

Linguistic and cultural adaptation of the Inventory of Personality Organization (IPO) for the Brazilian culture

Sérgio Eduardo Silva de Oliveira* and Denise Ruschel Bandeira

¹Department of Developmental Psychology and Personality Psychology, Federal University of Rio Grande do Sul

Abstract

The Inventory of Personality Organization (IPO) is a self-report instrument to access psychological functions for the structural diagnosis according to the Model of Personality Organization.

Objective: The aim was to translate and adapt the IPO for use in the Brazilian language and culture.

Method: The synthesized version of the translations was examined by a committee of three experts to evaluate the clarity, appropriateness and semantic equivalence to the Brazilian culture. The resulting version was evaluated by a focal group, composed of four adults with secondary education, which analyzed the familiarity of items. Next, a pilot testing to a 10 subject group was performed to identify possible difficulties in understanding and filling the inventory. A back-translation of the adjusted instrument was submitted to the authors of the original IPO for validation.

Results: From 83 items translated, 48 were modified by the committee of experts, 12 by the focal group, 2 after the pilot testing and 2 after the back-translation procedure. In total, 50 (60.2%) items were modified.

Conclusions: Herein we have structured the trial version of IPO-Br. The resulting instrument is adjusted to the Brazilian sociocultural reality and maintain equivalence with the original version.

Keywords: Evaluation; Personality; Personality Disorder; Questionnaires; Translating

Introduction

According to the Model of Organization of Personality [1], personality refers to the behavioral patterns that result from a dynamic integration of factors, including temperament, cognitive abilities, character and internalized value systems. Behavioral patterns can be organized into four psychological structures, or deep structures [1], namely the Normal/Healthy Organization (HO), the Neurotic Organization (NO), the Borderline Organization (BO) and the Psychotic Organization (PO) [1,2]. Individuals are classified according to the severity of their psychological impairment, with those in the highest level of organization being the most healthy and well-adapted [3]. At the highest level, we find the HO, which consists of individuals healthy, adaptable and able to properly manage their relationships. At the next level is the NO, which is composed by individuals with obsessive-compulsive, depressive and hysterical personality disorders. Next, we find the BO, which includes individuals with severe personality disorders and can be further divided into Higher Level Borderline Organization (HBO) and Lower Level Borderline Organization (LBO). Whereas the HBO includes individuals diagnosed with avoidant, dependent, histrionic or narcissistic personality disorders, the LBO is considered more severe and refers to individuals who have paranoid, schizoid, borderline, antisocial and schizotypal personality disorders. At the lowest level is the PO, which includes cases that have atypical psychosis diagnoses and do not fall into the abovementioned types of personality disorders. These four levels of organization have been used to distinguish between diagnoses [1-6].

The assessment of psychological structures is based on three ego functions: ego identity (integrated versus diffuse), defense mechanisms (higher versus primitive) and reality testing ability (present versus impaired versus absent) [1-3]. Although both HO and NO tend to involve integrated identities, defense mechanisms focused on repression and normal reality testing abilities, they differ in the degree of flexibility and adaptiveness. Specifically, whereas NO individuals are

psychologically less flexible and adaptive, HO individuals tend to have a greater egoic flexibility, which enables a greater adaptiveness. For BO and PO, identity tends to be diffuse, and defense mechanisms tend to be primitive with reality testing ability present but impaired at the BO level and absent at the PO level [1-6].

The Structural Interview was the first method developed to evaluate the three ego functions (i.e., identity diffusion, defense mechanisms and reality testing) within the framework of the Model of Personality Organization [3]. This interview evaluates the ego functions by inducing the activation of latent dynamisms. The interview consists of three phases: 1) clarification, cognitive exploring of the patient's consciousness; 2) confrontation, enabling the patient to become aware of conflicts and inconsistencies; and 3) interpretation, resolving the conflicts and inconsistencies [3]. Next to be developed was the Inventory of Personality Organization (IPO) [7] self-report instrument used to evaluate the ego functions. This instrument consists of 83 items, each rated on a 5-point Likert-type scale (1 "never true" to 5 "always true"), that correspond to five subscales [8]. The first three, or the "Primary Clinical Scales", are used to assess one's primitive defenses, identity diffusion, and reality testing. These scales enable the clinical evaluation of the psychodynamics of personality structures and the related changes. The two other subscales, or the "Additional Scales", are used to assess one's aggressiveness and moral values, both being

*Corresponding author: Sérgio Eduardo Silva de Oliveira, Rua Ramiro Barcellos, 2.600, Bairro Santa Cecília, Porto Alegre-RS, Brasil, CEP 90.035-003, E-mail: sergioeduardos.oliveira@gmail.com

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dimensions that tend to be highly varied in personality disorders. Ongoing work by the same research team is under way to develop a new instrument, called the Structured Interview for Personality Organization (STIPO), for evaluating ego functions [9].

The IPO has been found to have good psychometric qualities [10]. Importantly, the IPO has been adapted and validated for use across different languages and cultures, including Japanese [11], Dutch [12], Canadian French [13] Belgian [14], Italian [15] and Spanish [Argentinian [16], Colombian[17] and Mexican[18], among others]. The goal of our study was to translate and adapt the IPO for use in the Brazilian language and culture. Additionally, via this article, we aim to show in detail the steps of instrument adaptation to provide a guideline for other researchers.

Method

The procedures previously described in the literature [19-22] were adapted to meet the specific needs of this study. The process was divided into two phases. In the first phase, the original inventory in American English [8] and the approved version in Argentinian Spanish [23] were translated into Brazilian Portuguese. The Argentinian version was used to inform possible structural rearrangements of the items to enable better fit with the Brazilian context. In the second phase, we focused on adapting the items to the Brazilian linguistic and cultural context by modifying the items to represent colloquial Brazilian Portuguese. Figure 1 shows a schematic of the procedures employed in the translation and adaptation that resulted in the trial version of the Inventory of Personality Organization – Brazil (IPO-Br).

As shown in Figure 1, in the first phase, we performed a total of four translations into Brazilian Portuguese. Four independent translators were recruited for this purpose [19], with two of them responsible for translating from American English version and the other two responsible for translating from the Argentinian Spanish version. All translators were proficient in the language (English or Spanish) and had lived in countries in which Spanish or English was spoken as a native language. In addition, three out of the four translators also had expertise in psychological assessment and psychometrics. Each translator received a translation protocol containing information about the instrument and instructions for the translation procedure. A synthesized version was created based on the completed translations and taking into account the theoretical aspects that underpin each item.

The synthesized version was examined by a committee of three experts [19] (Figure 1 - Phase B) who had extensive clinical experience and expertise in psychological assessment, psychometrics and psychoanalytic theory. The experts received an evaluation protocol and had to indicate on a 3-point scale (1 = Poor / inadequate, 2 = Average / acceptable, 3 = Good / appropriate) the clarity, appropriateness and semantic equivalence to the Brazilian culture for each of the translated items. For each item that was scored as “poor” or “average” (1 or 2), the experts provided justification and offered comments and suggestions for improvement. As a result of these comments and suggestions, a new version was prepared by considering both the relevance of the experts’ suggestions and the theoretical underpinnings of the items.

The resulting version of the IPO was presented to a focus group [22]. The first part of Table 1 displays the profile of the four members of the focus group. The sample was a convenience sample that was intentionally selected such that all members had secondary education as their highest level of education. Participants were asked to read the items and decide on a 5-point scale (1 = Unable to understand, 2 =

Confusing, 3 = In doubt, 4 = Able to understand, 5 = Understood) the extent to which each item was clear and understandable. Next, each participant read the instructions of the instrument and scored, based on the same 5-point scale, the extent to which the instructions were understandable. Examining the comprehensibility of the instructions after that of the items prevented the participants from responding to the scale by following the instructions of the instrument instead of evaluating the clarity and comprehensibility of the items themselves. Finally, the group was asked to discuss the items that were scored as 1, 2 or 3 on the comprehensibility scale. Based on the comments and suggestions from the focus group, the intermediate version of the IPO was developed.

The intermediate version of the IPO that resulted from the focus group was administered to 10 participants (see participant profile in the lower half of Table 1). First, participants were asked to read the instructions, respond to the instrument and mark the items that they had difficulty answering [24]. Any comments and observations gathered during this procedure were used to guide the necessary changes.

Finally, back-translation was performed as a procedure of validation [20]. Two independent translators were hired: a native English speaker who resided in Brazil and a Brazilian who was fluent in American English and had experience translating Brazilian Portuguese into English. Both translated versions were evaluated. Translations that best fit the Brazilian Language and retained the meaning of the original version were kept. Some items in the synthesized version were the result of merging two translations of the same item. Finally, a synthesized and back-translated version was presented to one of the authors of the original instrument (i.e., JF Clarkin) for validation [20-25] with any resulting observations considered in the development of the trial version of the Inventory of Personality Organization - Brazil (IPO-Br). This trial version is being tested in ongoing studies.

Region-specific expressions were avoided throughout the translation and adaptation process so that the instrument can be used throughout the Brazilian territory. The translators and experts were recruited in Porto Alegre – RS. The focus group and participants of the pilot application were recruited in Lavras – MG.

This study was approved by the Ethics Committee in Research (approval number 2010073) of the Institute of Psychology at the Federal University of Rio Grande do Sul (CEP-PSICO) in agreement with Resolution 196/96 of the Commission National Research Ethics (CONEP) and with Resolution 016/2000 of the Federal Council of Psychology (CFP). As advised, we sought and received permission from one of the authors of the original IPO (namely, John F. Clarkin) to work with the instrument [25].

The data were analyzed qualitatively. All notes and suggestions resulting from each procedure were evaluated by the authors of this study in light of their relevance to theory and practice. The procedures were performed between October 2010 and February 2011.

Results

The results corresponding to each technique employed in the study are presented below.

Translation

The Argentinian Spanish IPO version, which had been validated by the authors of original IPO, was used to identify instances when the items on the Brazilian Portuguese version departed in meaning from the original items. However, it is important to mention that the

process of compiling and formatting items to Brazilian Portuguese was based on the original version to keep the Brazilian version similar to the original model. Methodologically, the use of another established adaptation allows one to understand the possible means of item presentation.

In the preparation of the first Brazilian IPO, we evaluated each item by considering its respective underlying construct. To this end, a protocol was developed, resulting in six versions of IPO items, including American English (original), Argentinian Spanish, two translations from American English and two translations from Argentinian Spanish. To elaborate the first version, the items were prepared using the following methods: a) choosing one of four versions of an item; b) integrating two or more versions; and c) as was the case for few items, developing a new version (that did not resemble any of the four translated versions). This initial version of the whole scale was then evaluated by an expert committee.

Expert Committee (EC)

Three experts received an item assessment protocol that they followed to judge the items on their clarity (C), semantic equivalence (SE) to the American English version and adequacy with regards to the Brazilian context (BC). The experts were allowed to access information about the instrument, each subscale and their constructs.

Of the 83 items on the IPO, 60 (72.3%) received comments, and 48 (57.8%) had their presentation revised for improvement. In addition, we modified 5 items that did not receive comments. Table 2 shows (under the EC columns) the number of comments that each item

received and the items that were modified (highlighted).

Evaluation by an expert committee tests the adequacy of the translated version with respect to the context in which it is intended for use. Furthermore, this process strengthens the equivalence between the original and adapted versions [24]. As shown in Table 2, among the 48 modified items, 37 (77.1%) did not undergo any changes in its presentation in other procedures, indicating that these items were appropriate both with respect to the original version and the Brazilian culture.

Focus Group (FG)

Use of the instrument with a focus group proved to be useful for identifying potential problems in item comprehension. In addition, feedback from a focus group enabled us to adapt the items to the lifestyle of the population tested [22]. As seen in the first half of Table 1, focus group participants had all completed high school. In other words, the items were comprehensible to subjects with equivalent education levels. As shown in the columns FG of Table 2, this procedure resulted in the alteration of 12 (14.5%) items. Participants' suggestions focused on alternative wording and sentence restructuring. Of the 12 modified items, 9 (75%) did not undergo further changes in other procedures, suggesting that they were comprehensible and appropriate at both theoretical and cultural levels.

Pilot Testing (PT)

This procedure aimed to identify the items that were confusing and misleading in connotation [24]. As shown in Table 2 under the columns PT of Table 2, only 2 (2.4%) items were altered. Of the 83 items on the

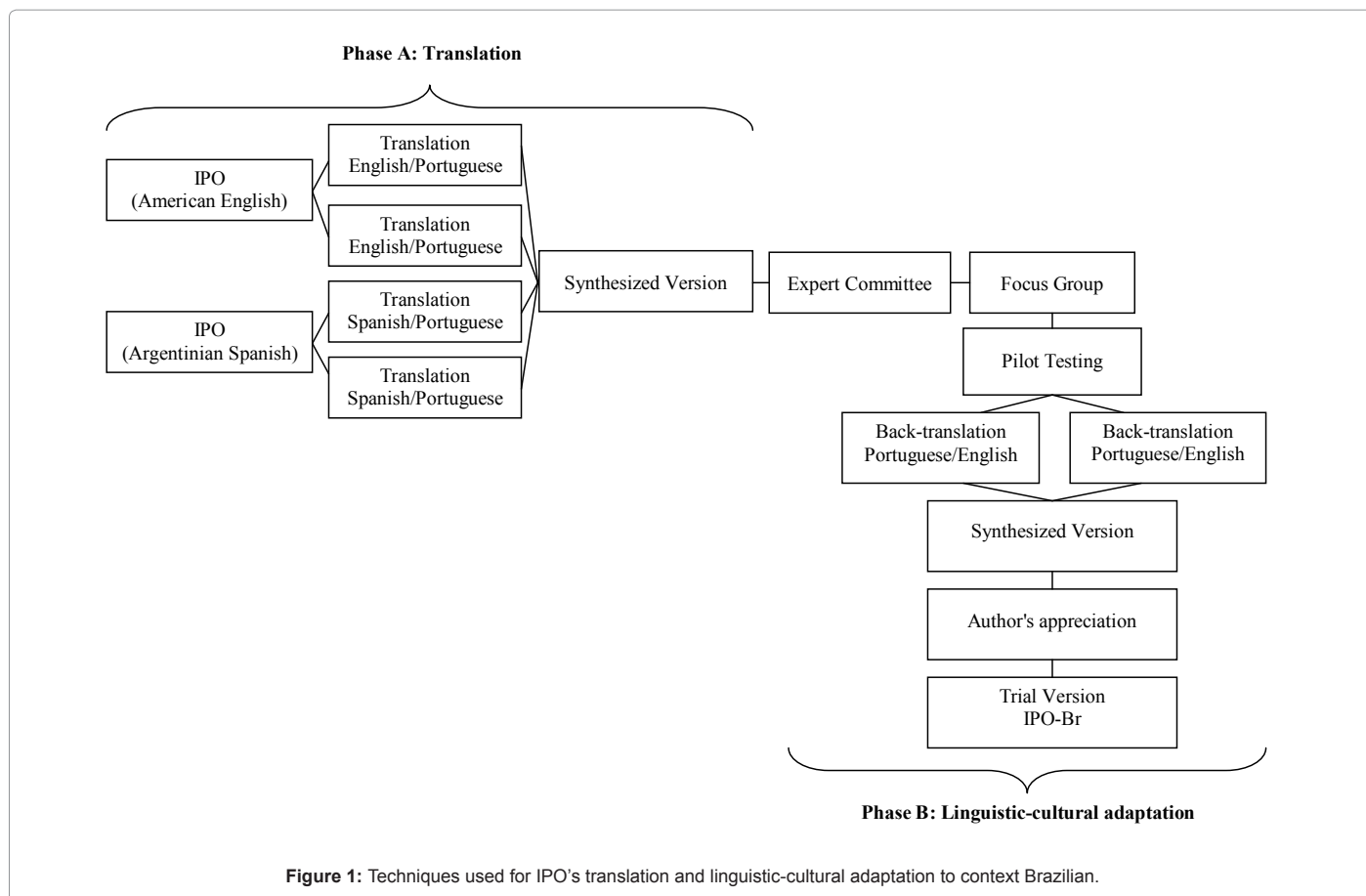


Figure 1: Techniques used for IPO's translation and linguistic-cultural adaptation to context Brazilian.

Focus Group (n = 4)					
Age	Gender	Educational Level	Marital Status	Occupation	SEL
M = 44.5 SD = 12.7	F = 75% M = 25%	HS = 100%	Mar. = 100%	HW. = 75% Ret. = 25%	B2 = 25% C1 = 75%
Pilot Testing (n = 10)					
Age	Gender	Educational Level	Marital Status	Occupation	SEL
M = 30.4 SD = 10.8	F = 50% M = 50%	HS = 30% TL = 10% GS = 10% UG = 30% MS = 10% DS = 10%	Sin. = 70% Mar. = 20% Oth. = 10%	Stu. = 40% Wrk. = 50% RW. = 10%	A2 = 10% B1 = 10% B2 = 50% C1 = 30%

Notes: F = Female; M = Male; HS = High school; TL = Technical level; GS = Graduate student; UG = University graduates; MS = Master's student; DS = Doctoral student; Mar. = Married; Sin. = Single; Oth. = Other; HW. = Housewife; Ret. = Retired; Stu. = Study; Wrk. = Work; RW. = Retired but working or studying; SEL = Socioeconomic Level; A2, B1, B2, C1 = SEL according to the classification of the Brazilian Institute named Instituto Brasileiro de Geografia e Estatística – IBGE (2008). The SEL was divided into eight categories of average family income (A1 = R\$ 14,366.00; A2 = R\$ 8,099.00; B1 = 4,558.00; B2 = 2,327.00; C1 = 1,391.00; C2 = R\$ 933.00; D = R\$ 618.00; and E = R\$ 403.00).

Table 1: Sociodemographic characteristics of the samples of procedures Focus Group (n = 4) and Pilot Testing (n = 10).

IPO, 14 (16.9%) were identified as being difficult to answer; however, only 2 were effectively modified. Among the items listed, some participants reported that they could not understand the meaning of the sentence. Others failed to understand individual words or pointed out other specific aspects. Finally, some participants understood a sentence but had difficulty providing a score because they could not apply the item to their lives. We analyzed the characteristics of reported difficulties and found 2 items that needed major adjustments. Both items remained unchanged in the next steps, which suggested that the adjustment was appropriate with respect to the study goals.

Back-translation (BT)

In the process of instrument adaptation, back-translation helps to ensure that the similarity and equivalence of the translated items with the original items [20]. The back-translated version comprised 42 items (50.6%) from the native English-speaking translator, 21 items (25.3%) from the Brazilian translator, 4 items (4.8%) that were identical across the two translators and 16 (19.3%) that were elaborated based on the overlap between the two translations. This version was presented to one of the authors of the original instrument (i.e., John F. Clarkin) for evaluation.

In the version presented for evaluation, item 70 was followed by an explanatory note. The word “hostile” from the original version was replaced by the expression “turn into a beast” in the Brazilian version. This change was based on expert suggestions (generated in the Expert Committee procedure) that Brazilians with low levels of education are unlikely to understand the meaning of the word “hostile”. In contrast, the expression “turn into a beast” is an expression of the colloquial Brazilian Portuguese and is thus comprehensible across social classes and levels of education.

In the evaluation, the author of the original instrument recommended the reformulation of 6 (7.2%) items (see column B of Table 2). Of these, 4 remained unchanged (items 1, 8, 12 and 24), as the author agreed after an explanation combined to another back-translated version of these items. For example, for the item 12, the word “erratic” in the original version was translated to “unstable” in the Brazilian version. The author of the original instrument pointed out that the word “erratic” referred to behavior that was “rather irregular”, which in Brazilian Portuguese and in line with Brazilian culture could be understood as “unstable”. Nonetheless, items 17 and 79 were modified following the author instructions due to the original meaning not being captured by the Brazilian version. At the end of this process

of evaluation and revision, the trial version of Inventory of Personality Organization - Brazil (IPO-Br) was produced.

Trial version of the Inventory of Personality Organization - Brazil (IPO-Br)

In the original IPO, items were organized in their respective subscales (see Table 3). In the Brazilian version, we chose to randomize the items to avoid that similar items be next to one another.

In Table 3, the items on the IPO-Br are listed under the columns with the heading “Brazil”. Randomization of the items was conducted using the website <http://www.random.org/>. Specifically, the option “Random Sequence Generator” was selected, with 1 as the lowest value and 83 as the highest value. Table 3 shows the results of this procedure, and Appendix shows the items of both versions (original and Brazilian).

Discussion

The process of translation and adaptation of tests must be conducted with rigor. This is because serious consequences might result from using an instrument across different languages and cultures without adequately preserving the essence of the original instrument or adapting the instrument to fit the new population [26]. As suggested in psychological research [26], cultural factors may interfere in the evaluation process. Thus, we designed a methodology to translate and adapt the IPO to the Brazilian culture.

In Brazil, there has been a lack of valid instruments for assessing different constructs [28-29], including personality disorders. The IPO has shown good psychometric qualities in different cultures [10-15,17,18,23] and has proven adequate for evaluating patients with personality disorders [11,12,14]. Given that the proposed structural diagnosis based on the Model of Organization of Personality [2-7]) focused on the understanding of the patient, the development of treatment programs and the establishment of prognosis, it is believed that the IPO may be a useful tool in the Brazilian context.

In terms of methodology, the translation of items in two versions (original and Argentine) was a new strategy. The Argentine version was selected for two reasons. First, because the Argentinian Spanish resembles the Brazilian Portuguese, this version allows us to observe possible standards and suggest ways of presenting items already approved by the original authors. Second, given researchers’ intention to compare South American countries using the IPO, the availability of an Argentine version as a comparison standard may further strengthen this initiative. In addition, the Brazilian IPO was based mainly on

Items	EC	FG	PT	BT	Total	Items	EC	FG	PT	BT	Total	Items	EC	FG	PT	BT	Total
1	2	1	1	1	5	29	2	0	0	0	2	57	1	0	0	0	1
2	2	2	0	0	4	30	0	0	0	0	0	58	1	0	0	0	1
3	2	1	0	0	3	31	0	0	0	0	0	59	2	1	0	0	3
4	1	0	0	0	1	32	1	0	0	0	1	60	2	0	1	0	3
5	2	0	0	0	2	33	0	0	0	0	0	61	1	0	0	0	1
6	3	1	0	0	4	34	0	0	0	0	0	62	0	0	1	0	1
7	1	0	0	0	1	35	0	0	0	0	0	63	0	0	0	0	0
8	2	0	0	1	3	36	0	0	0	0	0	64	0	0	0	0	0
9	2	0	0	0	2	37	0	0	0	0	0	65	1	0	0	0	1
10	2	1	1	0	4	38	1	0	0	0	1	66	1	0	0	0	1
11	1	0	0	0	1	39	0	1	0	0	1	67	0	0	0	0	0
12	1	0	1	1	3	40	2	0	0	0	2	68	0	1	0	0	1
13	1	0	1	0	2	41	1	3	0	0	4	69	2	0	0	0	2
14	1	1	0	0	2	42	1	0	1	0	2	70	2	0	0	0	2
15	2	0	0	0	2	43	0	0	0	0	0	71	1	0	0	0	1
16	1	0	0	0	1	44	1	0	0	0	1	72	2	0	0	0	2
17	1	1	0	1	3	45	1	0	0	0	1	73	0	0	0	0	0
18	2	0	0	0	2	46	1	0	1	0	2	74	1	0	0	0	1
19	2	0	0	0	2	47	1	0	0	0	1	75	1	0	0	0	1
20	0	0	0	0	0	48	1	0	0	0	1	76	0	0	1	0	1
21	1	0	0	0	0	49	2	0	0	0	2	77	1	1	0	0	2
22	0	0	0	0	0	50	1	0	0	0	1	78	2	1	0	0	3
23	0	0	0	0	0	51	2	1	0	0	3	79	1	2	1	1	5
24	3	0	0	1	4	52	2	0	0	0	2	80	0	0	0	0	0
25	1	0	0	0	1	53	1	0	0	0	1	81	0	0	1	0	1
26	1	0	0	0	1	54	1	0	0	0	1	82	1	0	1	0	2
27	2	1	0	0	3	55	1	0	1	0	2	83	0	0	1	0	1
28	0	0	0	0	0	56	1	0	0	0	1	(T)	48	12	2	2	64

Notes: EC = Expert Committee (each item would receive 0-3 points / 1 point per expert); FG = Focus Group (each item would receive 0-4 points / 1 point per participant); PT = Pilot Testing (each item would receive 0-10 points / 1 point per participant); B = Back-translation (each item would receive 0-1 point / 1 point per original author's opinion); Total = Total number of reported difficulty in item (each item would receive 0-18 points / sum of the four procedures); (T) = Total of modified items in each procedure (each procedure could vary 0-83 points / This is the sum of the boxes marked with gray). The boxes painted with gray indicate the items that have undergone some change in their presentation form.

Table 2: Modifications of the items in the procedures of IPO's linguistic-cultural adaptation.

original IPO items, which consist of psychopathological descriptions and complex scenarios. The Argentine version informed our decisions on the best ways to structure and present the items in the Brazilian version. The proper application of this procedure is essential for the development and success of the adaptation process [19-22,24-27]

The use of experts is a well-established element of instrument adaptation [19-22]. In this study, expert input was essential for adapting the items to the Brazilian culture in light of the underlying theoretical construct. Due to logistical constraints, the experts in this study were unable to gather for a discussion of the items but made notes individually in the protocol he/she received. As a result, the task of judging, modifying and elaborating on the items in the synthesized version was left to the authors. Therefore, whereas the systematic collection of notes and observations from each expert represented a strong point of this study, the lack of debate on the items was a limitation.

Although the use of focus groups does not receive as much attention in the literature on instrument adaptation as in the literature on other techniques, focus groups proved to be important for identifying issues of item interpretation. Assessing the familiarity of items [22] was essential in helping to identify the items that have a more complex linguistic structure.

Pilot testing is an important procedure in the process of adaptation [26]. In this study, pilot testing led to the clarification of items that

had been confusing or easily misinterpreted. Whereas the literature recommends recruiting approximately 30 to 40 people for pilot procedures, we observed that 10 people were sufficient to meet the demands of this instrument.

Despite the suggestion by some authors that back-translation should be performed immediately on the synthesized translation [24-26], back-translation was performed at the end of this study to allow the original authors to assess the Brazilian items with all the cultural changes. Using a complex procedure that takes into consideration the Brazilian culture and the original IPO, we have developed a trial version of the Inventory of Personality Organization – Brazil (IPO-Br). Importantly, this trial version has been approved by one of original authors of the IPO. The approval of the original author indicated that the methodology employed was accurate [30].

We have noticed that several adaptation articles did not show their procedures in a detail way[31,32]. With this article, we tried to show our procedures in order to provide a guideline for other researchers. This means that this way is not the only one, and small changes are expected depending on the context or the instrument.

Conclusion

In this study, we translated and adapted the Inventory of Personality Organization to the Brazilian context, culminating in a trial version of the IPO-Br. The procedures used followed the recommendations

Subscales	PD		ID		RT		Ag		MV	
Versions	USA	Brazil	USA	Brazil	USA	Brazil	USA	Brazil	USA	Brazil
Items	1	16	17	28	38	46	58	44	76	24
	2	3	18	18	39	55	59	38	77	74
	3	60	19	1	40	42	60	73	78	65
	4	52	20	4	41	9	61	82	79	23
	5	33	21	71	42	5	62	34	80	78
	6	10	22	72	43	70	63	62	81	36
	7	53	23	80	44	2	64	69	82	13
	8	8	24	25	45	81	65	41	83	19
	9	61	25	27	46	21	66	75		
	10	68	26	6	47	64	67	7	6*	10
	11	50	27	51	48	39	68	14	14*	32
	12	48	28	37	49	43	69	35	17**	28
	13	56	29	30	50	76	70	29		
	14	32	30	63	51	83	71	59		
	15	17	31	47	52	54	72	20		
	16	57	32	22	53	11	73	67		
			33	45	54	40	74	26		
			34	15	55	31	75	12		
			35	49	56	77				
			36	79	57	66				
			37	58						
Items Total	16	16	21	21	20	20	18	18	11	11

Notes: PD = Primitive Defenses; ID = Identity Diffusion; RT = Reality Testing; Ag = Aggression; MV = Moral Value; * Items belonging to PD and MV subscales; ** Item belonging to ID and MV subscales.

Table 3: Distribution of items in the IPO-Br and their correspondence to the original IPO.

in the literature with adaptations to meet the specific needs of this study. Ongoing work is being performed to examine the factorial and concurrent validity of the subscales in the IPO-Br. Future studies that involve the use of the IPO-Br with clinical populations are also in preparation.

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Appendix

Item	Original Version (USA)	Item	Brazilian Version
1	I am a "hero worshiper" even if I am later found wrong in my judgment.	16	I idolize some people, even after I realizing that I was wrong about them.
2	I feel that people I once thought highly of have disappointed me by not living up to what I expected of them.	3	I feel that people who I considered special have disappointed me because they were not who I expected them to be.
3	I feel it has been a long time since anyone really taught or told me anything I did not already know.	60	I feel like it has been a long time since someone has taught me something or told me something that I didn't already know.
4	It is hard for me to trust people because they so often turn against me or betray me.	52	I find it hard to trust people, because they often end up being against me or betraying me.
5	I need to admire people in order to feel secure.	33	I need to admire people in order to feel secure.
6	I find myself doing things which at other times I think are not too wise like having promiscuous sex, lying, drinking, having temper tantrums or breaking the law in minor ways.	10	I find myself doing things that at other times I do not think are very sensible, such as having promiscuous sex, lying, drinking alcohol, having outbursts of anger or minor offenses.
7	People tell me I have difficulty in seeing shortcomings in those I admire.	53	People say that I have difficulty to see faults in those people I admire.
8	I feel I don't get what I want.	8	I feel I don't get what I want.
9	People tell me I behave in contradictory ways.	61	People say that I behave in a contradictory manner.
10	I think people are basically either good or bad; there are few who are really in between.	68	I think people are either good or bad, and that few are in between.
11	People tend to use me unless I watch out for it.	50	People tend to use me if I'm not careful.
12	I act in ways that appear to others as unpredictable and erratic.	48	I act in ways that seem unpredictable and unstable to others.
13	I have favorite people whom I not only admire, but almost idealize.	56	I prefer some people, whom I not only admire, but almost idealize.
14	I find myself doing things which feel okay while I am doing them but which I later find hard to believe I did.	32	I find myself doing things that make me feel good while I'm doing them, but later I find it hard to believe I have done them.
15	People tend to respond to me by either overwhelming me with love or abandoning me.	17	People tend to treat me with either an excess of love or abandon me.
16	I tend to feel things in a somewhat extreme way, experiencing either great joy or intense despair.	57	I usually feel things to extremes: either with great joy or intense despair.
17	I feel like a fake or impostor, as though others see me as quite different from the way I really am.	28	I often feel like a fake or an impostor, as though others see me as quite different from the way I really am.
18	I feel I'm a different person at home as compared to how I am at work or at school.	18	I feel that at home I'm a different person compared to who I am at work or school.
19	I feel that my tastes and opinions are not really my own, but have been borrowed from other people.	1	I feel that my preferences and opinions aren't really mine, but as if I had borrowed them from other people.
20	Some of my friends would be surprised if they knew how differently I behave in different situations.	4	Some of my friends would be surprised if they knew how my behavior varies in different situations.
21	I fluctuate between being warm and giving at some times, and being cold and indifferent at other times.	71	Sometimes, I am affectionate and generous, but at other times, I am cold and indifferent.
22	People tell me I provoke or mislead them so as to get my way.	72	People say that I provoke or deceive them to get what I want.

23	I can't explain the changes in my behavior.	80	I can't explain the changes in my behavior.
24	I do things on impulse that I think are socially unacceptable.	25	I do things impulsively that don't are socially acceptable.
25	I get into relationships with people I don't really like because it's hard for me to say no.	27	For me it's hard to say no, that's why I end up in relationships with people I really don't like.
26	My life, if it were a book, seems to me more like a series of short stories written by different authors than like one long novel.	6	If my life were a book, it would be more like a collection of short stories written by different authors, than a long novel.
27	I pick up hobbies and interests and then drop them.	51	I have a tendency to start activities, hobbies and things that interest me, but abandon them shortly thereafter.
28	When others see me as having succeeded, I'm elated and, when they see me as failing, I feel devastated.	37	When others see me being successful, I get really happy and when they see me failing, I get devastated.
29	I am afraid that people who become important to me will suddenly change in their feelings towards me.	30	I'm afraid that the people I consider important suddenly change their feelings towards me.
30	It is hard for me to be sure about what others think of me, even people who have known me very well.	63	It's hard for me to be sure of what others think of me, even those people that know me very well.
31	Being alone is difficult for me.	47	Being alone is hard for me.
32	I see myself in different ways at different times.	22	I see myself in different ways at different times.
33	In the course of an intimate relationship, I'm afraid of losing a sense of myself.	45	During an intimate relationship, I'm afraid of losing sight of who I am.
34	My life goals change frequently from year to year.	15	My life goals often change each year.
35	My goals keep changing.	49	My goals are always changing.
36	After becoming involved with people, I am surprised to find out what they are really like.	79	After I get involved with people, I get surprised to find out how they really are.
37	Even people who know me well cannot guess how I'm going to behave.	58	Not even the people who know me well can guess how I will act.
38	When everything around me is unsettled and confused, I feel that way inside.	46	When everything around me is uncertain and confusing, I also feel that way inside.
39	I am not sure whether a voice I have heard, or something that I have seen, is my imagination or not.	55	When I hear voices or see things, I'm not sure if it's my imagination or if they are real.
40	When I'm nervous or confused, it seems like things in the outside world don't make sense either.	42	When I'm nervous or confused, it seems that world things don't make sense.
41	I feel almost as if I'm someone else, like a friend or relative, or even someone I don't know.	9	Sometimes I feel as if I'm someone else, perhaps a friend or relative, or even someone I don't know.
42	I think I see things which, when I take a closer look, turn out to be something else.	5	Sometimes I think I see something clearly, but when I take a closer look, it's not quite what it seemed.
43	When I am uncomfortable, I can't tell whether it is emotional or physical.	70	When I feel bad, I can't tell if it's emotional or physical.
44	I can see things or hear things that nobody else can see or hear.	2	I see and hear things that nobody else can see or hear.
45	I hear things that other people claim are not really there.	81	I hear things that other people say are not real.
46	I have heard or seen things when there is no apparent reason for it.	21	I have already heard or seen things when there was no apparent reason for them.
47	I find that I do things, which get other people upset, and I don't know why such things upset them.	64	I think I do things that make people upset, but I don't know why these things upset them.
48	I can't tell whether certain physical sensations I'm having are real, or whether I am imagining them.	39	I can't tell whether certain physical feelings I have are real or are just my imagination.
49	I feel that my wishes or thoughts will come true as if by magic.	43	I feel that my wishes or thoughts can become reality with a bit of magic.
50	People see me as being rude or inconsiderate, and I don't know why.	76	People think I'm rude or that I don't care about others, but I don't know why.
51	I understand and know things that nobody else is able to understand or know.	83	I know and understand things that nobody else is able to understand or know.
52	I know that I cannot tell others certain things about the world that I understand, because I know to others it would appear crazy.	54	I know I cannot tell others about certain things I understand about the world because they might think I am crazy.
53	I have seen things which do not exist in reality.	11	I have seen things that do not exist in reality.
54	I feel as if I have been somewhere or done something before when I really haven't.	40	Sometimes I feel as if I had gone somewhere or done something which in fact I have not.
55	I can't tell whether I simply want something to be true, or whether it really is true.	31	I can't tell whether I simply want something to be true or it is really true.
56	I believe that things will happen simply by thinking about them.	77	I believe that things will happen simply by thinking about them.
57	Somehow, I never know quite how to conduct myself with people.	66	Somehow, I never really know how to behave with people.
58	I have been told that I enjoy seeing other people suffer.	44	I've already been told that I like to see people suffer.
59	I have lost good friends because when we disagreed about how to solve a problem, I couldn't stand it and they ended the relationship.	38	Good friends have ended their relationship with me because I couldn't stand it when we didn't agree on the solution to a problem.
60	I have intentionally seriously harmed someone.	73	I have, purposely, hurt someone seriously.
61	If you want to maintain control, you have to make sure that people are afraid of you.	82	If you want to maintain control, you have to make sure that people are afraid of you.
62	I have seriously harmed someone but it was in self-defense.	34	I've already hurt someone seriously, but it was in self-defense.
63	I have been told that I try to control others by making them feel guilty.	62	I've been told that I try to control others by making them feel guilty.
64	I enjoy inflicting physical harm on others.	69	I like to physically hurt others.
65	I neglect my physical health.	41	I don't take much care of my physical health.

66	You can only obtain what you want by hurting yourself or threatening others with hurting yourself.	75	You can only achieve what you want by hurting yourself or threatening to hurt yourself.
67	I like having others afraid of me.	7	I like that others are afraid of me.
68	I can't resist scratching myself, or picking my skin, or doing other things which others consider hurtful but relieves tension.	14	I can't stop scratching or pinching myself, or doing other things that are considered painful, but for me, relieve the tension.
69	I find the suffering of other people exciting.	35	I feel pleasure from other people's suffering.
70	I am well controlled when everything is in order and in its place, but when people don't understand or mess things up I get angry and hostile.	29	I'm controlled when everything is my way, but when people don't understand or mess things up, I get angry and turn into a beast.
71	I enjoy making other people suffer.	59	I feel some kind of satisfaction in making others suffer.
72	It is a big relief to be able to hurt, cut or cause physical pain to myself.	20	I feel relieved hurting, cutting or causing physical pain to myself.
73	I enjoy activities that others consider dangerous.	67	I enjoy activities that others consider dangerous.
74	I have made life-threatening suicidal attempts.	26	I've already tried to commit suicide.
75	I am a friendly person, but I lose my patience, get hostile, and later regret it.	12	I am a friendly person, but when I lose my temper, I get furious. Later I regret it.
76	Everybody would steal if they were not afraid of being caught.	24	Everyone would steal if they weren't afraid of being caught.
77	What people have is divided so unfairly that I feel justified in taking things that aren't mine if I can do so safely.	74	The division of things between people is so unfair that I feel entitled to take things that are not mine, as long as I don't run the risk of getting caught doing it.
78	There are periods of time when my behavior agrees with what I've been taught is moral, and other times when I've acted in an immoral or amoral way.	65	There are times when my behavior is consistent with what I learned to be correct, and at other times, I act immorally or amorally.
79	People pretend feeling guilty when, in fact, they are only afraid of being caught.	23	When people do wrong things, they are afraid of being caught, so they pretend feeling guilty.
80	Since everybody is out to get things for themselves, it is better to be out for oneself than to be a sucker.	78	Since everyone think only of themselves, it's better to be that way and not be a sucker.
81	One cannot judge others' real feelings from their surface behavior because what you see can be manipulated.	36	One cannot judge other people's real feelings only by their behavior because what you see can be pretend.
82	Since everybody pretends to be concerned about others and moral values, you have to play along with that game.	13	Since everyone else pretends to be concerned about others and what is right and wrong, we have to play the same game.
83	Fortunately, I'm freed from many of the guilt feelings that bother others and restrict lives.	19	Fortunately, I'm free from many of the guilty feelings that bother others and restrict their lives.