

ADLER GRADUATE SCHOOL

Life Style Assessment

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Revised 2006 by Susan Pye Brokaw, MA and
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Client's Name	
Date	
Therapist	

I. Family Constellation

Answer Sections A thru G from your perspective as a child,

A. Members of your family of origin: Give Name and a Brief Description of each family member, including yourself.

Parent: Include Biological and Step Parent (if applicable)

Name	Brief Description
Father	
Mother	
Step Father or Mother	

Children: (Include *all brothers and sisters, in order of birth from oldest to youngest, including yourself*). Also include and indicate miscarriages, stillborn, and deceased siblings along with half and step siblings if applicable.)

Genogram Worksheet
Complete per standard procedure

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B. Data on client as a child:

1	Who was most like you? In what ways?	
2	Who was most different from you? In what ways?	
3	Grade school information: Attitude about school?	
	Favorite subject?	
	Least liked subject?	
	Social situation?	
	Teachers pet?	
4	Sports interests or skills?	
5	Childhood habits?	
6	When a child, who had health problems, physical or emotional?	
7*	As a child, did you feel that boys or girls had advantages over the other?	
8*	If a female, were you a tomboy in childhood?	
9*	If male, did you think of yourself as a sissy?	
10	Childhood spiritual or religious experiences, if any?	

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11	Did you, or any family member(s), experience any abuse (within or outside the family)? Give client option to pass if so desires at this time.	Emotional		Physical		Sexual	
		Yes		Yes		Yes	
		No		No		No	
	If so: Who?						
	By whom? / Elaborate						
12	Who was most spoiled?						
	By whom?						
	How and for what reason?						
13	Who was most punished?						
	By whom?						
	How and for what reason?						
14	Who in the family needed to be right? /Explain						
15	Who in the family felt keen about fairness and unfairness? /Explain						
16	Your role in peer group? (leader, middler, follower, outsider)? /Explain						
17	Childhood talents or accomplishments?						

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C. Sibling Interrelationships: Explain

1	Who took care of whom?	
2	Who played with whom?	
3	Who got along best with whom?	
4	Who fought and argued the most?	
5	Who was helpful at home?	
6	Who made mischief?	

D. Description of your Parents and Step Parent (if applicable)

	Father	Step Father	Mother	Step Mother
1. Current age if living				
2. If deceased, when				
3. Age when client born				
4. Education				

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<p>6. Personality: traits admired, liked, disliked, feared</p>		
<p>7. What was most important to them?</p>		
<p>8. What behavior or attitude could win their praise?</p>		
<p>9. What made them angry?</p>		
<p>10. What ways did they influence you?</p>		
<p>11. What were their expectations of the children? Did you go along with or do opposite?</p>		
<p>12. Relationship with the children?</p>		
<p>13. Relationship with you?</p>		
<p>14. Which child was most like each parent? How?</p>		

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15. Were you distant from either parent? Why?	
16. In whom did you confide in/ closest to?	
17. To whom did you go for comfort / support? Why?	
18. What kind of relationship did your parents have?	
19. Who was dominant, made decisions; overt and covert?	
20. Did they agree on discipline and raising the children?	
21. Method of disciplining used?	
22. Did they quarrel openly? About What?	
23. How did the quarrels end?	

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<p>24. How did your parents solve problems?</p>	
--	--

E. Additional adult figures who had a significant influence on your childhood

Who?	Describe the relationship?	How did it influence you?

F. Conclusions about Life; Considering your answers to the questions (A-E), what did you learn about what *conclusions you made as a child* about:

<p>Yourself?</p>	
<p>What males are like?</p>	
<p>What females are like?</p>	
<p>What marriage/relationship is like?</p>	
<p>What parenting is like?</p>	
<p>What family life is like?</p>	

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Family Constellation Worksheet

Bullet point the significant characteristics/findings that stand out from Life Style Assessment Section I (A-F)

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G. Childhood Attributes

Using the following Childhood Attribute Assessment (page 11), rate yourself and your siblings **from the perspective you had as a child**.

- Put the name and +/- age of each child, **including yourself** in the box above the columns.
- Rate, (not rank) yourself and only those siblings who are within 5 years older or younger than yourself.
- Rate only the attributes that each person is either (H) High or (L) Low in.
Transfer the significant characteristics to the Childhood Attribute Worksheet.

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Childhood Attribute Assessment

Achievement & Success	Intelligence							Successful							
	Grades							Helped at Home							
	Industrious							Looks							
	Standards re. Achievement														
Special Characteristics	Tried to Please							Moody							
	Succeeded Pleasing							Used Others							
	Considerate							Sociable							
	Tried to be Good							Sought Attention							
	Selfish														
Right-Wrong	Obedient							Critical of Others							
	Openly Rebelled							Perfectionist							
	Covertly Rebelled							Tried to be Good							
	Standards re. Right/Wrong							Mischievous							
	Critical of Self														
Interpersonal Tendencies	Assertive							Fighter-Scrappy							
	Bossy-Dominating							Shy							
	Demanded Way							Sulked/Pouted							
	Got Way							Stubborn							
	Sense of Humor							Sensitive							
	Temper							Pitied self							
	Competitive							Held Grudges							
Attitudes & Characteristics	Idealistic							Self Confident							
	Materialistic							Insecure							
	Loner							Neat							
	Persistent							Gave Up Easily							
	Excitement Seeker							Dependent							
	Daring							Independent							
	Complained							Easy Going							
	Responsible							Impulsive							
	Withdrawn							Cautious							
	Chip on Shoulder							Worrier							
	Punished							Self Esteem							
	Spoiled							Inferiority Feelings							
	Pampered							Hid Feelings							
Gender Characteristics	Athletic														
	Masculine*														
	Feminine*														

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Significant Childhood Attribute Worksheet

Bullet point only the High and any significant Low characteristics/findings that stand out from
Life Style Assessment Section I (G)

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Family Constellation Interpretation Worksheet

Life Style Assessment Section I (A-G)

Self Concept: “I am” Beliefs about myself; What I am/do What I like My Self image	Self Ideal: “I should be” or “not be” Beliefs about myself; What I want to be/ should be What I ought to do My Self ideal	Environmental Evaluation: “Life is” Beliefs outside of self; What men, women, people are What the world, life is like What I expect from people, life	Ethical Convictions: Ethical & moral “I should” (May/may not be society's beliefs/values) Beliefs about; What is proper, right & wrong; What I expect from myself and/or others

II. Development

A. Sexual development:

1. When did you first notice your sexual development?

2. How did you feel about it? Why?

3. Were you prepared for it?

4. When did you first have; if female - menstruation? If male- nocturnal emission?
Were you prepared for it?

How did you feel about it? Why?

Have you had; if female - menstrual difficulties?

if male- erectile dysfunction?

- *5. If a boy, were you told you should have been a girl?

- *6. If a girl, were you told you should have been a boy?

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7. Review and of all 7 starred (*) LS Assessment items for gender beliefs and guiding lines to determine indication of Masculine Protest

8. As an adult have you experienced any sexual problems?

9. What is your sexual orientation?
 Heterosexual Homosexual Bi-sexual Trans-sexual
How do you feel about your orientation?

B. Physical Development:

1. Any childhood health problems?

If so, how were you treated by others?

2. How did you see your body image?

3. Did you have any disabilities?

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Gender Guiding Line Worksheet

Bullet point the significant characteristics/findings that stand out from Life Style Assessment Sections I (A-G) and II (A-B)

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Gender Guiding Line Interpretation Worksheet

Life Style Assessment Sections I (A-G) and II (A-B)

<p>Self Concept: “I am”</p> <p>Beliefs about myself; What I am/do What I like My Self image</p>	<p>Self Ideal: “I should be” or “not be”</p> <p>Beliefs about myself; What I want to be/ should be What I ought to do My Self ideal</p>	<p>Environmental Evaluation: “Life is”</p> <p>Beliefs outside of self; What men, women, people are What the world, life is like What I expect from people, life</p>	<p>Ethical Convictions: Ethical & moral “I should”</p> <p>(May/may not be society’s beliefs/values) Beliefs about; What is proper, right & wrong; What I expect from myself and/or others</p>

III. Childhood Dreams, Fears, Ambitions:

Childhood Dreams

- Dream Collection Instructions:
 - Recall the earliest dream recollection(s), preferably before age 8.
 - Using **Childhood Dream Recollection** blank sheet below, write down the dream as described, including the specific incidents or happenings, no matter how inconsequential it seems.

Collect:

The Dream

The feeling

The reason for the feeling

The most vivid moment/snap shot

The feeling at that moment

The reason for that feeling

- Complete the **Childhood Dream Interpretation Worksheet** for the dream(s) to identify the beliefs; both accurate and mistaken.
- Determine the strengths revealed in the dream(s) and add them to list on the **Strength Worksheet**.

Childhood Dream Recollection

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Childhood Dream Interpretation Worksheet

Life Style Assessment Section III

Self Concept: “I am” Beliefs about myself; What I am/do What I like My Self image	Self Ideal: “I should be” or “not be” Beliefs about myself; What I want to be/ should be What I ought to do My Self ideal	Environmental Evaluation: “Life is” Beliefs outside of self; What men, women, people are What the world, life is like What I expect from people, life	Ethical Convictions: Ethical & moral “I should” (May/may not be society’s beliefs/values) Beliefs about; What is proper, right & wrong; What I expect from myself and/or others

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Childhood Fears:

Childhood Ambitions:

As a child, how did you answer, **“What do you want to be when you grow up”?**

IV. Adult Dreams

Adult Dream Recollection

Follow the Childhood Dream Collection Instructions and Childhood Dream Interpretation Worksheet
(Not required for class)

V. Three Wishes:

At this Point in Time:

1.

2.

3.

Current Aspirations:

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VI. Early Recollections

- Collect a total of three different Early Recollections (one each; using the Basic, Brokaw and Willhite Methods). Be sure to follow the specific collection and transformation instructions given and demonstrated for each method.

For each Recollection;

- Recall the earliest recollection, preferably before age 8. Most people can recall incidents around ages 4, 5, and 6; some earlier.
- **Using the ER# blank worksheets**, write down the ER as described, including the specific incidents or happenings, no matter how inconsequential it seems.

Collect:

The ER

The feeling

The reason for the feeling

The most vivid moment/snap shot

The feeling at that moment

The reason for that feeling

- Complete the following **Early Recollection # Interpretation Worksheet** for each ER according to the specific ER Method instructions in order to **identify the ER beliefs; both accurate and mistaken.**
- Determine the strengths revealed in each one of the three ER's and add them to the **Strength Worksheet.**

***For class purposes:**

- *Completely write out the ER on the corresponding LS Assessment **ER # Blank Worksheet** according to the Method required. **BUT** use and discuss **only the pre transformational ER beliefs (not the transformational beliefs)** on the ER Worksheets and in the Life Style Summary and the Life Style Analysis.*

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Early Recollection #1 Basic Method

Write complete ER according to method handout

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Early Recollection # 1 Interpretation Worksheet

Life Style Assessment Section VI

Self Concept: "I am" Beliefs about myself; What I am/do What I like My Self image	Self Ideal: "I should be" or "not be" Beliefs about myself; What I want to be/ should be What I ought to do My Self ideal	Environmental Evaluation: "Life is" Beliefs outside of self; What men, women, people are What the world, life is like What I expect from people, life	Ethical Convictions: Ethical & moral "I should" (May/may not be society's beliefs/values) Beliefs about; What is proper, right & wrong; What I expect from myself and/or others

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Early Recollection #2 Brokaw Method

Write complete ER according to method handout

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Early Recollection #2 Interpretation Worksheet

Life Style Assessment Section VI

Self Concept: “I am” Beliefs about myself; What I am/do What I like My Self image	Self Ideal: “I should be” or “not be” Beliefs about myself; What I want to be/ should be What I ought to do My Self ideal	Environmental Evaluation: “Life is” Beliefs outside of self; What men, women, people are What the world, life is like What I expect from people, life	Ethical Convictions: Ethical & moral “I should” (May/may not be society’s beliefs/values) Beliefs about; What is proper, right & wrong; What I expect from myself and/or others

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Early Recollection #3 Willhite Method

Write complete ER according to method handout

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Early Recollection #3 Interpretation Worksheet

Life Style Assessment Section VI

Self Concept: "I am" Beliefs about myself; What I am/do What I like My Self image	Self Ideal: "I should be" or "not be" Beliefs about myself; What I want to be/ should be What I ought to do My Self ideal	Environmental Evaluation: "Life is" Beliefs outside of self; What men, women, people are What the world, life is like What I expect from people, life	Ethical Convictions: Ethical & moral "I should" <i>(May/may not be society's beliefs/values)</i> Beliefs about; What is proper, right & wrong; What I expect from myself and/or from others

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VII. Possible Mistaken Core Beliefs Worksheet (Always, Never, Only)

Review all Life Style Assessment Sections and include only the core mistaken beliefs revealed

<u>Self Concept</u> "I am"	<u>Self Ideal</u> "I should be" or "not be"	<u>Environmental Assessment</u> "Men, women, people are"; life is"	<u>Ethical Convictions</u> Ethical and moral "I should"

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Verified Mistaken Core Beliefs Worksheet (Always, Never, Only)

List **only** the core mistaken beliefs **Verified by the Client** after reviewing the Possible Mistaken Core Belief Worksheet

<u>Self Concept</u> "I am"	<u>Self Ideal</u> "I should be" or "not be"	<u>Environmental Assessment</u> "Men, women, people are"; life is"	<u>Ethical Convictions</u> Ethical and moral "I should"

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VIII. STRENGTH WORKSHEET

Review **all Life Style Assessment Sections (including ER's)** and list client's strengths

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HUNCH WORKSHEET

List hunches (1, 2, 3...) made from various sections of the Life Style Assessment
Review with client and mark as (V) Verified, (D) Dismissed or (C) Corrected and rewrite it according to client.

HUNCH:

VERIFIED or DISMISSED orCORRECTED

1.

1.

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- Family Atmosphere: household climate; rules, parenting style, interactions between siblings and parents & children.
“Environmental Evaluation”

- Family Values: importance or value placed on; ethnicity, family, religion, status, education, work, etc.
“Ethical Convictions”

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II. **Childhood Attributes**

Bullet point list only the significant characteristics the client is either high or low in; looking for extremes and clusters to help in determining fictive goal and mistaken beliefs.

III. **Gender guiding line**

Bullet point list only the significant Family Constellation and Physical and Sexual Development influences on the clients Life Style regarding; gender beliefs, identity and sexual orientation.

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IV. **Early Recollection and Dream Interpretation:**

Bullet point list only the significant beliefs and themes derived from the ER's:

- ER #1 Interpretation

- ER #2 Interpretation

- ER #3 Interpretation

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V. Fictive Goal and the Mistaken Beliefs used to achieve it:

I. Identifying Life style:

* Everyone has the same Universal Goal and everyone has a **single** Fictive Goal. There are typically **multiple Mistaken Beliefs** supporting the **one Fictive Goal**. As a continuation of above, list **each** of as many additional Mistaken Beliefs the client verified, as follows:

(Universal Goal) In order to belong, be significant, safe/secure.

(Fictive Goal) I must be _____ therefore (in conclusion)

(Mistaken Belief) I must always, never, only.

(Mistaken Belief) I must always, never, only.

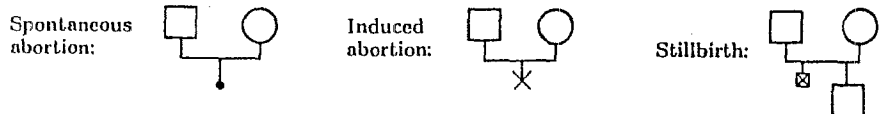
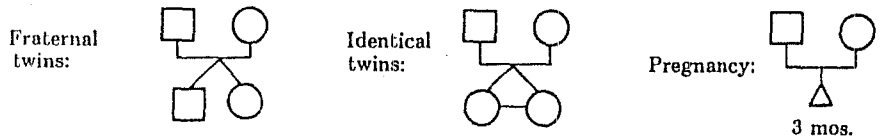
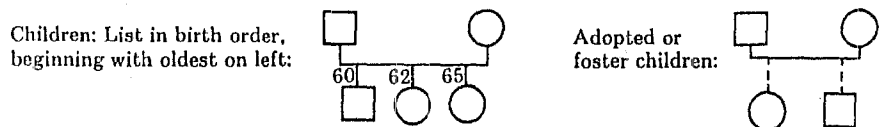
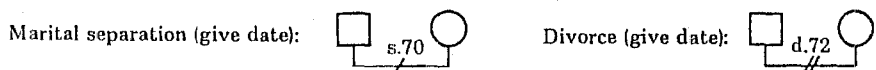
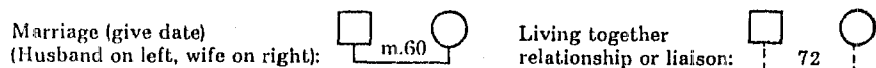
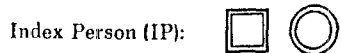
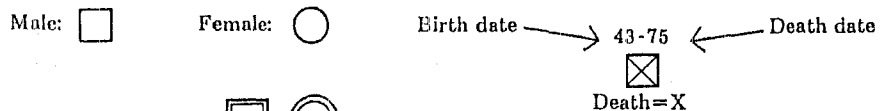
VI. Strengths and Positive Qualities:

Bullet point list only the strengths found in reviewing **all the Life Style Assessment Sections (including ER's)** that the client can use to overcoming any difficulties resulting from Mistaken Beliefs that are interfering in their life.

Additional Comments:

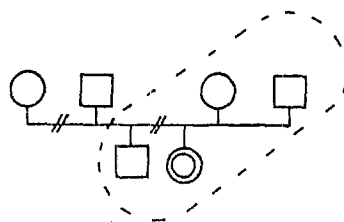
PART 1: GENOGRAM FORMAT

A. Symbols to describe basic family membership and structure (include on genogram significant others who lived with or cared for family members—place them on the right side of the genogram with a notation about who they are.)

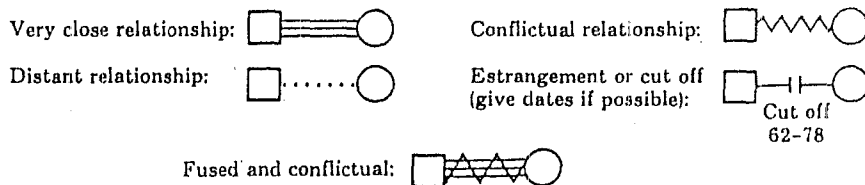


Members of current IP household (circle them):

Where changes in custody have occurred, please note:



B. Family interaction patterns. The following symbols are optional. The clinician may prefer to note them on a separate sheet. They are among the least precise information on the genogram, but may be key indicators of relationship patterns the clinician wants to remember:



C. Medical history. Since the genogram is meant to be an orienting map of the family, there is room to indicate only the most important factors. Thus, list only major or chronic illnesses and problems. Include dates in parentheses where feasible or applicable. Use DSM-III categories or recognized abbreviations where available (e.g., cancer: CA; stroke: CVA).

D. Other family information of special importance may also be noted on the genogram:

- 1) Ethnic background and migration date
- 2) Religion or religious change
- 3) Education
- 4) Occupation or unemployment
- 5) Military service
- 6) Retirement
- 7) Trouble with law
- 8) Physical abuse or incest
- 9) Obesity
- 10) Alcohol or Drug abuse (symbol =)
- 11) Smoking
- 12) Dates when family members left home: LH '74.
- 13) Current location of family members

It is useful to have a space at the bottom of the genogram for notes on *other key information*: This would include critical events, changes in the family structure since the genogram was made, hypotheses and other notations of major family issues or changes. These notations should always be dated, and should be kept to a minimum, since every extra piece of information on a genogram complicates it and therefore diminishes its readability.