

# T-JTA<sup>®</sup>

*Taylor-Johnson Temperament Analysis<sup>®</sup>*

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Individual Interpretive Report

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Name: Mary A. Sample  
ID Number: 333333333  
Age: 24  
Gender: Female  
Marital Status: Single  
Date Assessed: 10/06/2005

## **Young Adult Population**



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## **INTRODUCTION**

The Taylor-Johnson Temperament Analysis (T-JTA) measures nine common personality traits and assesses psychological adjustment. This report provides objective, self-report information about the respondent's feelings, attitudes, and behavior patterns. It also identifies personal strengths and weaknesses that can be explored in one-on-one or group discussions. The report can be used for developing a treatment plan or for evaluating progress in counseling.

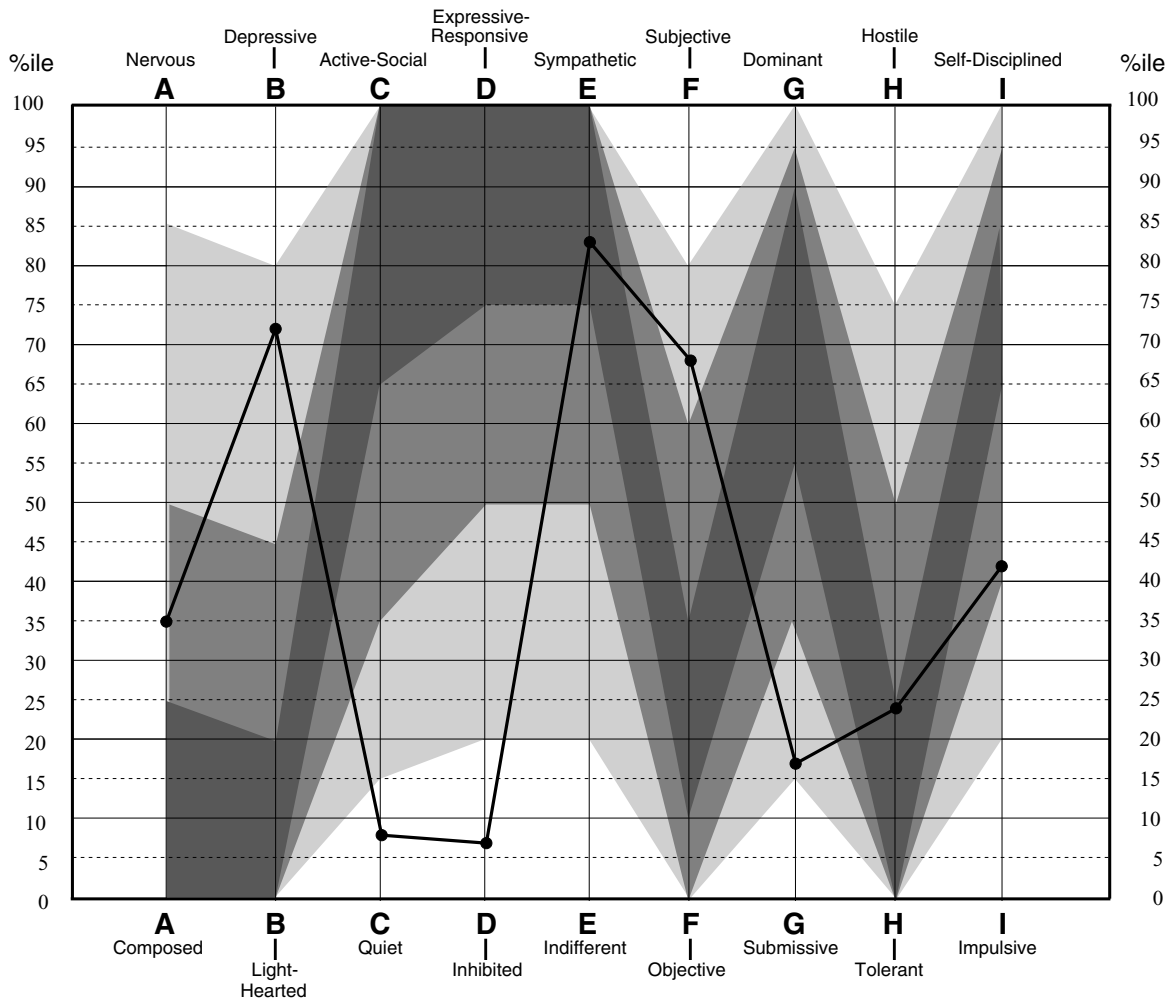
This report is designed for use by a qualified professional, and only the Client Summary at the end of the report should be shown to the respondent. All other information contained in the report should be considered strictly confidential.

This report is not a substitute for clinical judgment, and it should not be the sole basis for important decisions. The ultimate interpretation of these findings is the responsibility of the counselor and must take into consideration the total context of the instrument's administration and any other pertinent information concerning the individual.

## **VALIDITY CONSIDERATIONS**

The T-JTA includes two validity indicators -- the total Mid count and the Attitude scale score. (Omitted items are scored as Mid responses.) Mary chose the Mid response for 4 questions. This indicates that she understood the instructions and either had no difficulty answering the questions or made a consistent effort to answer them in a decisive manner.

Her moderate score on the Attitude scale suggests that she answered the questions in an open manner and that she was neither defensive nor overly self-critical.



Percentile:	35	72	8	7	83	68	17	24	42
Sten Score:	4	8	1	1	9	7	2	3	5
Raw Score:	10	12	16	22	36	17	14	4	25
Mids:	0	2	0	0	0	1	0	0	1
Total Mids:	4	Attitude Score:			5				



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## PROFILE SUMMARY

Mary's sympathy, compassion for others, and patience represent real strengths that indicate good potential for highly effective personal functioning. Such strengths can be capitalized on in counseling when changes in other areas are desired. Her calm manner and self-discipline also represent strengths that may be important to consider.

Three of her trait scores fall into the "Improvement Desirable" category, and two are in the "Improvement Needed" category. According to Mary's scores in the "Improvement Needed" category, her social withdrawal or inactivity, inhibition, and restraint may be significant weaknesses that should be addressed in counseling even if they are not the focus of the intervention.

## SCALE ANALYSIS

Mary's score on the Nervous/Composed scale is in the "Acceptable" range. Although she may experience some nervousness and tension, it is probably not a source of concern.

Her score on the Depressive/Light-Hearted scale indicates that although she probably does not experience deep despair or dejection, she may often feel sad, depressed, and unhappy.

Mary's score on the Active-Social/Quiet scale is in the very low range. This very low score indicates that she is somewhat withdrawn and prefers a quiet, inactive life. She does not like to participate in social events or activities and will avoid them if possible. In fact, she may experience discomfort in any social situation that involves more than one or two other people. In addition, she probably has a rather sedentary lifestyle. For example, she says that she does not exercise regularly, avoids physical exertion or strenuous activity, and prefers restful vacations to active ones.

Her score on the Expressive-Responsive/Inhibited scale suggests that she is unable to express tender feelings and tends to be reserved, restrained, and emotionally cautious or even repressed -- especially in close relationships. This interpretation is reflected in her tendency to keep her feelings bottled up inside. A low score like hers may indicate emotional blocking that results from early family conditioning or from a strong need to protect herself from emotional pain. A low score may also result from unresolved interpersonal conflicts. Such conflicts frequently block the ability to express one's feelings and to respond to the feelings of others. Low scorers may be undemonstrative or may have difficulty responding sexually.

High scores on the Sympathetic/Indifferent scale suggest social consciousness and concern for those who are less fortunate. Mary's score indicates a desire to help those in need. She is probably sought out by others in times of trouble or adversity. She appears to be kind and understanding. She is sensitive to the needs and feelings of others, and her capacity for empathy and compassion is high. For example, her responses indicate that she can empathize with others, feels compassion for people who are weak or insecure, is deeply concerned about the welfare of others, is a sympathetic listener, and is the kind of person other people turn to for emotional support. The combination of a high score on this scale and a low score on the Expressive-Responsive scale suggests emotional blocking. That is, Mary may be unable to demonstrate the depth of her feelings.

Mary's Subjective/Objective score suggests that she is somewhat preoccupied with her own thoughts and feelings and that her adjustment within the family, in social situations, at school, or on the job may be negatively affected. She may be somewhat self-conscious and uncomfortable in interpersonal relationships. This score may also indicate that her emotions occasionally interfere with her ability to deal with other people or to solve problems.

Her low score on the Dominant/Submissive scale suggests a somewhat poor self-image. Although a low score may be the result of deeply ingrained cultural conditioning, it usually implies that fear, self-doubt, and insecurity are causing the individual to be insufficiently assertive. Her poor self-image is reflected in responses such as "I would rather be a follower than a leader", "I seek to keep peace at any price", and "I am easily taken advantage of by others". On the other hand, she reports that she would not accept an unfair situation rather than complain. Individuals seeking counseling for feelings of inadequacy or a lack of self-confidence frequently score low on this trait. Mary probably also has feelings of inadequacy that result in shyness, discomfort in social situations, and fear of rejection. The combination of low scores on the Active-Social, Expressive-Responsive, and Dominant scales suggests that her emotional and social withdrawal and her low self-esteem should be explored further.

Mary's low Hostile/Tolerant score suggests that she is patient and tolerant and that she is not inclined to complain or criticize. She reports that she is free of racial and religious prejudice.

Mary's score on the Self-Disciplined/Impulsive scale suggests orderliness and an inclination to set goals and follow through. Her score may also suggest self-control and an ability to delay gratification in the interest of achieving future goals.

## **PATTERN ANALYSIS**

Research has found that certain combinations of scores have special significance. Although they do not represent diagnostic entities or syndromes, these patterns can sometimes aid in understanding the various personality traits that characterize an individual.

### **Withdrawal Pattern**

The Withdrawal pattern is indicated by Mary's low scores on the Active-Social, Expressive-Responsive, and Dominant scales. The severity of this pattern ranges from partial withdrawal or avoidance to extreme isolation from interpersonal contact and activities. Individuals exhibiting this pattern often feel self-conscious, inadequate, and inferior. They are excessively restrained, inhibited, and passive or uninvolved in relationships.

When individuals with these characteristics are unable to resolve interpersonal conflicts, they may become even more withdrawn -- eventually avoiding even the simple challenges of daily life. In such cases, psychological or psychiatric intervention may be required.

Profiles suggesting withdrawal are not uncommon for adolescents, senior citizens, or others who may be in a transitional stage of life. Such profiles may also reflect environmental influences that have had a conditioning effect on the individual. For example, the individual may have been raised in an environment where contact with other people was limited or rare, or his or her parents may have been

inadequate role models because they lacked social skills. Interpretation of this profile must therefore take into account the individual's cultural background, history, and current situation.

### **Emotionally Inhibited Pattern**

Mary's low score on the Expressive-Responsive scale and her high score on the Sympathetic scale suggest emotional blocking. She appears to have warm feelings that she is unable to reveal or share with others. Sexual or emotional compatibility problems sometimes accompany this pattern of scores.

### **OMITTED ITEMS**

139. Omitted Item

155. Omitted Item

It may be helpful to discuss these omissions with Mary.



#### **Special Note:**

The content of the test items is included in the actual reports. To protect the integrity of the test, the item content does not appear in this sample report.

## ITEM RESPONSES

1: 1	2: 3	3: 1	4: 1	5: 1	6: 1	7: 3	8: 1	9: 1	10: 1
11: 3	12: 1	13: 1	14: 1	15: 1	16: 1	17: 1	18: 1	19: 3	20: 1
21: 1	22: 3	23: 3	24: 3	25: 1	26: 3	27: 3	28: 3	29: 3	30: 1
31: 3	32: 1	33: 1	34: 3	35: 3	36: 1	37: 3	38: 1	39: 1	40: 3
41: 1	42: 1	43: 3	44: 1	45: 3	46: 1	47: 1	48: 1	49: 1	50: 3
51: 3	52: 1	53: 1	54: 3	55: 3	56: 3	57: 1	58: 1	59: 3	60: 1
61: 3	62: 3	63: 1	64: 3	65: 3	66: 1	67: 3	68: 3	69: 1	70: 1
71: 1	72: 3	73: 1	74: 3	75: 3	76: 1	77: 1	78: 1	79: 3	80: 1
81: 1	82: 1	83: 1	84: 1	85: 3	86: 3	87: 1	88: 1	89: 1	90: 1
91: 1	92: 3	93: 1	94: 1	95: 3	96: 1	97: 3	98: 1	99: 1	100: 1
101: 1	102: 1	103: 1	104: 3	105: 1	106: 3	107: 3	108: 1	109: 3	110: 3
111: 3	112: 1	113: 3	114: 3	115: 1	116: 1	117: 3	118: 1	119: 1	120: 3
121: 1	122: 1	123: 1	124: 1	125: 3	126: 1	127: 1	128: 1	129: 3	130: 3
131: 1	132: 1	133: 2	134: 3	135: 1	136: 3	137: 3	138: 3	139: /	140: 1
141: 1	142: 3	143: 1	144: 1	145: 1	146: 1	147: 3	148: 1	149: 1	150: 1
151: 3	152: 3	153: 1	154: 3	155: /	156: 3	157: 3	158: 3	159: 1	160: 2
161: 3	162: 1	163: 3	164: 1	165: 3	166: 1	167: 1	168: 1	169: 3	170: 3
171: 3	172: 1	173: 1	174: 3	175: 3	176: 3	177: 1	178: 3	179: 1	180: 3

**End of Report**