

Supplementing Tables and Figures for Lost in Translation: The Conceptual Drift from the Identity Status

Interview to Questionnaire Measures

Johanna Carlsson¹, Maria Wängqvist¹, Moin Syed², and Ann Frisé¹

¹Department of Psychology, University of Gothenburg, Gothenburg, Sweden

²Department of Psychology, University of Minnesota, Minneapolis-Saint Paul, USA

Table S1

Guidelines for how to interpret clusters as identity statuses, outlined by Luyckx, Schwartz et al. (2008)

Status	CM	IC	EB	ED	RE
Achievement	High	High	High	High	Low
Foreclosure	High	High	Low	Low	Low
Moratorium	Low/Moderate	Low/Moderate	High	Moderate/High	Low/Moderate
Ruminative moratorium	Low/Moderate	Low/Moderate	High	Moderate/High	High
Carefree diffusion	Low	Low	Low/Moderate	Low/Moderate	Low/Moderate
Diffused diffusion	Low	Low	Low/Moderate	Low/Moderate	High

Note. CM = Commitment making, IC = Identification with commitment, EB = Exploration in breadth, ED = Exploration in depth, RE = Ruminative exploratio

Table S2

Descriptive overview of studies using group differential analyses to statistically derive identity status based on exploration and commitment processes as assessed in the DIDS (sorted by publication year)

Publication	Sample	Measurement	Number of dimensions used in group differential analysis	Type of group differential analysis	Reports un-standardized scores (M, SD/SE) for each identity status	Reports exact standardized scores for each identity status	Percent of participants coded to undifferentiated identity status
Luyckx, Schwartz et al., 2008	<i>Sample 1:</i> Belgian psychology students	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	<i>Sample 1:</i> 29.1
Luyckx, Seiffge-Krenke et al., 2008	<i>Sample 2:</i> Belgian late adolescents	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	<i>Sample 2:</i> 22.4
Luyckx et al., 2009	Belgian emerging adults, 36% with type 1 diabetes	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	<i>Diabetes:</i> 30.6
Luyckx et al., 2010	Belgian adolescents and emerging adult university students	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	<i>Control:</i> 22.6
Luyckx et al., 2010	Belgian emerging and young adults	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	20
Crocetti et al., 2011	Italian emerging adult university students	Original DIDS (Italian)	5 original dimensions	Cluster analysis	-	-	25
Luyckx et al., 2011	<i>Sample 1:</i> Belgian adolescents	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	-
Luyckx et al., 2011	<i>Sample 2:</i> Belgian adolescents with congenital cardiac disease	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	-
Schwartz et al., 2011	US emerging adult college students	Original DIDS (English)	5 original dimensions	Cluster analysis	-	Yes	29.7
Jankowski, 2013	Polish adolescents and emerging adults	Polish adaption of the DIDS, using 6-step Likert scale	5 original dimensions	Cluster analysis	-	-	-
Piotrowski, 2013	Polish adolescents and emerging adults	Polish adaption of the DIDS, using 6 step Likert-scale	5 original dimensions	Cluster analysis	-	-	-
Piotrowski et al., 2013	Polish emerging and young adults	Polish adaption of the DIDS, using 6 step Likert-scale	5 original dimensions	Cluster analysis	-	-	-
Schwartz et al., 2013	US emerging adult students with both parents born outside the US	Original DIDS (English)	5 original dimensions	Cluster analysis	-	-	30.7
Cicognani et al., 2014	<i>Sample 1:</i> Italian adolescents	Original DIDS (Dutch & Italian)	5 original dimensions	Cluster analysis	-	-	<i>Sample 1:</i> 20.9
Cicognani et al., 2014	<i>Sample 2:</i> Belgian adolescents and emerging adults	Original DIDS (Dutch & Italian)	5 original dimensions	Cluster analysis	-	-	<i>Sample 2:</i> -
Luyckx et al., 2015	Belgian adolescents	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	27
Pilarska & Suchanska, 2015	Polish emerging and young adults	Polish adaption of the DIDS, using 6-step Likert scale	5 original dimensions	Cluster analysis	Yes	-	25.4
Sestito et al., 2015	Italian emerging adult university students	Original DIDS (Italian)	5 original dimensions	Cluster analysis	-	-	22.3

Publication	Sample	Measurement	Number of dimensions used in group differential analysis	Type of group differential analysis	Reports un-standardized scores (M, SD/SE) for each identity status	Reports exact standardized scores for each identity status	Percent of participants coded to undifferentiated identity status
Zimmerman et al., 2015	<i>Sample 1</i> : French emerging adult students <i>Sample 2</i> : Swiss emerging adult students <i>Sample 3</i> : French adolescents	Original DIDS (French)	5 original dimensions	Cluster analysis	-	-	<i>Sample 1</i> : 22.2 <i>Sample 2</i> : 22.7 <i>Sample 3</i> : 18.2
Negru-Subtirica et al., 2016	Romanian emerging adults from Christian orthodox theological vocational schools	Original DIDS (Romanian)	5 original dimensions	Cluster analysis	-	-	-
Skhirtladze et al., 2016	Georgian emerging adult university students (social science)	Original DIDS (Georgian)	6 dimensions	Cluster analysis	-	-	24
Verschueren et al., 2016	Belgian eating-disorder patients and age-matched control (all female)	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	-
Mannerström et al., 2017	Finnish emerging adults	Original DIDS (Finnish)	6 dimensions	Cluster analysis	-	-	-
Sica et al., 2017	<i>Sample 1</i> : Italian emerging adults, 1st- and 2nd-year university students <i>Sample 2</i> : Italian emerging adults, 4th- and 5th-year university students	Original DIDS (Italian)	5 original dimensions	Cluster analysis	-	Yes	<i>Sample 1</i> : 30.5 <i>Sample 2</i> : 19.8
Skhirtladze et al., 2017	Georgian emerging adult university students	Original DIDS (Georgian)	6 dimensions	Cluster analysis	-	-	<i>Not reported</i>
Verschueren et al., 2017	Belgian adolescents and emerging adults	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	26.2
Claes et al., 2018	German adult outpatients with pathological buying, and matched control group	Original DIDS (German)	5 original dimensions	Cluster analysis	-	-	-
Meens et al., 2018	Applicants to bachelor programs in the Netherlands	Original DIDS (Dutch)	5 original dimensions	Latent profile analysis	Yes	-	28.0
Claes et al., 2019	Belgian pre-bariatric patients	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	33
Sznitman et al., 2019	Swiss adolescents	Original DIDS (French)	6 dimensions	Cluster analysis	-	-	-
Verschueren et al., 2020	Belgian adolescents and emerging adults with type 1 diabetes and matched controls	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	29.9
Bogaerts et al., 2021	Belgian emerging adults	Original DIDS (Dutch)	5 original dimensions	Cluster analysis	-	-	26.3
Park et al., 2021	South Korean emerging adults	Korean adaption of the DIDS, using 7 step Likert-scale	5 original dimensions	Cluster analysis	-	Yes	25.6
Cadichon et al., 2022	Haitian adolescents and emerging adults, survivors of the 2010 earthquake	Original DIDS (French)	6 dimensions	Cluster analysis	-	-	-

Publication	Sample	Measurement	Number of dimensions used in group differential analysis	Type of group differential analysis	Reports un-standardized scores (M, SD/SE) for each identity status	Reports exact standardized scores for each identity status	Percent of participants coded to undifferentiated identity status
Rivnyák et al., 2022	Hungarian adolescents and emerging adults	Original DIDS (Hungarian)	5 original dimensions	Cluster analysis	-	-	30.9
Boz & Kiremitci, 2023	Turkish adolescents and emerging adults, athletes and non-athletes	Original DIDS (Turkish)	5 original dimensions	Cluster analysis	-	-	23.2
Prikken et al., 2023	Belgian adolescents and emerging adults, childhood cancer survivors and control group	Original DIDS (Dutch)	5 dimensions	Cluster analysis	-	-	-
Raemen et al., 2023	<i>Sample 1:</i> Belgian adolescents and emerging adults <i>Sample 2:</i> Belgian adolescents and emerging adults	Original DIDS (Dutch)	5 dimensions	Cluster analysis	-	-	<i>Sample 1:</i> 24.0 <i>Sample 2:</i> 22.2

Note. When the language was not specifically stated in the study, assumptions were made based on the description of the study's location and/or the participants' nationality.

Table S3

Scoring patterns interpreted as different identity statuses in studies using group differential analyses to statistically derive identity status, based on five exploration and commitment processes as assessed in the DIDS (sorted by publication year)

	Achievement					Foreclosure					Moratorium					Diffused/Troubled Diffusion					Carefree Diffusion					Undifferentiated				
	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE
Guidelines Luyckx, Schwartz et al., 2008 ^a	H	H	H	H	L	H	H	L	L	L	L/ M	L/ M	H	M/ H	L/ M	L	L	L/ M	L/ M	H	L	L	L/ M	L/ M	L/ M	-	-	-	-	-
Luyckx, Schwartz et al., 2008 ^{Sample1}	H	H	H	H	L	H	H	L	L	L	M-	L	H	H	H	L	L	M	M-	H	M-	L	L	L	M-	M	M	H	M+	M
Luyckx, Schwartz et al., 2008 ^{Sample2}	H	H	H	H	L	H	M+	L	M-	L	M+	M+	H	H	H	L	L	M	M	H	L	L	L	L	M-	M	M	M	M	M
Luyckx, Seiffge- Krenke et al., 2008	H	H	H	H	L	H	H	L	L	L	M+	M+	H	H	H	L	L	M+	M+	H	L	L	L	L	M	M	M	M	M	M
Luyckx et al., 2009	H	H	H	H	L	H	H	M	M	L	M+	M+	H	H	H	L	L	M	M	H	L	L	L	L	M-	M	M-	M-	M-	M
Luyckx et al., 2010	H	H	H	H	L	H	H	L	M-	L	M	M	H	H	H	L	L	M+	M	H	M-	L	L	L	M-	-	-	-	-	-
Crocetti et al., 2011	H	H	H	H	M	H	H	M-	M-	L	M-	M	H	H	H	L	L	M-	L	H	M-	L	L	L	L	M	M	M	M	M
Luyckx et al., 2011 ^{Sample1}	H	H	H	H	L	M+	M+	M-	M-	M	M+	M+	H	H	H	L	L	M	M-	H	L	L	L	L	L	-	-	-	-	-
Luyckx et al., 2011 ^{Sample2}	H	H	H	H	L	M+	M+	M-	M-	M-	M	M	H	H	H	L	L	L	L	H	L	L	L	L	L	-	-	-	-	-
Schwartz et al., 2011	H	H	H	H	L	H	H	L	L	L	H	H	H	H	H	L	L	M+	M	H	L	L	L	L	M	M	M	M	M	M
Jankowski, 2013 ^b	H	H	H	H	M-	H	M+	M-	M-	L	L	M-	H	M+	H	L	L	L	L	M+	-	-	-	-	-	-	-	-	-	-
Piotrowski, 2013 ^b	H	H	H	H	L	M+	H	L	L	L	M-	M	H	H	H	L	L	L	L	H	-	-	-	-	-	-	-	-	-	-
Piotrowski et al., 2013	H	H	M+	M+	L	-	-	-	-	-	M	M	H	H	H	L	L	L	L	H	M	M	L	L	L	-	-	-	-	-
Schwartz et al., 2013	H	H	H	H	L	H	H	L	L	L	H	H	H	H	H	L	L	M+	M	H	L	L	L	L	M	M	M	M	M	M+
Cicognani et al., 2014 ^{Sample1}	H	H	H	H	M+	H	H	M	M-	L	M	M	H	H	H	L	L	M-	L	H	L	L	L	L	L	M-	M	M-	M+	M

	Achievement					Foreclosure					Moratorium					Diffused/Troubled Diffusion					Carefree Diffusion					Undifferentiated				
	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE
Guidelines Luyckx, Schwartz et al., 2008 ^a	H	H	H	H	L	H	H	L	L	L	L/ M	L/ M	H	M/ H	L/ M	L	L	L/ M	L/ M	H	L	L	L/ M	L/ M	L/ M	-	-	-	-	-
Cicognani et al., 2014 ^{Sample2}	H	H	H	H	L	M+	M+	L	L	L	M-	M-	H	M+	H	L	L	L	M-	M+	L	L	L	L	L	-	-	-	-	-
Luyckx et al., 2015	H	H	H	H	L	H	H	L	M-	L	M	M	H	H	H	L	L	M	M	H	L	L	L	L	M-	M	M	M-	M	M-
Pilarska & Suchanska, 2015	H	H	H	H	M-	H	H	L	L	L	L	L	H	H	H	L	L	M+	-	H	L	L	L	L	M	M	M	M-	M-	M
Sestito et al., 2015 ^c	H	H	H	H	L	M+	H	L	L	L	M-	M	H	H	H	L	L	L	L	H	-	-	-	-	-	M	M	M	L	M-
																L	L	M-	M	H										
Zimmerman et al., 2015 ^{Sample1}	H	H	H	M	L	H	H	L	L	L	M+	M+	H	H	H	L	L	M+	H	H	L	L	L	L	M+	M	M-	M-	M-	M
Zimmerman et al., 2015 ^{Sample2}	H	H	H	H	L	H	H	H	L	L	L	L	H	H	H	L	L	L	M	H	M+	M+	L	L	L	M	M	M	M	M
Zimmerman et al., 2015 ^{Sample3}	H	H	H	M	L	H	H	L	L	L	M	M	H	H	H	L	L	M+	M+	H	L	L	L	L	M-	M	M	L	M	M
Negru- Subtirica et al., 2016	H	H	H	H	L	M+	M+	L	L	L	M	M+	H	H	H	L	L	H	M+	H	L	L	L	L	M	-	-	-	-	-
Verschueren et al., 2016 ^d	H	H	H	H	L	H	H	L	L	L	M-	M-	H	M+	H	L	L	L	L	H	-	-	-	-	-	-	-	-	-	-
Sica et al., 2017 ^{Sample1}	H	H	H	H	L	H	H	M-	M	L	M	M-	H	M	H	L	L	H	L	H	M-	L	L	L	M-	M+	M+	M-	M+	M
Sica et al., 2017 ^{Sample2}	H	H	M+	H	M-	H	H	L	L	L	M	M	H	H	H	L	L	M-	M-	H	L	L	L	L	M-	M	L	L	M-	M
Verschueren et al., 2017	H	H	H	H	L	H	H	L	M-	L	M+	M+	H	H	H	L	L	M+	M	H	L	L	L	L	M	M	M	M	M	M
Claes et al., 2018 ^b	M+	M+	H	M	M-	M+	M+	L	M-	L	H	H	H	H	M+	L	L	M+	M	H	-	-	-	-	-	-	-	-	-	-
Meens et al., 2018 ^c	H	H	H	H	M-	H	H	M-	M	L	M-	L	H	M+	H	L	L	L	L	H	M-	M-	L	L	M-	M+	M+	M	M+	M
Claes et al., 2019	H	H	H	H	L	M	M	L	L	L	M+	M+	H	H	H	L	L	L	M-	H	-	-	-	-	-	M	M	M	M	M-
Verschueren et al., 2020	H	H	H	H	M-	H	H	M-	M	L	L	M-	H	H	H	L	L	M-	L	H	L	L	L	L	M-	M	M	M-	M-	M

	Achievement					Foreclosure					Moratorium					Diffused/Troubled Diffusion					Carefree Diffusion					Undifferentiated				
	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE	CM	IC	EB	ED	RE
Guidelines Luyckx, Schwartz et al., 2008 ^a	H	H	H	H	L	H	H	L	L	L	L/ M	L/ M	H	M/ H	L/ M	L	L	L/ M	L/ M	H	L	L	L/ M	L/ M	L/ M	-	-	-	-	-
Bogaerts et al., 2021	H	H	H	H	L	H	H	L	L	L	M+	M+	H	H	M+	L	L	H	H	H	L	L	L	L	M+	M	M	M-	M	M
Park et al., 2021 ^{b, f}	H	H	H	H	L	-	-	-	-	-	H	H	H	H	M+	L	L	L	L	H	-	-	-	-	-	M	M	M-	M-	M-
Rivnyák et al., 2022 ^{b, f}	H	H	M	H	L	H	H	L	L	L	M	M-	H	H	H	L	L	L	L	H	-	-	-	-	-	M	M	M+	M-	M
Boz & Kiremitci, 2023	H	H	H	H	M-	H	H	L	L	L	M	M	H	H	H	L	L	M	M-	H	L	L	L	L	M-	M	M	M	M	M
Prikken et al., 2023 ^b	H	H	H	H	L	M+	M	L	L	L	M-	M-	H	M+	H	L	L	L	L	M+	-	-	-	-	-	-	-	-	-	-
Raemen et al., 2023 ^{Sample1}	H	H	H	H	L	H	H	L	M	L	M	M	H	H	H	L	L	M	M-	H	L	L	L	L	M-	M	M	M	M-	M
Raemen et al., 2023 ^{Sample2}	H	H	M+	H	L	H	M+	L	L	L	M+	H	H	H	H	L	L	M+	M+	H	L	L	L	L	M-	M	M	M	M	M+

Note. CM = Commitment making, IC = Identification with commitment, EB = Exploration in breadth, ED = Exploration in depth, RE = Ruminative exploration. Approximate cut-off levels from overall sample mean are: L = Below -.5, M- = -.20 to -.5, M = Intermediate, M+ = .20 to .5, H = above .5. Letters in italics indicate that a ruler had to be used to measure the chart's bars to determine the effect of the specific process. The color coding show where similar patterns have been labeled as different identity statuses.

^a The original guidelines include two forms of moratorium: Moratorium (low RE) and Ruminative moratorium (high RE); however, the non-ruminative form is not detected in the early studies.

^b Does not specify whether the diffusion cluster was diffused/troubled or carefree, but since the pattern was most in line with what is most often interpreted as diffused/troubled diffusion it is presented in this column.

^c Presents two diffused/troubled diffusion, named diffused diffusion and diffusion.

^d Contains a cluster named identity disorder, which shows a more extreme version of the diffused diffusion pattern in this cluster solution. This cluster is not included in this review.

^e Based on latent profile analysis (LPA).

^f Presents two moratorium clusters, named (searching) moratorium and ruminative moratorium

Table S4

Scoring patterns interpreted as different identity statuses in studies using group differential analyses to statistically derive identity status, based on six exploration and commitment processes as assessed in the DIDS (sorted by publication year)

	Achievement						Foreclosure						Moratorium						Diffused/Troubled Diffusion						Carefree Diffusion						Undifferentiated					
	CM	IC	EB	RED	RC	RE	CM	IC	EB	RED	RC	RE	CM	IC	EB	RED	RC	RE	CM	IC	EB	RED	RC	RE	CM	IC	EB	RED	RC	RE	CM	IC	EB	RED	RC	RE
Skhirtladze et al., 2016	H	H	M	H	M-	L	H	M+	L	M	L	L	M+	M+	H	M+	H	H	L	L	H	M-	H	H	L	L	L	L	M	M	M+	M	M	M	M-	M-
Mannerström et al., 2017 ^a	H	H	M	H	L	L	H	M+	L	M-	L	L	M+	M+	H	H	H	M+	L	L	H	M	H	H	L	L	L	L	M	-	-	-	-	-	-	
																									M-	M-	M-	L	M	M						
Skhirtladze et al., 2017 ^b	H	H	M-	H	H	L	H	H	L	L	L	L	M+	H	H	H	H	H	L	L	H	M+	H	H	L	L	L	L	L	M	M	M	M	M-	L	M
Sznitman et al., 2019 ^c	H	H	H	H	L	L	H	M+	L	M	L	L	H	H	H	H	H	M+	L	L	L	L	L	M+	M	M	M	L	M-	M	-	-	-	-	-	-
													L	L	M	M	M+	H																		
Cadichon et al., 2022 ^d	M+	M+	M+	M+	L	L	M	M-	L	M	M-	L	M	M	M	L	M-	M	L	L	M-	M-	M	M+	L	L	L	L	L	L	-	-	-	-	-	-
	M+	M+	M+	H	H	H																														

Note. CM = Commitment making, IC = Identification with commitment, EB = Exploration in breadth, RED = Reflective exploration in depth, RC = Reconsideration of commitment, RE = Ruminative exploration.

Approximate cut-off levels from overall sample mean are: L = Below -.5, M- = -.20 to -.5, M = Intermediate, M+ = .20 to .5, H = above .5. Letters in italics indicate that a ruler had to be used to measure the chart's bars to determine the effect of the specific process.

^a Presents two carefree diffusion clusters, the second of which is called moderate carefree diffusion.

^b Cluster centers from Skhirtladze et al. (2016) were used, due to small sample size.

^c Presents two moratorium clusters, named searching moratorium/reconsidering achievement and ruminative moratorium.

^d Presents a second achievement cluster, named troubled achievement.

Table S5

Standardized Factors Loadings for DIDS Five Factor CFA models by Sample

	Full Sample					Sample 2 & 3					Sample 1				
	CM	EB	RE	IC	ED	CM	EB	RE	IC	ED	CM	EB	RE	IC	ED
Item 1	0.79	--	--	--	--	0.82	--	--	--	--	0.65	--	--	--	--
Item 2	0.69	--	--	--	--	0.71	--	--	--	--	0.70	--	--	--	--
Item 3	0.80	--	--	--	--	0.83	--	--	--	--	0.67	--	--	--	--
Item 4	0.66	--	--	--	--	0.65	--	--	--	--	0.70	--	--	--	--
Item 5	0.77	--	--	--	--	0.77	--	--	--	--	0.76	--	--	--	--
Item 6	--	0.61	--	--	--	--	0.57	--	--	--	--	0.71	--	--	--
Item 7	--	0.49	--	--	--	--	0.46	--	--	--	--	0.59	--	--	--
Item 8	--	0.80	--	--	--	--	0.82	--	--	--	--	0.71	--	--	--
Item 9	--	0.54	--	--	--	--	0.50	--	--	--	--	0.54	--	--	--
Item 10	--	0.73	--	--	--	--	0.71	--	--	--	--	0.68	--	--	--
Item 11	--	--	0.76	--	--	--	--	0.77	--	--	--	--	0.72	--	--
Item 12	--	--	0.76	--	--	--	--	0.77	--	--	--	--	0.72	--	--
Item 13	--	--	0.82	--	--	--	--	0.83	--	--	--	--	0.76	--	--
Item 14	--	--	0.82	--	--	--	--	0.85	--	--	--	--	0.68	--	--
Item 15	--	--	0.46	--	--	--	--	0.40	--	--	--	--	0.58	--	--
Item 16	--	--	--	0.64	--	--	--	--	0.64	--	--	--	--	0.60	--
Item 17	--	--	--	0.78	--	--	--	--	0.80	--	--	--	--	0.73	--
Item 18	--	--	--	0.74	--	--	--	--	0.76	--	--	--	--	0.71	--
Item 19	--	--	--	0.79	--	--	--	--	0.80	--	--	--	--	0.72	--
Item 20	--	--	--	0.74	--	--	--	--	0.78	--	--	--	--	0.59	--
Item 21	--	--	--	--	0.04	--	--	--	--	0.10	--	--	--	--	0.07
Item 22	--	--	--	--	0.08	--	--	--	--	0.16	--	--	--	--	-0.08
Item 23	--	--	--	--	-0.72	--	--	--	--	-0.67	--	--	--	--	-0.80
Item 24	--	--	--	--	-0.48	--	--	--	--	-0.51	--	--	--	--	-0.23
Item 25	--	--	--	--	-0.79	--	--	--	--	-0.80	--	--	--	--	-0.76

Note. CM = Commitment making, EB = Exploration in breadth, RE = Ruminative exploration, IC = Identification with commitment ED = Exploration in depth.

Table S6

Standardized Factors Loadings for DIDS Six Factor CFA models by Sample

	Full Sample						Sample 2 & 3						Sample 1					
	CM	EB	RE	IC	RED	RC	CM	EB	RE	IC	RED	RC	CM	EB	RE	IC	RED	RC
Item 1	0.78	--	--	--	--	--	0.82	--	--	--	--	--	0.64	--	--	--	--	--
Item 2	0.70	--	--	--	--	--	0.71	--	--	--	--	--	0.71	--	--	--	--	--
Item 3	0.80	--	--	--	--	--	0.83	--	--	--	--	--	0.66	--	--	--	--	--
Item 4	0.66	--	--	--	--	--	0.66	--	--	--	--	--	0.71	--	--	--	--	--
Item 5	0.76	--	--	--	--	--	0.76	--	--	--	--	--	0.75	--	--	--	--	--
Item 6	--	0.62	--	--	--	--	--	0.58	--	--	--	--	--	0.71	--	--	--	--
Item 7	--	0.51	--	--	--	--	--	0.47	--	--	--	--	--	0.59	--	--	--	--
Item 8	--	0.79	--	--	--	--	--	0.81	--	--	--	--	--	0.70	--	--	--	--
Item 9	--	0.54	--	--	--	--	--	0.51	--	--	--	--	--	0.54	--	--	--	--
Item 10	--	0.72	--	--	--	--	--	0.72	--	--	--	--	--	0.68	--	--	--	--
Item 11	--	--	0.76	--	--	--	--	--	0.77	--	--	--	--	--	0.72	--	--	--
Item 12	--	--	0.76	--	--	--	--	--	0.77	--	--	--	--	--	0.71	--	--	--
Item 13	--	--	0.82	--	--	--	--	--	0.83	--	--	--	--	--	0.76	--	--	--
Item 14	--	--	0.82	--	--	--	--	--	0.85	--	--	--	--	--	0.68	--	--	--
Item 15	--	--	0.46	--	--	--	--	--	0.40	--	--	--	--	--	0.57	--	--	--
Item 16	--	--	--	0.64	--	--	--	--	--	0.64	--	--	--	--	--	0.61	--	--
Item 17	--	--	--	0.78	--	--	--	--	--	0.80	--	--	--	--	--	0.73	--	--
Item 18	--	--	--	0.74	--	--	--	--	--	0.76	--	--	--	--	--	0.70	--	--
Item 19	--	--	--	0.79	--	--	--	--	--	0.80	--	--	--	--	--	0.72	--	--
Item 20	--	--	--	0.74	--	--	--	--	--	0.78	--	--	--	--	--	0.59	--	--
Item 21	--	--	--	--	0.68	--	--	--	--	--	0.60	--	--	--	--	--	0.89	--
Item 22	--	--	--	--	0.52	--	--	--	--	--	0.55	--	--	--	--	--	0.44	--
Item 23	--	--	--	--	--	0.73	--	--	--	--	--	0.68	--	--	--	--	--	0.81
Item 24	--	--	--	--	--	0.48	--	--	--	--	--	0.52	--	--	--	--	--	0.23
Item 25	--	--	--	--	--	0.79	--	--	--	--	--	0.80	--	--	--	--	--	0.75

Note. CM = Commitment making, EB = Exploration in breadth, RE = Ruminative exploration, IC = Identification with commitment, RED = Reflective exploration in depth, RC = Reconsideration of commitment,

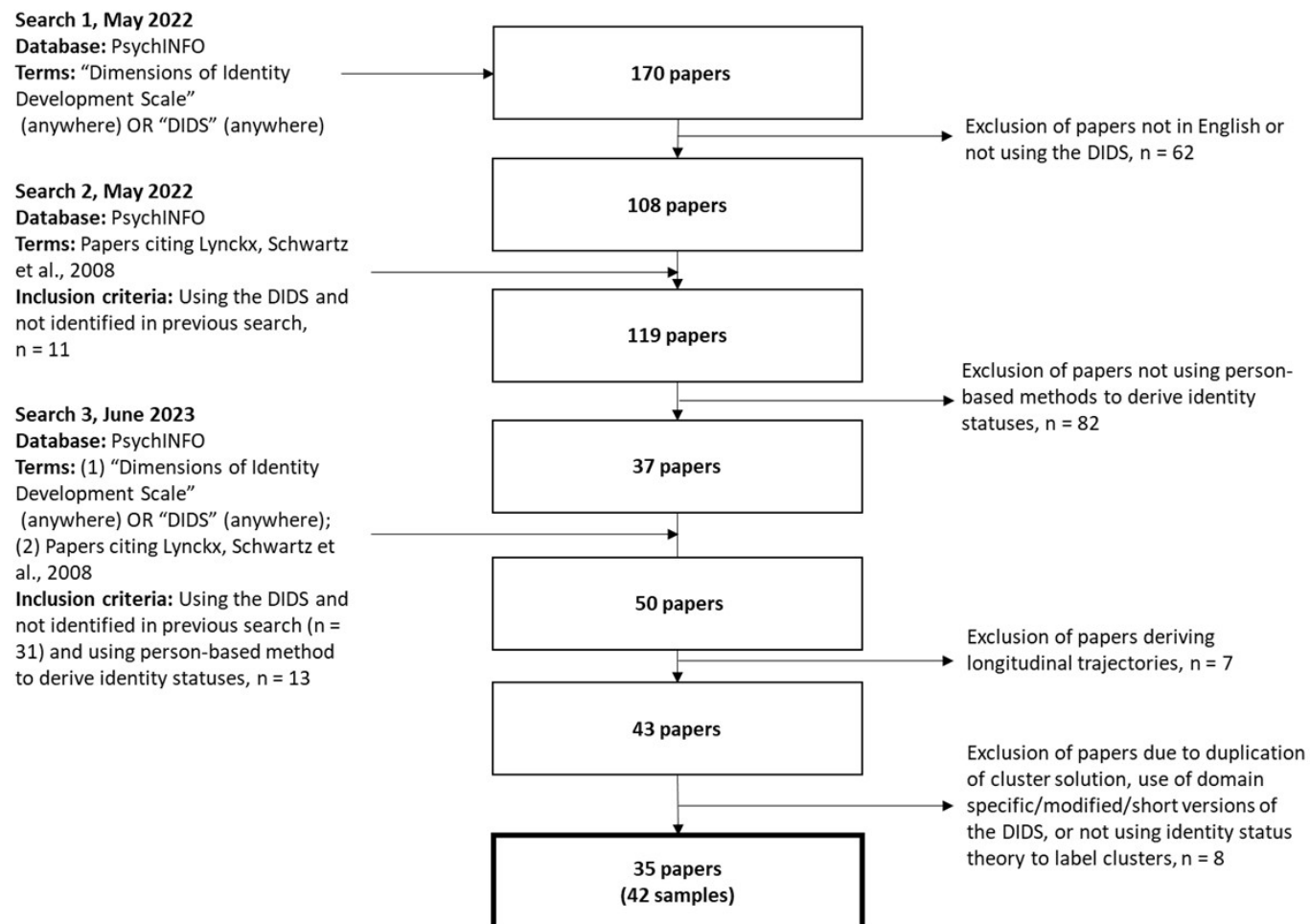


Figure S1. Overview of literature search in Study 1.

References (Table S2-4)

- Bogaerts, A., Claes, L., Bastiaens, T., & Luyckx, K. (2021). Personality disorder symptomatology in Belgian emerging adults: Associations with identity processes and statuses. *European Journal of Developmental Psychology*, 18(1), 75-95. DOI: 10.1080/17405629.2020.1764842
- Boz, B., & Kiremitci, O. (2023). Might “early identity maturation” be a more inclusive concept than identity foreclosure? Identity and school alienation in adolescent student athletes and non-athletes. *Current Psychology*, 42, 9780-9794. DOI: 10.1007/s12144-021-02256-8
- Cadichon, J. M., Lignier, B., & Derivios, D. (2022). Specificities of identity status in adolescents and emerging adults survivors of 2010 Haiti earthquake. *Current Psychology*. DOI: 10.1007/s12144-021-02584-9
- Cicognani, E., Klimstra, T., & Goossens, L. (2014). Sense of community, identity status, and loneliness in adolescence: A cross-national study on Italian and Belgian youth. *Journal of Community Psychology*, 42, 414-432. DOI: 10.1002/jcop.21618
- Claes, L., Luyckx, K., Vogel, B., Verschuere, M., & Mueller, A. (2018). Identity processes and clusters in individuals with and without pathological buying. *Psychiatry Research* 267, 467-472. DOI: 10.1016/J.PSYCHRES.2018.06.003
- Claes, L., Boekaerts, E., Verschuere, M., Boukaert, W., & Luyckx, K. (2019). Identity status in pre-bariatric patients with obesity: Associations with eating disorder symptoms, psychological complaints and coping behavior? *European Eating Disorder Review*, 27(4), 410-420. DOI: 10.1002/erv.2681
- Crocetti, E., Luyckx, K., Scignaro, M., & Sica, L. S. (2011). Identity formation in Italian emerging adults: A cluster-analytic approach and associations with psychosocial functioning. *European Journal of Developmental Psychology*, 8, 558-572. DOI: 10.1080/17405629.2011.576858
- Jankowski, P. (2013). Identity status and emotional regulation in adolescence and early adulthood. *Polish Psychological Bulletin*, 44(3), 288-298. DOI: 10.2478/ppb-2013-0032
- Luyckx, K., Duriez, B., Klimstra, T., & De Witte, H. (2010). Identity statuses in young adult employees: Prospective relations with work engagement and burnout. *Journal of Vocational Behavior*, 77, 339-349. DOI: 10.1016/j.jvb.2010.06.002
- Luyckx, K., Gandhi, A., Bijttebier, P., & Claes, L. (2015). Non-suicidal self-injury in high school students: Associations with identity processes and statuses. *Journal of Adolescence*, 41, 76-85. DOI: 10.1016/j.adolescence.2015.03.003

- Luyckx, K., Goossens, E., Van Damme, C., & Moons, P. (2011). Identity formation in adolescents with congenital cardiac disease: a forgotten issue in the transition to adulthood. *Cardiol Young*, 21(4), 411-420. DOI: 10.1017/s1047951111000187
- Luyckx, K., Schwartz, S. J., Berzonsky, M. D., Soenens, B., Vansteenkiste, M., Smits, I., & Goossens, L. (2008). Capturing ruminative exploration: Extending the four-dimensional model of identity formation in late adolescence. *Journal of Research in Personality*, 42, 58-82. DOI: 10.1016/j.jrp.2007.04.004
- Luyckx, K., Seiffge-Krenke, I., Schwartz, S. J., Goossens, L., Weets, I., Hendrickz, C., & Groven, C. (2008). Identity development, coping, and adjustment in emerging adults with a chronic illness: The sample case of type 1 diabetes. *Journal of Adolescent Health*, 43, 451-458. DOI: 10.1016/j.jadohealth.2008.04.005
- Luyckx, K., Vansteenkiste, M., Goossens, L., & Duriez, B. (2009). Basic need satisfaction and identity formation: Bridging self-determination theory and process-oriented identity research. *Journal of Counseling Psychology*, 56, 276-288. DOI: 10.1037/a0015349
- Mannerström, R., Hautamäki, A., & Leikas, S. (2017). Identity status among young adults: Validation of the Dimensions of Identity Development Scale (DIDS) in a Finnish sample, *Nordic Psychology*, 69(3), 195-213. DOI: 10.1080/19012276.2016.1245156
- Meens, E. E. M., Bakx, A. W. E. A., Klimstra, T. A., & Denissen, J. J. A. (2018). The association of identity and motivation with students' academic achievement in higher education. *Learning and Individual Differences*, 64, 54-70. DOI: 10.1016/j.lindif.2018.04.006
- Negru-Subtirica, O., Tiganasu, A., Dezutter, J., & Luyckx, K. (2016). A cultural take on the links between religiosity, identity, and meaning in life in religious emerging adults. *British Journal of Developmental Psychology*, 35, 1. DOI: 10.1111/bjdp.12169
- Park, Y., Kim, S., Kim, G., Johnson, S. K., & Park, S. W. (2021). Testing a process-oriented model of identity development in South Korean young adults. *Current Psychology*. DOI: 10.1007/s12144-021-01838-w
- Pilarska, A., & Suchanska, A. (2015). The identity processes and the sense of identity: interrelations and significance to the capacity for closeness. *Studia Psychologiczne*, 53(3), 87-100. DOI: 10.2478/V1067-010-0142-3
- Piotrowski, K. (2013). Identity in adolescence and emerging adulthood: relationships with emotional and educational factors. *Polish Psychological Bulletin*, 44(3), 266-276. DOI: 10.2478/ppb-2013-0030

- Piotrowski, K., Kaczan, R., & Rekosiewicz, M. (2013). Off-time higher education as a risk factor in identity formation. *Polish Psychological Bulletin*, 44(3), 299-309. DOI: 10.2478/ppb-2013-0033
- Prikken, S., Luyckx, K., Raymaekers, K., Raemen, L., Verschueren, M., Lemiére, J., Vercruysse, T., & Uyttebroeck, A. (2023). Identity formation in adolescent and emerging adult cancer survivors: a differentiated perspective and associations with psychosocial functioning. *Psychology & Health*, 38(1), 76-93. DOI: 10.1080/08870446.2021.1955116
- Raemen, L., Claes, L., Verschueren, M., Van Oudenhove, L., Vandekerckhof, S., Triangle, I., & Luyckx, K. (2023). Personal identity, somatic symptoms, and symptom-related thoughts, feelings, and behaviors: Exploring associations and mechanisms in adolescents and emerging adults. *Self and Identity*, 22(2), 155-180. DOI: 10.1080/15298868.2022.2063371
- Rivnyák, A., Járdaházi, E., Arató, N., Péley, B., & Láng, A. (2022). The Assessment of Dual-Cycle Identity Models Among Secondary School Students: The Hungarian Adaptation of DIDS and U-MICS. *Frontiers in Psychiatry*, 13, 804529. DOI: 10.3389/fpsy.2022.804529
- Schwartz, S. J., Beyers, W., Luyckx, K., Soenens, B., Zamboanga, B. L., Forthun, L. G., Hardy, S. A., Vazsonyi, A. T., Ham, L. S., Kim, S. Y., Whitbourne, S. K., & Waterman, A. S. (2011). Examining the light and dark sides of emerging adults' identity: A study of identity status differences in positive and negative psychosocial functioning. *Journal of Youth and Adolescence*, 10, 839-859. DOI: 10.1007/s10964-010-9606-6
- Schwartz, S. J., Kim, S. Y., Whitbourne, S. K., Zamboanga, B. L., Weisskirch, R. S., Forthun, L. F., Vazsonyi, A. T., Byers, W., & Luyckx, K. (2013). Converging identities: Dimensions of acculturation and personal identity status among immigrant college students. *Cultural Diversity and Ethnic Minority Psychology*, 19, 155-165. DOI: 10.1037/a0030753
- Sestito, L. A., Sica, L. S., Ragozini, G., Porfeli, E., Weisblat, G., & Di Palma, T. (2015). Vocational and overall identity: A person-centered approach in Italian university students, *Journal of Vocational Behavior*, 91, 157-169. DOI: 10.1016/j.jvb.2015.10.001.
- Sica, L. S., Luyckx, K., Goossens, L., Ragozini, G., & Sestito, L. A. (2017). Identity statuses and event-focused narratives at university starting point in Italy. *Journal of Adult Development*, 24, 89-108. DOI: 10.1007/s10804-016-9249-2

- Skhirtladze, N., Javakhishvili, N., Schwartz S. J. Beyers, W. (2016). Identity processes and statuses in post-Soviet Georgia: Exploration processes operate differently. *Journal of Adolescence*, 47, 197-209. DOI: 10.1016/j.adolescence.2015.08.006
- Skhirtladze, N., Javakhishvili, N., Schwartz, S. J., & Luyckx, K. (2017). Links between life stories and identity profiles in emerging adults from Georgia. *Emerging Adulthood*, 6(6), 422-433. DOI: 10.1177/2167696817746039
- Sznitman A. G., Zimmermann, G., & Van Petegem, S. (2019). Further insight into adolescent personal identity statuses: Differences based on self-esteem, family climate, and family communication. *Journal of Adolescence*, 71, 99-109. DOI: 10.1016/j.adolescence.2019.01.003
- Verschueren, M., Luyckx, K., Kaufman, E. A., Vansteenkiste, M., Moons, P., Sleuwaegen, E., Berens, A., Schoevaerts, K., Claes, L. (2016). Identity Processes and Statuses in Patients with and without Eating Disorders. *European Eating Disorder Review*, 25(1), 26-35. DOI: 10.1002/erv.2487
- Verschueren, M., Oris, L., Claes, L., Moons, P., Weets, I., & Luyckx, K. (2020). Identity formation in adolescents and emerging adults with type 1 diabetes. *Psychology, Health & Medicine*, 25(5):519-529. DOI: 10.1080/13548506.2019.1653482
- Verschueren, M., Rassart, J., Claes, L., Moons, P., & Luyckx, K. (2017). Identity Statuses throughout Adolescence and Emerging Adulthood: A Large-Scale Study into Gender, Age, and Contextual Differences. *Psychologica Belgica*, 57(1), 32-42. DOI: 10.5334/pb.348
- Zimmermann, G., Lannegrand-Willems, L., Safont-Mottay, C., & Cannard, C. (2015). Testing New Identity Models and Processes in French-speaking Adolescents and Emerging Adults Students. *Journal of Youth and Adolescence*, 44, 127-41. DOI: 10.1007/s10964-013-0005-7