefer someone else to make them for me.	0	1	2	3	4
28	I feel confident making decisions on my own.	4	3	2	1	0
29	If a task is difficult, I'm unlikely to be able to accomplish it.	0	1	2	3	4
30	I can rarely come up with solutions to my own problems.	0	1	2	3	4



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### Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
31	I can handle anything that comes my way.	4	3	2	1	0
32	Most problems are too hard for me to deal with.	0	1	2	3	4
33	Most other people have achieved more than me.	0	1	2	3	4
34	I feel proud of my accomplishments.	4	3	2	1	0
35	I feel inferior when I think of the accomplishments of others.	0	1	2	3	4
36	I compare my achievements with others and feel that I am not as successful.	0	1	2	3	4
37	I am responsible for the emotions of the person I am closest to.	0	1	2	3	4
38	With those closest to me, I don't know where my needs and emotions end and where theirs begin.	0	1	2	3	4
39	I am so close to someone it feels like I have merged with them.	0	1	2	3	4
40	The needs of the person closest to me consume me.	0	1	2	3	4
41	Other people know better than I do.	0	1	2	3	4
42	I should always do as I'm told.	0	1	2	3	4
43	Other people know what is best for me.	0	1	2	3	4
44	I feel like I have to let others take control in relationships.	0	1	2	3	4
45	I always prioritise others no matter what's going on for me.	0	1	2	3	4
46	I believe it is my duty to listen to other people's problems.	0	1	2	3	4
47	My needs are as important as other people's needs.	4	3	2	1	0
48	No matter how much I give to others, I can never give enough.	0	1	2	3	4
49	Gaining the approval of others is often more important to me than following my own desires.	0	1	2	3	4



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### Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
50	I want people to like me, so I would tend to agree with people even if I know they are factually wrong.	0	1	2	3	4
51	Even if I don't like someone, I still strongly desire for them to like me.	0	1	2	3	4
52	I find it hard to make a decision unless I know what other people think.	0	1	2	3	4
53	Tuning into my emotions is helpful.	4	3	2	1	0
54	My emotions do more harm than good.	0	1	2	3	4
55	Emotions are not useful, so I need to ignore them.	0	1	2	3	4
56	It is dangerous to feel emotions too strongly.	0	1	2	3	4
57	Things almost always go wrong for me.	0	1	2	3	4
58	In uncertain times, I usually expect the best.	4	3	2	1	0
59	Things inevitably don't go my way, so I prefer to expect the worst to avoid disappointment.	0	1	2	3	4
60	I am pessimistic about the future.	0	1	2	3	4
61	If I make a mistake, I can let it go easily.	4	3	2	1	0
62	Achieving high standards is more important than my own happiness.	0	1	2	3	4
63	I should always perform at an extremely high level.	0	1	2	3	4
64	It is ok for me not to be a high performer.	4	3	2	1	0
65	I try to be compassionate and understanding to myself when I make a mistake.	4	3	2	1	0
66	If something goes wrong, I shouldn't get away with it.	0	1	2	3	4
67	If I fail, I should suffer the consequences.	0	1	2	3	4
68	It doesn't matter how small a mistake I make is, I deserve to be punished for it.	0	1	2	3	4



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### Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
69	I try to be compassionate and understanding to others when they make a mistake.	4	3	2	1	0
70	People should be held to account for their failings.	0	1	2	3	4
71	If someone fails, they should face the consequences.	0	1	2	3	4
72	People deserve to be disciplined for their mistakes.	0	1	2	3	4
73	When I ask someone for something they should agree to it.	0	1	2	3	4
74	I am above the usual rules that others follow.	0	1	2	3	4
75	Other people should appreciate how unique I am.	0	1	2	3	4
76	I deserve special privileges.	0	1	2	3	4