

EMOTIONALLY CHARGED AND SHARED MEMORY CONVERSATIONS  
OF MOTHER-CHILD DYADS: THE ROLE OF MOTHERS' EARLY  
MALADAPTIVE SCHEMAS

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CONVERSATIONS OF MOTHER-CHILD DYADS: THE ROLE OF  
MOTHERS' EARLY MALADAPTIVE SCHEMAS**

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## ABSTRACT

### EMOTIONALLY CHARGED AND SHARED MEMORY CONVERSATIONS OF MOTHER-CHILD DYADS: THE ROLE OF MOTHERS' EARLY MALADAPTIVE SCHEMAS

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The current study examined the association between schema domains grouped by early maladaptive schemas of mothers and emotionally-charged memory characteristics of both mothers and their children. Mothers and their 4–5-year-old-children ( $N = 60$ ) were invited to the Zoom meetings. Mothers were asked to reminisce separately about emotionally positive and emotionally negative memories and to fill out the Young Schema Questionnaire (YSQ). All conversations were transcribed verbatim and coded. Findings revealed that the disconnection & rejection schema domain predicted mothers' usage of more negative emotion words and more unique emotion words and children's usage of more negative emotion words during positively-charged memory conversations. The impaired autonomy & performance schema domain predicted mothers' usage of less unique emotion words while predicting children's usage of less negative emotion words during positively-charged memory conversations. Finally, the impaired limits schema domain predicted mothers' usage of more positive emotion words during negatively-charged memory conversations.

Children, who have mothers having schemas within this domain, used more unique emotion words during positively-charged memory conversations. When it comes to the gender of the child, daughters used less negative emotion words and unique emotion words if they have mothers who have higher scores in disconnection & rejection and impaired limits schema domain, whereas daughters used more negative emotion words if they have mothers who have higher scores in impaired autonomy & performance schema domains. All the results of the current study are discussed in light of the literature.

**Keywords:** Early Maladaptive Schemas, Schema Domains, Autobiographical Memory, Emotional Memory Characteristics, COVID-19 Pandemic

## ÖZ

### ANNE-ÇOCUK İKİLİLİERİNİN PAYLAŞTIKLARI DUYGUSAL İÇERİKLİ ANI KONUŞMALARINI: ANNELERİN ERKEN DÖNEM UYUMSUZ ŞEMALARININ ROLÜ

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Bu çalışma annelerin şema alanlarının, çocuklarıyla gerçekleştirdikleri geçmişe dönük anı konuşmalarının duygusal içeriğini yapılandırma sürecine etkisini incelemiştir. Araştırmaya klinik olmayan popülasyondan 60 anne-çocuk (4-5 yaş) ikilisi dahil olmuştur. Anne ve çocuk duygusal-negatif ve pozitif yüklü anıları karşılıklı konuşmuşlardır. Bu kısım kodlanmış, ardından annelerin doldurduğu Young Şema Ölçeği (YŞÖ) sonuçlarından elde edilen şema alanları arasındaki ilişki incelenmiştir. Sonuçlara göre; annelerin ayrılma/ rededilme, zedelenmiş özerklik/ performans ve zedelenmiş sınırlar şema alanlarının; anı konuşmalarında hem kendi hem çocuklarının anlatı biçimlerini etkilediği bulunmuştur. Ayrılma/ rededilme şema alanı olumlu içerikli anı konuşmalarında annelerin daha çok olumsuz kelime kullanımını ve daha çok benzersiz duygu kelime kullanımını yordarken, aynı şema alanı çocukların olumlu içerikli anı konuşmalarındaki daha çok olumsuz kelime kullanımını yordamıştır. Zedelenmiş özerklik/ performans şema alanı olumlu içerikli anı konuşmalarında annelerin daha az benzersiz duygu kelimeleri kullanmasını



yordarken, çocukların daha az olumsuz duygu kelimelerini kullanmalarını yordamıştır. Son olarak zedelenmiş sınırlar şema alanı olumsuz anı konuşmaları esnasında daha çok olumlu duygu içeren kelime kullanmalarını yordamış, ve çocukların da olumlu anı konuşmaları esnasında daha çok benzersiz duygu kelimeleri kullanmasını yordamıştır. Çocuğun atanan cinsiyeti göz önünde bulundurulduğunda, ayrılma/rededilme ve zedelenmiş sınırlar şema alanları söz konusu olduğunda kız çocuklarının oğlan çocuklarına kıyasla daha az olumsuz duygu içeren ve benzersiz duygu kelimeleri kullandığı, fakat söz konusu zedelenmiş özerklik/ performans şema alanı olduğunda kız çocuklarının oğlan çocuklarına kıyasla daha çok olumsuz duygu içeren kelimeler kullandığı bulgulanmıştır. Bütün sonuçlar güncel alanyazın ışığında tartışılmıştır.

**Anahtar Kelimeler:** Erken Dönem Uyumsuz Şemalar, Şema Alanları, Otobiyografik Bellek, Duygusal Anı Özellikleri, COVID-19 Pandemisi

*To the inner child and future self of mine...*

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# CHAPTER 1

## INTRODUCTION

When we talk about the past, we talk about emotions. Emotions provide a sense of meaning and personal significance to our experiences and are a critical link between our past experiences and our current self (Fivush, Berlin, Sales, Mennuti-Washburn, & Cassidy, 2003, p.179).

### 1.1. General Overview

Autobiographical memory has been studied from different angles in a wide range of literature including psychology and has been accepted as a memory that consists of life events that a person has experienced and the meanings ascribed to these personal life events (Conway, 2005; Williams et al., 2008). Thus, it includes not only what happens in a fact, but also how a person sees, evaluates, and remembers these episodes in terms of both emotionally and cognitively, and how a person develops self-knowledge based on these personal experiences (Conway, 2005; Fivush, 2019). Well represented studies have examined that individuals from different ages develop, preserve and change knowledge of self and others, and remember personal experiences through social interaction, especially between those who are emotionally bonded (Bluck et al., 2005; Fivush et al., 2008; Nelson, 1996; Reese et al., 2019). In addition; intra- and inter-personal characteristics of individuals within that social interaction have an influential role in the way of remembering and conversing about personal experiences. For example, mothers, who have balanced-self-construals, have a high elaborative style during their conversations about shared pasts with their children (Sahin-Acar & Leichtman, 2015). What is more, children develop more sophisticated ways of developing autobiographical memory skills and remembering the past more coherently if they have mothers who are high in elaborativeness (Rollo et al., 2017). The way of recollection and conversing

about the shared past events of mothers does not only influence the memory development of children, but also affect other developmental aspects such as Theory of Mind (Taumoepeau & Reese, 2013), self-understanding, and emotion-understanding (Fivush et al., 2006; Fivush & Vasudeva, 2002), emotion-socialization (Wang & Fivush, 2005), and capacity to understand others' perspective by using emotion knowledge (Laible, 2004). In this sense, it is important to explore which maternal factors might affect mothers' reminiscing styles and children's reminiscing styles, and which contribute to children's memory development.

According to the consistent findings, insecure-attachment styles, being emotionally distant and lack of emotional connection, family environment that includes maltreatment among family members, insecure-internal representations of relationships, problematic-behavioral patterns, disturbed communication, and relationship patterns of mothers have been examined as factors that negatively influence the reminiscing styles of both mothers and children, thus in turn, children's memory development (Fivush & Sales, 2006; Laible & Panfile; 2009; Laible, 2011; Lawson et al., 2018; McDonnell et al., 2016). It seems that every mother has a style of remembering and conversing about the shared past that she brings from her intra-personal world, and this is reflected in the way they talk to their children in certain interpersonal dynamics, thus influencing the way their children remember and narrate about the same event, which in turn, influences the intra-personal world of a child.

One set of factors that influences both intrapersonal and interpersonal dynamics and shows a consistent pattern is the development of Early Maladaptive Schemas. Early Maladaptive Schemas are consistent and dysfunctional patterns of a person that affect the way of remembering the personal past and the emotional valence of shared past events, the development of self and sense of identity, attachment style, and the ability to converse about needs and emotions (Young et al., 2003). Early maladaptive schemas develop during early childhood

and maintain through adolescence and adulthood based on the negative experiences and interactions between main-caregivers, peers, and temperamental features of a person when one or more out of five emotional needs are unfulfilled (Rafaeli et al., 2011; Young, 1999; Young et al., 2003). They are usually and unconsciously activated by stimuli that match with certain schemas and unmet emotional needs. They serve as a cognitive and emotional framework that constructs the way of perceiving a person's self, others' selves, and the world itself. Additionally, they have a key function in understanding emotions, emotion regulation, and accepting or avoiding pleasant and unpleasant emotions (Young et al., 2003). Early maladaptive experiences lead to developing certain schemas, thus, in turn, poor abilities in terms of understanding emotions and needs, empathizing, and conversing about such things with beloved ones (Fonagy & Targer, 2006; Young et al., 2003).

Fivush and her colleagues suggested that when we talk about the past, we talk about emotions. By taking this suggestion one step further, one might wonder what might happen if mothers and children talk about their positively-charged and negatively-charged emotions regarding their shared past events, especially during highly-challenging times like the COVID-19 Pandemic. Moreover, do early maladaptive schemas, which theoretically resulted from unmet emotional needs and are activated by certain challenging situations, of mothers influence the way they reminisce about emotionally charged memories with their children? Do early maladaptive schemas have a similarly influential role in the way of children reminiscing about emotions in the past. Considering all of the abovementioned literature, the current study was conducted to find answers to these questions. Therefore, it was aimed to examine the role of early maladaptive schemas of mothers on emotionally charged and shared autobiographical memory characteristics of both mothers and their children based on their reminiscing together about positive emotions and negative emotions during the first four months of the COVID-19 Pandemic. In this section, autobiographical

memories of emotional events, schemas, and schema domains, and the hypotheses of the current study will be presented.

## **1.2. Autobiographical Memory as a Co- and Re-Construction**

Autobiographical memory consists of personal life events, thus, in turn, consists of self-construction and self-engagement in these events through not only intradynamics of a person but also social interactions (Conway & Pleydell-Pearce, 2000; Conway et al., 2004). In other words, autobiographical memory develops as a result of the interaction between cognitive, emotional, and social processes; and is influenced by an integration of the way a person thinks and feels about these events which are constructed with the help of inner conversations or conversations with others (Fivush, 2019). Through these conversations, a person constructs her/his senses, thoughts, and emotions about what actually happened in the past, and in turn, develops a form of comprehension about who she/he is then and now (Fivush, 2010; 2019). It has been widely accepted that autobiographical memory is more than just a personal or shared construction, it is a process of reconstruction over and over again, dynamically and fluidly, through conversation within social interaction (Conway & Pleydell-Pearce, 2000; Fivush, 2010, 2019; McLean et al., 2007; Rubin, 2006) In other words, when a person remembers a thing, she/he also remembers different experiences resembling that particular thing, makes a connection between them by filling in gaps and interpretations in the mind. Additionally, she/he reactivates that already-encoded memory by telling and retelling in specific conversations, and through these conversations, she/he may change the way of remembering that particular event later in time (Dudai & Edelson, 2016, as cited in Fivush, 2019). Telling a specific memory, itself, comes from one part of a shared conversation, the other part is the one who listens and responds to what she/he hears. Pasupathi (2001) suggested a model including the principles of co-construction by highlighting the roles of both parties in conversational recollection of a personal experience. That is to say, not only the speaker's qualities (such as personality

traits, goals, knowledge, behavior, and age) but also the listener's qualities are important in the co- and re-construction processes of shared memories. When this collaborative remembering is considered based on autobiographical memory development, one might concentrate on different parties such as; couples, close friends, strangers, and/or parent-child dyads. Since parents, specifically mothers, and their 4-5 year-old-children were focused within the scope of the current study, autobiographical memories regarding mother-child reminiscing are presented as a narrowed frame from now on.

### **1.2.1. Autobiographical Memory between Mother-Child Pairs: Reminiscing Together**

Reminiscing is a way of recollecting autobiographical memories and has been defined as thinking, writing or conversing about personal past events. It belongs uniquely to human nature and begins to develop during early childhood (Astell et al., 2011). When reminiscing is taken into account within a conversation, rather than thinking or writing by oneself, it gains a different quality: co-construction (Nelson, 2003; Wang & Fivush, 2005; Wang & Leichtman, 2000). Thus, this type of co-construction through memory conversation has both personal and social functions, such as developing self-identity and social relationships, of constructing a common history (Astell et al., 2011; Nelson, 2003, Reese & Brown, 2000). Reminiscing between an adult and a child, generally, a mother and a child is also unique in nature due to certain developmental aspects.

Children need to reach certain developmental milestones to reminisce with an adult, namely their main-care givers, such as; development of a sense of self in the present around 16 to 18 months of age, development of a sense of self in the past around 24 to 36 months of age, and development of linking the self in the past to the self in the present around 48 to 60 months of age (Fivush & Nelson, 2006; Fivush, 2019). During these very early years, especially after reaching early verbalizations, children are both active participants and influenced by their

main caregivers, who ask questions, elaborate children's answers, guide them to come up with solutions and a structure, in the context of social construction (Vygotsky, 1978). Fivush and Nelson (2006) proposed certain aspects of parent-child reminiscing which facilitate children's development of cognitive, emotional, and social processing in the later years. These aspects are presented as; negotiating about what occurred, using internal state language about a child, using internal state language about others, and negotiating about past internal states in a causal explanatory framework (Fivush & Nelson, 2006). According to the well-represented studies; mother-guided reminiscing constructed by following these aspects facilitates the development of taking others' perspectives and a perspective that establishes a cause and an effect relationship between autobiographical episodes (Nelson & Fivush, 2004; Fivush & Nelson, 2006). This kind of memory-sharing helps both mothers and children develop an emotional connection and intimacy (Fivush & Nelson, 2004; 2006; Nelson, 1993; Kulkofsky et al., 2009). Moreover, mothers, who adopt a reminiscing style by following the abovementioned aspects, guide their children to develop a wider emotional understanding and regulate their emotions (Denham et al., 1994; Dunn et al., 1991; Fivush et al., 2003a). Yet, not all mothers have elaborative reminiscing as mentioned. Moreover, in the scope of these memory-sharings, children are usually inclined to show a similar pattern with their mothers regarding the ways of reminiscing (Sahin-Acar & Leichtman, 2015). At this point, it would be a valuable step to take a closer look at what maternal factors have been found as influential on constructing mother-child reminiscing in a more supportive way for the sake of children's development.

### **1.2.2. Maternal Factors Affecting Mother-Child Reminiscing**

In the reminiscing literature, maternal elaborativeness is one of the main and critical characteristics that had been amply demonstrated as its association between children's developmental outcomes (Fivush, 2007; Hudson, 1990; Nelson & Fivush, 2004). For example, mothers who follow higher



elaborativeness in their memory conversations with their children have children who also follow higher elaborativeness in their reminiscing styles, and the same pattern had been observed among mother-child pairs who follow lower elaborativeness (Harley & Reese, 1999; Reese et al., 1993). Reese and her colleagues (1993) found in their longitudinal study, focusing on mothers and their children from the time of 40- to 70-months of age, that mothers maintain their characteristics on elaborativeness, either with low or high in elaborativeness, across the two-and-a-half-year period. However, children seem to be unstable over time, in terms of recalling shared past events during their 40-, 46-, 58- and 70-months of age. In a more detailed expression, children had reminisced with more elaborations and coherency when they were 58- and 70-months of age compared to their 40- and 46-months of age, if they have mothers who are high in elaborativeness. This synchronized course of elaborative styles of mothers and children has been longitudinally studied by many researchers. It is important to note that maternal elaboration has the power on influencing and predicting the later development not only for the reminiscing style of children but also strategic thinking, theory of mind, and emotion regulation of children, even though children gradually develop autobiographical memory skills as being active participants in this bi-directional creation of shared past (see Table 1 for the gradual development of children in reminiscing) (Fivush, 2019; Haden, 1998; Haden et al., 2009; Langley et al., 2017; Reese et al., 1993).

**Table 1.** Development of children’s ability to participate in reminiscing

Age	Ability to engage in conversations about the past
18-20 months	Beginning reference to immediate past
20-36 months	Simple responses to parental questions
3-5 years	Participation in parent-guided reminiscing
5-6 years	Individual narratives

*Note.* From “Maternal reminiscing style and children’s developing understanding of self and emotion” by R. Fivush (2007), *Clinical Social Work*

*Journal*, 35(1), p. 38, (<https://doi.org/10.1007/s10615-006-0065-1>). Copyright 2007 by the Clinical Social Work Journal.

These findings paved the way for interventional studies, and now it is known that maternal elaborativeness would be improved by training (Boland et al., 2003; Reese & Newcombe, 2007; Taumoepeau & Reese, 2013). While researchers focus on these kinds of interventions for improving maternal elaborativeness on one side, they also aim to examine individual factors predicting different styles in elaborativeness on the other side. In a summary, mothers who have self-awareness (Reese & Newcombe, 2007), balanced self-construals (Sahin-Acar & Leichtman, 2015), secure-attachment style (Fivush & Vasudeva, 2002; Laible, 2004, Newcombe & Reese, 2004), are higher in openness and positive-mental-representations of caregiving (Laible et al., 2013), and are higher in maternal sensitivity (Reese et al., 2018) have more elaborative style during memory conversation with their children. Other than intra-personal dynamics, such differentiative factors have been examined as gender and culture. Both mothers and fathers reminisce in a more coherent and elaborative style with their daughters than they do with their sons (Reese & Fivush, 1993; Zaman & Fivush, 2013). Additionally, daughters provide more details by using more and various words, than sons do (Reese et al., 1996). Intriguingly, self-development and socio-emotional learning within a specific culture seem to be influential on elaborativeness, as well. For example; mothers from individualistic cultures, such as the United States and Northern Europe, tend to ask open-ended questions, elaborate their children's verbal responses and describe in a more vivid way, namely high elaborativeness, than mothers from collectivistically oriented cultures, such as East Asia; Korean, Chinese, and Latin America (Mullen & Yi, 1995; Şahin-Acar & Leichtman, 2015; Wang & Leichtman, 2000; Wang, 2004). Moreover, maternal elaborativeness is associated not only with differences across cultures but also within cultural components. Apparently, mothers' self-construals depending on individuation and/or relatedness are associated with elaborativeness patterns within the same culture (Sahin- Acar &

Leichtman, 2015). Cultural differences have also been examined within the scope of emotionally charged memory conversations. That is; mothers from individualistic cultures tend to express both negative and positive emotions by constructing a more elaborative style, whereas mothers from collectivistic orientations tend to reminisce by suppressing emotions, particularly negative ones, and using a more indirect way of expression (Yang & Wang, 2019). At this point, it would be valuable to concentrate on the emotional valence of reminiscing not just only in the context of culture, since emotionally-charged memory conversations that were aimed to be covered would be beyond the cultural boundaries due to the global challenges caused by the COVID-19 Pandemic, which covers the time for collecting the data in the current study.

### **1.2.3. Reminiscing about Emotionally-Charged Autobiographical Memories**

Reminiscing about emotions is particularly important for the development of self-understanding and emotional-self-concept of children (Fivush, 2004, 2019). Since children during early childhood are still dependent on their parents for organizing, evaluating, constructing, and making meanings of autobiographical episodes, parents' way of taking emotions into account during reminiscing about shared past is highly essential for the development of self-concept (Fivush, 1993, 1994, 2004; Fivush et al., 2003a). Aforesaid construction of self-concept through memory conversation about emotions includes three functions: *self-defining* (this is emotionally who I am), *self-in-relation* (this is the way I express my emotions to others), and  *coping* (this is the way I cope with my negative emotions) (Fivush et al., 2003a). Thus, reminiscing about emotions, especially the ones regarding negative experiences, helps children not only to understand emotions but also to develop a certain self-concept, skills to understand relations, cope with unpleasant experiences, and regulate emotions (Yang & Wang, 2019). In fact, this multidimensional process of construction through memory conversation mostly relies on parental emotional expressivity, which in turn, affects the way a child develops emotion-socialization (Denham et al., 1994;

Eisenberg et al., 1998). It is known that the style and the content of mother-guided reminiscing about emotions, especially for the negatively-charged emotional memories, act as a medium for the psychological wellbeing of children (Wareham & Salmon, 2006). Children learn various emotions, and to express and handle these negatively-charged emotions, through taking parents as their role models. Through these conversations about autobiographical episodes including emotions, children are supported to improve their understanding of self-knowledge, emotions, and other's emotions, which are one of the basic survival skills in the social world (Eisenberg et al., 1998). In this scope, elaborativeness comes to the scene one more time because the factor affecting the abovementioned development of children mostly relies on the elaborative way of reminiscing of parents (Fivush et al., 2003a). Parent-guided-reminiscing and -discussions about emotions in a more open, elaborative, and supportive way facilitate children's development of self-concept, emotion understanding, coping with and regulating negative emotions, empathizing with others, creating emotional connections with others, having better social relationships with peers, and prosocial skills (Dunn & Hughes, 1998; Fivush et al., 2003a; Fivush, 2007; Koh & Wang, 2021; Laible, 2011, Reese, 2008). These developmental aspects build upon mothers' scaffolding of children's meaning-making about and causal explanations for emotions during both daily hassles and traumatic events (Ackil et al., 2003; Burch et al., 2004). Still, well-established studies highlighted that mothers are inclined to use more referencing words to negative emotions and for causal explanations more coherently and richly during their conversation about negatively-charged memories rather than positively-charged or neutral events, since highlighting negative emotions creates an opportunity for mothers to teach their children how to deal with and regulate these negative emotions (Ackil et al., 2003; Burch et al., 2004; Fivush et al., 2003; Fivush et al., 2008; Manczak et al., 2016; Sales et al., 2003). Correlatively, children express their emotions in a more detailed and informative pattern while they converse about negatively-charged memories (Fivush et al., 2003b). Laible (2011) examined that mother-guided reminiscing about negatively-charged memories rather than positively-

charged ones have a positive influence on the emotional development of preschoolers, only if mothers construct their conversation in a more elaborative way. Intriguingly, both parents discuss negative emotions in a more elaborative way with their daughters than they do with their sons (Adams et al., 1995; Bürümlü-Kısa & Şahin-Acar, 2020; Fivush et al., 2000). In a more detailed way of expression, parents talk about sad memories with their daughters much more than they do with their sons, while they talk about memories including anger with their sons much more than they do with their daughters (Fivush & Buckner, 2000). Still, the gender of a child is not the only factor affecting how a mother reminisces about negative emotions. For example, Manczak and her colleagues (2016) examined that mothers' *social closeness* as a personality trait is associated with having richer emotional conversations, specifically during conversations with their daughters. Additionally, children, regardless of gender, have a richer emotional conversation if they have mothers who are higher in *positive emotionality* as a trait. Mothers, who have healthier ways of coping skills, cognitive reframing, and conflict resolution, are more elaborative and emotionally expressive during reminiscing about challenging shared-past-events with their children (Fivush, 2019). In contrast to being elaborative, certain characteristics of mothers may lead them to be more silent during emotional memory conversations. Some mothers have a more aggressive and defensive style while they reminisce about negative emotions of their children, and have difficulty accepting their children's emotions, thus in turn, elaborating them (Fivush, 2019). It has been examined that certain psychopathologies of mothers, such as a history of maltreatment, anxiety, depression, or trauma, result in difficulties in forming an elaborative style and accepting their children's emotions during memory conversation, which in turn, development of psychopathologies in children, as well (Lawson et al., 2018; Salmon & Reese, 2015; Valentino et al., 2015; Wiseman et al., 2006). However, there is a need for more research to uncover certain predictors of silences, defenses, aggression, and changing topics without acknowledging children's emotions, especially in the absence of psychopathology.

As examined in many different aspects in development, children are sensitive to be influenced by their parents, parents' intra- and inter-personal dynamics, and parental way of emotional expressions in regards to developing a perspective for themselves, others, and the world itself (Yang & Wang, 2019). This might be considered in tune with the three functions of emotionally charged memory conversation for children's development that Fivush and her colleagues (2003) suggested and that as mentioned before in this section; *self-definition*, *self-in-relation*, and *coping* with negative emotions resulting from encountering negative experiences in the world. At this point, one might be interested in such mechanisms regarding *self-definition*, *self-in-relation*, and *coping* from the mother's side without any psychopathology, which in turn, apparently influence the mother's guidance of reminiscing about emotions, and thus, in turn, influences the child's way of reminiscing about emotions. The purpose of taking this interest into account leads the way to the next issue in the current study: early maladaptive schemas of mothers.

### **1.3. Schema Therapy Model**

Schema Therapy Model (STM) draws its strength from the integration of psychodynamic, cognitive-behavioral, interpersonal, gestalt, attachment-related and experiential approaches both in the field of developmental and clinical psychology (Young, 1990; Young & Klosko, 1993; Young et al., 2003). The main baseline of the model builds upon early childhood experiences and unmet developmental-emotional needs (e.g., secure attachment, autonomy, freedom to express valid needs and emotions, acceptance...etc.), which are essential for developing a healthy and balanced self (Young et al., 2003). Thus, it concentrates on both early childhood memories and reconstructing these early memories by focusing on negative emotions related to these memories (Jacob & Arntz, 2013; Rafaeli et al., 2011). If these memories are comprised of chronic dissatisfaction and disruption of the basic emotional needs, a person gradually develops more complex and dysfunctional patterns including autobiographical

memories, emotions, cognitions, and body sensations, from early childhood to adulthood (Rafaeli et al., 2011; Young et al., 2003). These schematic patterns are not only resulted from experiences consisting of parental lack- or low level- of something, such as providing a low level of autonomy or protection but also providing over-something, such as over-protection or providing freedom without any control (Young et al., 2003). The mentioned dysfunctional patterns resulting from unmet emotional needs are present for both individuals with psychopathology and individuals without psychopathology, varying in a kind of spectrum from low to high (Dozois et al., 2009; Ehsan & Bahramizadeh, 2011; Ke & Barlas, 2020; Stallard & Rayner, 2005; Young et al., 2003).

According to the model, four conceptual frameworks are needed to be focused on to uncover these patterns: *Early Maladaptive Schemas*, *Schema Domains*, *Coping Styles*, and *Schema Modes*. Briefly, *early maladaptive schemas* are self-defeating and disruptive core beliefs about one's self, others, and the world. *Schema domains* refer to broad categories for unmet emotional needs. *Coping styles* appertain to the way of adapting such mechanisms for handling negative experiences. Finally, *schema modes* are emotional states that change moment-to-moment, especially when they are triggered by life-stimuli resembling the past (Young et al., 2003). Within the scope of the current study, the main emphasis will be placed on early maladaptive schemas and schema domains.

### **1.3.1. Early Maladaptive Schemas**

Young and his colleagues (2003) defined early maladaptive schemas as “*broad, pervasive themes or patterns comprised of memories, emotions, cognitions and bodily sensations regarding oneself and one's relationship with others. They develop during childhood or adolescence, are elaborated throughout one's lifetime, and are dysfunctional to a significant degree*” (p.7) (starting from this part of the section, *schema/s* and *early maladaptive schemas* will be used interchangeably). Regarding the definition of early maladaptive schemas, it

would be fair to involve a person's cognitive frameworks that influence and are influenced by the core beliefs about self, others, and the world, which have been evolving through autobiographical memories (McCann & Pearlman, 1990; Reviere & Bakeman, 2001; Young et al., 2003). This broad definition of schemas might be considered as conceptually integrated with the suggestion by Fivush and her colleagues (2003): *self-definition*, *self-in-relation*, and *coping* with the negative experiences *in the world*. The construction of autobiographical memory and cognitive schemas are not very different from each other by nature. Yalçın and his colleagues (2020) expressed this integration as ‘‘starting from an early age, *autobiographical memories* are encoded as *schemas* which comprise sensory perceptions, experienced emotions, and the meaning that is attributed to them, and can function as ‘‘filters’’ through which an individual understands his/her own self, others, and the world around them’’ (p.547). Having defined what is meant by early maladaptive schemas and their association with autobiographical memories, the section will now move on to explain each schema and schema domain in a more detailed way.

According to the model; there are eighteen schemas and five schema domains. The developmental process of each schema is generally associated with certain familial environments and parental attitudes in addition to peer relations. Each schema domain represents a certain core emotional- and developmental- need that is unmet within the family environment. When main-caregivers are unable to meet with developmentally-emotional needs of their children, children begin to develop certain schemas under certain schema domains during childhood, which in turn, affecting the way of understanding one's self and others in terms of emotions, thoughts, needs, beliefs, and expressions, and the way of forming emotional bonds with others during the times in adulthood (Fonagy & Target, 2006; Young et al., 2003). Of course, parental attitude is not the only factor affecting the development of early maladaptive schemas. Further to that, its development mostly resulted from the interplay between a child's temperament, parent's temperament, parental attitudes towards a child, and the interaction



among family members and the family environment. Since schemas develop gradually in a longitudinal process, they may be latent until are triggered by certain situations and manifest themselves in a consistent experiential pattern (Young et al., 2003).

Eighteen early maladaptive schemas are abandonment/ instability, mistrust/ abuse, emotional deprivation, defectiveness/ shame, social isolation/ alienation, dependence/ incompetence, vulnerability to harm or illness, enmeshment/ undeveloped self, failure, entitlement/ grandiosity, insufficient self-control/ self-discipline, subjugation, self-sacrifice, approval-seeking/ recognition-seeking, negativity/ pessimism, emotional inhibition, unrelenting standards/ hyper-criticalness, punitiveness, and five schema domains are as followed; disconnection & rejection, impaired autonomy & performance, impaired limits, other-directedness, over-vigilance & inhibition. Detailed information including developmentally emotional needs, five schema domains that represent areas for unmet these emotional needs, parental attitudes in a certain family environment that are unable to meet these emotional needs, eighteen schemas, and representative core beliefs regarding certain schemas are presented in Table 2. For the purpose of staying within the frame of the current study, particularly schema domains (which are presented in *Italic* in Table 2) will be presented in the ongoing part.

### **1.3.2. Schema Domains**

Young and his colleagues (2003) proposed five schema domains that are resulted from ‘toxic’ childhood experiences interplaying with a child’s temperament, and in turn, are rooted in unmet emotional and universal needs that are unique to human nature in his/her developmental progress especially during early years in life. The main aim of the model is to examine these emotional needs and guidance for individuals in meeting these needs in a healthier way.

### ***Schema Domain One: Disconnection & Rejection***

Individuals, who have unmet emotional needs belonging to this schema domain, have difficulty in developing trust in others and emotional bonds with others. The core beliefs are mainly about being lack of stability, trust, care, love, and feeling beloved and belonging. Individuals, who have core beliefs in this schema domain, have tendencies to withdraw from a close relationship. These beliefs are constructed within such families with unstable, abusive, rejected, and isolated relationships, and turn into such schemas that are usually most damaging among others. Early maladaptive schemas covered by this schema domain are; abandonment/ instability, mistrust/ abuse, emotional deprivation, defectiveness/ shame, and social isolation/ alienation (Young et al., 2003).

**Table 2.** Schema Therapy Model includes basic emotional needs, family environment, schema domains, schemas, and representative core beliefs

Developmentally basic emotional needs	Schema Domains	Family Environment	Early maladaptive schemas	Representative belief (as stated in the items of the Young Schema Questionnaire that will be presented in Chapter 2)
Secure attachment to others	<i>Disconnection &amp; rejection</i>	Abusive relationships, traumatic experiences, instability, inconsistency, emotional rejection, humiliation, being lack of connection and security	Abandonment/ instability Mistrust/ abuse Emotional deprivation Defectiveness/ shame Social isolation/ alienation	"I need other people so much that I worry about losing them" "I feel that people will take advantage of me" "I haven't felt that I am special to someone" "I feel that I'm not lovable" "I don't fit in"
Autonomy, competence, and sense of identity	<i>Impaired autonomy &amp; performance</i>	Over-protected and -controlled parenting, enmeshed and dependent relationships, emotional ignorance	Dependence/ incompetence Vulnerability to harm or illness Enmeshment/ undeveloped self Failure	"I lack common sense" "I can't seem to escape the feeling that something bad is about to happen" "My parent(s) and I tend to be over-involved in each other's lives and problems" "I'm incompetent when it comes to achievement"
Realistics limits and self-control	<i>Impaired limits</i>	Insufficient support for internal control and respecting others/ others' spaces and boundaries, difficulties in applying rules and discipline	Entitlement/ Grandiosity Insufficient self-control/ self-discipline	"I hate to be constrained or kept from doing what I want" "I can't seem to discipline myself to complete most routine or boring tasks"
Freedom to express valid needs and emotions	<i>Other-directedness</i>	Conditional love and acceptance, giving priority to others' perspectives, selfish parenting	Subjugation Self-sacrifice Approval seeking/ recognition seeking	"I think that if I do what I want, I'm only asking for trouble" "I'm the one who usually ends up taking care of the people I'm close to" "Accomplishments are most valuable to me if other people notice them"
Spontaneity and play	<i>Over-vigilance &amp; inhibition</i>	Pessimistic parents, overly-controlled and strict rules, authoritarian parenting styles, physical or emotional and negative reactions for feelings of children	Negativity/ pessimism Emotional inhibition Unrelenting standards/ hyper-criticalness Punitiveness	"Even when things seem to be going well, I feel that it is only temporary" "I find it embarrassing to express my feelings to others" "I must meet all my responsibilities" "It doesn't matter why I make a mistake. When I do something wrong, I should pay the consequences"

### ***Schema Domain Two: Impaired Autonomy & Performance***

This schema domain develops based on such parental histories including over-protection, high level of parental involvement in child's emotional and physical spaces, or such attitudes and behaviors in the exact opposite, such as low level or lack of parental involvement. Parents within these family environments are unable to support their children's autonomy and self-esteem in a balanced way. Thereby, individuals, who have unmet emotional needs in this domain, are usually lack of sense of responsibility, have difficulties taking initiative for their own lives, and developing sufficient individuation (Soygut & Savaşır, 2001; Young et al., 2003). Early maladaptive schemas within this schema domain are dependence/ incompetence, vulnerability to harm or illness, enmeshment/ undeveloped self, and failure (Young et al., 2003).

### ***Schema Domain Three: Impaired Limits***

Within this domain, individuals have tendencies for being disrespectful for others' spaces and rights, lack of cooperation, co-regulation, keeping promises, and self-discipline. The family origin of individuals who have schemas in this domain mainly consists of highly permissive parenting, thus in turn, resulting in developing schemas around feeling superior, difficulties in "delaying of gratification" and self-control, in addition to dysfunctionality in engaging reciprocal relationships. Entitlement/ grandiosity and insufficient self-control/ self-discipline are early maladaptive schemas covered by this schema domain (Young et al., 2003).

### ***Schema Domain Four: Other-directedness***

This is the domain mainly resulting from "conditional" acceptance in family history. Within this scope, parental attitudes usually include focusing more on others' needs, perceptions, and social status. Individuals from these family

origins gradually learn to put others before themselves in order to get approvals, maintain relationships and protect themselves from unwanted reactions, which in turn, constructs a mental frame including an inability to express emotional needs and emotions. Early maladaptive schemas within this schema domain are subjugation, self-sacrifice, and approval seeking/ recognition seeking (Young et al., 2003).

### ***Schema Domain Five: Over-vigilance & Inhibition***

Individuals, who have schemas in this domain, usually suppress their spontaneous feelings and urges, and try to keep their internalized rules in different contexts, which might be needed for mental flexibility. The main family origin of this schema domain relies on rigid and perfectionist parental attitudes with unrealistic standards. Individuals are not supported to develop such skills as in the context of free play and are hyper-vigilant, fearful, anxious, and always watchful for bad things that can happen in daily life. Early maladaptive schemas covered by this schema domain are negativity/ pessimism, emotional inhibition, unrelenting standards/ hyper-criticalness, and punitiveness (Young et al., 2003):

When autobiographical memory characteristics are examined from the perspective of the model and schema domains, it may be generalized from a limited number of studies that the link between these two concepts has been studied by using self-reports through the collection of retrospective memories. One of the studies conducted in Turkey by Kaynar and Komurcu (2019) examined that emotional valence of the autobiographical episode and the way of person's coping have influential roles in the association between the clarity, intensity, and the level of details in autobiographical memory characteristics and certain schema domains. In detail, they found that the disconnection & rejection schema domain significantly predicted schema-avoidance, which predicted emotional valence of the autobiographical memory, and -overcompensation as a

coping mechanism. Additionally, they also examined that schema-overcompensation as a coping mechanism played a role as a mediator between impaired limits schema domain and autobiographical memory characteristics. Still, the results of this study relied on self-reports and retrospectively asked and Likert-type ranked questions about early memories. Another study conducted by Theiler (2005) focused on adults' self-narratives about early-childhood memories and their associations with schemas and schema domains. It was found that the disconnection & rejection schema domain is a prominent theme in self-narratives, which was in tune with another study's findings conducted in Turkey (Yakin, 2015). Interestingly, it was also found that early maladaptive schemas and schema domains that were gathered from questionnaires are not genuinely in tune with the themes in narratives (Theiler, 2005). That is to say, while someone's self-report on questionnaires were indicating the absence of schemas, themes gathered from the same person's narratives indicated the presence of schemas and schema domains. One of the unique contributions of this study, other than focusing on narratives, is finding the results for the non-clinical population that are in tune with the results for clinical-population in the literature, which in turn, lighted the way for further studies by using a qualitative way of collecting autobiographical memory characteristics based on its association with schemas.

#### **1.4. Current Study**

In the light of the synthesis of all the information presented in this chapter, the current study aims to examine the association between the *schema domains of mothers* from non-clinical populations, which are theoretically resulted from their own unmet emotional needs during early childhood and maintain throughout adulthood and influential on parenting skills on such things just as reminiscing, and *emotionally-charged autobiographical memory characteristics of both mothers and their 4-5-year-old children* regarding the memories during the first four months of the COVID-19 Pandemic, which created global

challenges for anyone in the earth and might be theoretically triggering for schemas. Thus, predictor variables are mothers' five-schema-domains and outcome variables are memory characteristics for each family member, namely a mother and child, regarding emotional valence of autobiographical memory conversation, namely reminiscing between mothers and children. Based on the previous findings, first of all, it was hypothesized that higher scores of mothers in schema domains will be associated with mothers' usage of more negative emotion words during negatively-charged memory conversation since it is expected that the presence of schema domains would be associated with distorted cognitive frames in company with negative emotionality (Leung & Poon, 2001; Young et al., 2003). As a second hypothesis, it was expected to find that higher scores of mothers in schema domains will be associated with mothers' usage of lesser unique emotion words during negatively-charged memory conversation since it is also expected that the presence of schema domains would be associated with more repetitive and less elaborative reminiscing style (Fivush, 2019). As a third hypothesis, it was also expected to find that higher scores of mothers in schema domains will be associated with the low level of mothers' usage of words in total during negatively-charged memory talk since it is expected that the presence of schema domains would be associated with decreased elaborativeness and increased silences (Fivush, 2004, 2010, 2019). No hypotheses were proposed regarding positive emotion words during negatively charged memory conversation since there is a lack of background literature specifically on this topic, and children's outcome since children at this age are in transition for constructing reminiscing style (Fivush, 2007). Similarly, specific hypotheses were not constructed regarding positively-charged memory characteristics for both mothers and children since previous studies have been examined significant findings mainly for negatively-charged memory conversations (Ackil et al., 2003; Burch et al., 2004; Fivush et al., 2003; Fivush et al., 2008; Manczak et al., 2016; Sales et al., 2003), yet, the manifestation of schema domains are seen not only during negative experiences, but also positively-charged ones (Young et al., 2003). Thus, these variables of

the study were kept as an exploratory part. Taken together to the best of the knowledge in the literature, the current study is the first one that examines the roles of mothers' early maladaptive schemas and schema domains in children's constructing autobiographical memories through focusing on emotional reminiscing between mother-child pairs, which is a qualified representation of mother-child interaction and the manifestation of mothers' schemas possibly affecting child's developing schemas and autobiographical memory consisting of self, others, and the world itself. It is anticipated that the results of the current study will contribute to the literature regarding uncovering intra- and inter-dynamics of mothers in reminiscing, and shed a light on the way for further studies and interventions.



## CHAPTER 2

### METHOD

#### 2.1. Characteristics of Participants

First, 100 married mothers and their 48-60-month-old children were specifically aimed to be reached for both memory conversation and questionnaire parts of the study. All 100 mothers were informed about holding emotionally charged and shared memory conversations with their children through Zoom-Online-Meeting. However, 60 mothers out of 100 volunteered for filling out the questionnaire, as well. In previous studies based on autobiographical memory development and mother-child conversations, preschoolers who are specifically older than 4 years of age have been prevalently targeted since these ages has been considered as a developmental stage for holding a memory conversation based on cognitive and language sufficiency (Goodvin & Romdall, 2013; Larkine & Bauer, 2012; Sahin-Acar & Leichtman, 2015). Therefore, these final 60 mothers, who agreed on both attending the memory conversation part and filling the research questionnaires, and their children who are at least 48 months of age and have at least one-month-attendance to the preschool education before the Pandemic started were aimed to be included in the study. Out of 60 mother-child pairs, children were between the ages of 48 and 61 months ( $M_{age}= 54.98$ ,  $SD= 5.07$ ), and mothers were between the ages of 25 and 45 ( $M_{age}= 34.48$ ,  $SD= 4.56$ ). Based on the gender of the children, there were 34 girls and 26 boys. The duration of attendance to preschool is between 1 and 30 months ( $M=10.32$ ,  $SD= 7.62$ ). Thirty-five mothers completed undergraduate and associate degrees ( $SD= 58.33$ ), and 25 mothers completed postgraduate studies ( $SD= 41.00$ ). This mentioned demographic information was presented in Table 3.

**Table 3.** Sociodemographic information (N = 60)

	<i>M</i>	<i>SD</i>
Age of Mother	34.48	4.56
Age of Child (month)	54.98	5.07
Attendance to the preschool education before pandemic (month)	10.32	7.62
	<i>n</i>	<i>%</i>
<b>Gender of Child</b>		
Girl	34	56.67
Boy	26	43.33
<b>Mother's Education Level</b>		
Undergraduate and associates	35	58.33
Postgraduate	25	41.66

In regards to taking an exploratory step, mothers were asked to rate certain characteristics of memory sharing and family climate. Descriptive values of these variables were presented in Table 4.

**Table 4.** Descriptives of Exploratory Demographics

	Min	Max	<i>M</i>	<i>SD</i>
Frequency of memory talk	1	7	4.15	1.51
Frequency of conversation-retrospectively	1	7	3.43	1.87
Importance of memories	3	7	5.92	1.18
Collection of memories	1	7	5.38	1.53
Frequency of playing	2	7	4.87	1.42
Parenting satisfaction	2	7	5.30	1.65
Partner satisfaction	2	7	5.25	1.68
Familial conflict	1	7	2.85	1.37

## 2.2. Measures

In the current study, the Demographic Information Form and Young Schema Questionnaire (YSQ) were provided to mothers. In addition to questionnaires, certain coding schemes were used to examine emotionally charged autobiographical memory characteristics of both mothers and children based on their shared conversation.

### 2.2.1. Demographic Information Form

In order to examine the demographic information about mothers and children, a specific form that was designed by the researcher was provided to mothers in the current study (See Appendix A). This form includes a nickname that the mother used for both memory conversation and questionnaire part in order to match the Zoom recordings and questionnaires. The form was designed to get information about dates of birth for both the mother and child, gender of the child, the duration of attendance of the child to the preschool education before the COVID-19 Pandemic, and the education level of the mother. In addition to these questions, a series of one-item questions based on a 7-point Likert- Scale were presented to the mothers in order to explore the characteristics of memory sharing and family environment. In this part, 1 indicates ‘‘barely/not important’’ and 7 indicates ‘‘always/ extremely important’’. Here, mothers were asked:

1. How often they do daily converse about the shared memories with their children (*frequency of memory talk*)
2. How often their own mothers had been conversing about the shared memories with them when they were a child (*frequency of conversation-retrospectively*)
3. The degree of importance of memories personally (*importance of memories*)
4. How often they do collect things that would remind them of memories, events, and/or people which and who are important to them (*memorabilia*)
5. How often they do one-to-one play with their children in daily life (*frequency of playing*)
6. The degree of satisfaction about the parenting of their partners (*parenting satisfaction*)
7. The degree of satisfaction regarding their partner’s being a romantic partner (*partner satisfaction*)

8. How often they do experience familial conflict in daily life (*familial conflict*) (See Appendix A)

### **2.2.2. Early Maladaptive Schemas and Schema Domains of Mothers**

In order to examine the early maladaptive schemas (EMS) and schema domains, the Young Schema Questionnaire Short Form (YSQ-S3) was used (See Appendix B). The original and the first version of the form consisted of 205 items that were grouped into 16 schemas suggested by Young (1990; 1994). Based on the studies focusing on factor analyses, the original and long-form had been revised and finalized as YSQ-L3 consisting of 232 items, 18 EMS, and 5 higher-order schema domains (Young & Brown, 2003). After finalizing the long version, Young (2005) suggested the most recent and short version of the YSQ, namely YSQ-S3, which had been widely used in schema research. YSQ-S3 includes 90 items, which were grouped into 18 EMS and 5 higher-order schema domains by using a 6-point Likert scale ranging from 1 as “*completely untrue of me*” to 6 as “*describes me perfectly*”. Higher scores are interpreted as more likely to have that core belief and the higher mean score of EMSs in that certain schema domain means developmental and emotional needs belonging to that schema domain is unmet (Lavergne, Marie, & Mehran, 2015; Young & Brown, 2003; Young, 2005; Welburn, Coristine, Dagg, Ponefract, & Jordan, 2002). Turkish version of the YSQ-S3 includes 90 items that were grouped into 14 EMS, 5 higher-order schema domains, and was adapted by Soygüt, Karaosmanoğlu, and Çakır (2009). The internal consistency based on the results of this study ranged between .53 and .81, and the test-retest reliability ranged between .66 and .83. Another factor analytic study of the Turkish version of the questionnaire was conducted by Saritaş and Gençöz (2011). According to this study, 18 EMS were grouped into 3 higher-order schema domains, and internal consistency based on this study ranged between .44 and .69. In the current study, the original form was used, which contains 18 EMS and 5 higher-order-schema domains, as previously followed by many researchers in Turkey (Gök, 2012;

Köse, 2009, 2014; Ünal, 2012). EMS and schema domains were presented in Table 5.

**Table 5.** 18 Early Maladaptive Schemas and 5 Higher-Order Schema Domains

Schema Domains	Schemas
Disconnection & Rejection	Emotional deprivation, abandonment, mistrust, social isolation, defectiveness
Impaired Autonomy & Performance	Failure, dependence, vulnerability, enmeshment
Impaired Limits	Entitlement, insufficient self-control
Other Directedness	Subjugation, self-sacrifice, approval-seeking
Over-vigilance & Inhibition	Emotional inhibition, unrelenting standards, negativity, punitiveness

### **2.2.3. Emotionally Charged and Shared Autobiographical Memory Characteristics of both Mothers and Children**

In order to examine the emotional memory characteristics of shared memory conversation held between mother-child dyads, certain coding schemes, which focuses on the emotional content of the memory conversation and has been widely used in the related literature, were used for both mother's and child's part of the conversation within the scope of both negatively- and positively-charged memories (Bohanek, Fivush, & Walker, 2005; Fivush & Sales, 2008; 2012) (See Appendix C). There were 4 separate variables for each family member and for both negatively- and positively- charged memory conversations: positive emotion words, negative emotion words, unique emotion words, and total word count. Thus, the number of positive emotion words, number of negative emotion words, number of unique emotion words, and number of words as total, which were used in that part (negative or positive memory) of the conversation, were numerically counted for mother and child, separately (see Table 6). Positive emotion words are the words referring to positive emotions (e.g., happy, enjoy, being grateful) and behaviors (e.g., laugh, jumping from the happiness, giving a

hug). Negative emotion words are the words referring to negative emotions (e.g., sad, angry, anxious) and behaviors (e.g., cry, scream, yell). Unique emotion words are the ones referring to each different emotion word without repetitions (e.g., sad, happy, cry, anxious). Finally, each word that was used by mother and child during memory conversation was counted, separately, and acted as total word count. Two independent coders, who were psychology undergraduates, were responsible for the coding process after intensive training with the main researcher. One of them coded all transcriptions while the other one coded 30% of the transcriptions. Interrater reliability was calculated as for children's transcriptions ranged from .82 to .87 and for mothers' transcriptions ranged from .96 to .99.

**Table 6.** Emotionally-Charged and Shared Autobiographical Memory Characteristics

Member	Memory Content	Variable
Mother	Positively-charged memory	Number of positive emotion words
		Number of negative emotion words
		Number of unique emotion words
		Number of words used in total
	Negatively-charged memory	Number of positive emotion words
		Number of negative emotion words
		Number of unique emotion words
		Number of words used in total
Child	Positively-charged memory	Number of positive emotion words
		Number of negative emotion words
		Number of unique emotion words
		Number of words used in total
	Negatively-charged memory	Number of positive emotion words
		Number of negative emotion words
		Number of unique emotion words
		Number of words used in total

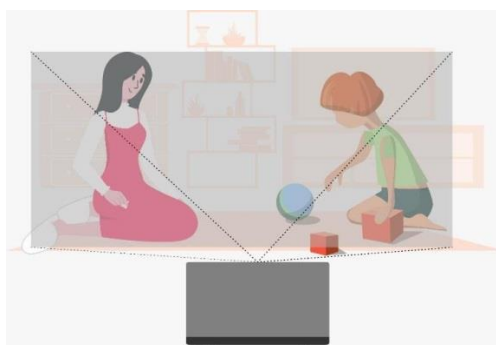
### **2.3. Procedure**

First of all, ethical approval was obtained from the Ethical Committee at the Middle East Technical University (See Appendix F). After this step, a specific field-practice class, which was led by the main researcher, was offered to undergraduate-psychology students and was opened in Spring, 2020. Fifty undergraduates signed up for this workshop and started to take comprehensive training within the first month of the semester. Within the scope of this training, students were provided the theoretical background of the current study, assigned to role-play groups including the data-gathering process, and to article-reading and discussion groups. After this theoretical part of the workshop, students began to recruit participants. At first, data collection was designed to be home visits. The process was planned to consist of home visits, meeting mothers and their children at their homes, and recording their memory conversation via voice-recording while they reminisce. As the COVID-19 Pandemic started, the data collection technique was re-designed and was switched from live meetings to online meetings. After the approval of this major revision was taken from the Ethical Committee, online invitation brochures were spread through social media channels and e-mail chains. Mothers, who have children between the ages of 48-60 months, are eager to participate in the study and signed for the informed consent, made a contact with the researcher through e-mail or social media, and then, the researcher assigned each volunteer participant randomly to a student/research assistant (See Appendix G).

One day before the data collection process takes a start, each mother was invited to an individual Zoom meeting, not including the child. The purpose of this online meeting was a face-to-face introduction to each other of both mothers and assistants, warming mothers up for the latter process, and giving space and time for them to ask questions if they have any. During this first meeting, assistants showed mothers a video, which was recorded by the main researcher, and provided them a welcome message, detailed information about the latter process

and how to engage with the Zoom application, and appreciation for their volunteer-based participation.

Mothers were asked to prepare emotionally charged memories that they shared with their children since the beginning of the COVID-19 pandemic. They were requested to prepare a specific room, where the child spends most of her/his time apart from her/his own room and they would be conversing. The child's own room was intentionally avoided since items in a child's room (for example, toys) could be distractions for children. Additionally, mothers were given the option to bring 1-2 toys if they think it is needed to comfort their children. After providing detailed information about how to arrange the room and how to locate themselves in front of the screen, mothers were given an informed consent form. Finally, mothers and assistants scheduled their time for data collection for the next day (see Illustration 1).



**Illustration 1.** How mothers and children seated in front of the laptop-during Zoom meeting

On the data-collection day, an assistant sent an e-mail or WhatsApp message (whichever the mother's choice) including a Zoom invitation link to the mother 15 minutes before the arranged meeting time. When the assistant, mother, and child were online, the mother introduced the assistant to her child as "this is (Name). She/he is curious about how we converse with each other. So, while we do that, she/he will be observing us". Here, assistants were allowed to make small talk with the child to warm her/him up (such as "How are you? What a



lovely t-shirt that you're wearing..." etc.). The assistant reminded the mother of the sequence of memory talk (whether they would be reminiscing about emotionally positive and shared autobiographical memory, or emotionally negative and shared autobiographical memory after the COVID-19 pandemic started). The order of the memory conversation of emotionally-positive or emotionally-negative memory was counterbalanced, as conducted in the previous studies (Bohanek, Fivush, & Walker, 2005; Fivush & Sales, 2008; 2012). When the mother and child were ready, the assistant started to record their conversation on Zoom. Each part of the memory conversation took exactly 5 minutes and a total of 10 minutes for the whole recording, the whole Zoom meeting was around 30 minutes including the recorded parts. During the conversation, if the allocated time of 5 minutes was exceeded, the assistant kindly intervened and led the mother to switch the content of the memory. For the codings, only the exact time frame was considered.

After this part, assistants gave their thanks to both mothers and children. Mothers were provided the YSQ through e-mail and asked to put their nicknames on the questionnaire, fill it out and send it back within a maximum of two days. After this process, all zoom recordings were first, transcribed verbatim, and then coded by following the aforementioned scheme for obtaining autobiographical characteristics.

#### **2.4. Statistical Analyses**

All statistical analyses were conducted by using IBM SPSS 26 Statistical Package for the Social Sciences (IBM, 2019). Respectively, preliminary analyses, handling the missing data, testing the normality assumptions, descriptive statistics, Pearsons' Correlation Coefficient, Stepwise Linear Regression, and Moderation Analyses were conducted and are presented in Chapter 3.

## CHAPTER 3

### RESULTS

In this section preliminary analyses, handling the missing data, testing the normality assumptions, descriptive statistics, the results of Pearsons' Correlation Coefficient, Stepwise Linear Regression, and Moderation Analyses will be presented.

#### **3.1. Preliminary analyses and overall statistical plan for further steps**

SPSSv26 statistical package program was used for all statistical analyses. Before performing the main analyses, the accuracy of data entry was checked, and Missing Value Analysis was run. After analyzing the missing data; subsequent analyses were conducted with the 60 mother-child pairs.

First of all, the Skewness and Kurtosis values were examined to determine whether the data showed normal distribution. While Skewness and Kurtosis values in the range of -1.5 and +1.5 are generally accepted values for normal distribution (Tabachnick & Fidell, 2013), skewness values in the range of -2 and +2, and kurtosis values in the range of -3 and +3 are also considered as acceptable values for normal distribution (Westfall & Henning, 2013). In this study, it was concluded that the data set showed a normal distribution since skewness values were examined in the range of -2 and +2, kurtosis values were examined in the range of -3 and +3, and the expected probability graphs were examined in the normal distribution with the histogram. Therefore, in this study, parametric analyses were used instead of nonparametric analyses (Tabachnick & Fidell, 2013).

Independent samples t-test was conducted to examine whether there is a difference between the mean scores of variables with two categories. In addition, a one-way analysis of variance (ANOVA) was conducted to determine the difference between the mean scores of variables with 3 or more categories. Pearson Correlation Analysis was performed to examine the relationships between Quantitative demographic variables (e.g.; age, number of children, age and gender of the child), schemas and schema domains of Young Schema Questionnaire (YSQ), and Emotionally Charged and Shared Autobiographical Memory Characteristics. In addition to this step; Stepwise Regression Analysis was conducted to examine which schema domains significantly predicted outcome variables of Emotionally Charged and Shared Autobiographical Memory Characteristics. Finally, Moderation Analysis was conducted to see if the gender of the child has a moderator role in significant associations between schema domains and autobiographical characteristics.

## **3.2. Descriptive statistics**

### **3.2.1. Sociodemographic Characteristics of the Participants**

Sociodemographic information about the 60 mother-child pairs is presented in Table 1. As it was presented in Table 7; it was found that the mean age of mother-participants is 34 ( $M = 34.48$ ,  $SD = 4.56$ ), and the mean age of child-participants in terms of months is 55 ( $M = 54.98$ ,  $SD = 5.07$ ). When the duration of attendance of children to the preschool education before the COVID-19 pandemic was considered, the mean duration of attendance of children is 10 months ( $M = 10.32$ ,  $SD = 7.62$ ). In terms of the gender of children, 56.67% ( $N = 34$ ) of the children were girls and 43.33% ( $N = 26$ ) of the children were boys. Considering the level of mothers' education, it was found that 58.33% ( $N = 35$ ) of mothers were graduated from undergraduate programs or had associate degrees, and 41.66% ( $N = 25$ ) of mothers had postgraduate degrees.

**Table 7.** Sociodemographics of participant (N = 60)

	<i>M</i>	<i>SD</i>
Age of Mother	34.48	4.56
Age of Child (month)	54.98	5.07
Attendance to the preschool education before pandemic (month)	10.32	7.62
	<i>n</i>	%
<b>Gender of Child</b>		
Girl	34	56.67
Boy	26	43.33
<b>Mother's Education Level</b>		
Undergraduate and associates	35	58.33
Postgraduate	25	41.66

### 3.2.2. Characteristics of Early Maladaptive Schemas of Mothers

In order to examine the early maladaptive schemas of mothers, descriptive statistics based on the sub-scales of YSQ were calculated first and presented in Table 3. As seen in Table 8, when the skewness coefficients were examined, it was found that the sub-scales of YSQ take values varying between -.50 and 1.86. When the skewness coefficients were examined, it was found that the sub-scales of YSQ take values varying between -.50 and 1.89, and the kurtosis coefficients were examined as varying between -.55 and 2.97. Mothers' early maladaptive schemas were examined as followed in an order from the highest to the lowest: self-sacrifice ( $M = 17.37$ ,  $SD = 4.49$ ), entitlement ( $M = 15.57$ ,  $SD = 4.19$ ), approval-seeking ( $M = 15.53$ ,  $SD = 4.77$ ), unrelenting standards ( $M = 15.30$ ,  $SD = 4.32$ ), insufficient self-control ( $M = 14.20$ ,  $SD = 3.24$ ), negativity/ pessimism ( $M = 13.62$ ,  $SD = 4.92$ ), punitiveness ( $M = 13.28$ ,  $SD = 3.31$ ), mistrust/ abuse ( $M = 12.07$ ,  $SD = 4.99$ ), vulnerability to harm & illness ( $M = 11.93$ ,  $SD = 5.49$ ), enmeshment ( $M = 11.35$ ,  $SD = 3.82$ ), abandonment ( $M = 11.12$ ,  $SD = 3.16$ ), emotional inhibition ( $M = 10.83$ ,  $SD = 4.98$ ), social isolation ( $M = 10.70$ ,  $SD = 5.33$ ), subjugation ( $M = 9.55$ ,  $SD = 3.61$ ), emotional deprivation ( $M = 8.92$ ,  $SD = 4.80$ ), failure ( $M = 8.45$ ,  $SD = 3.89$ ), and defectiveness/ shame ( $M = 7.33$ ,  $SD = 2.81$ ).

**Table 8.** Statistical values of sub-scales of YSQ

Variable	<i>M</i>	<i>SD</i>	Min	Max	Skewness	Kurtosis
Abandonment	11.12	3.16	5.00	22.00	1.13	1.50
Mistrust/Abuse	12.07	4.99	5.00	25.00	0.90	0.28
Emotional Deprivation	8.92	4.80	5.00	29.00	1.86	2.97
Defectiveness/Shame	7.33	2.81	5.00	16.00	1.25	1.15
Social Isolation	10.70	5.33	5.00	26.00	1.19	0.77
Dependence/Incompetence	6.97	2.31	5.00	16.00	1.53	2.61
Vulnerability to Harm & Illness	11.93	5.49	5.00	27.00	0.89	0.13
Enmeshment	11.35	3.82	5.00	23.00	0.55	0.86
Failure	8.45	3.89	5.00	21.00	1.42	1.74
Entitlement	15.57	4.19	7.00	27.00	0.15	-0.07
Insufficient Self-Control	14.20	3.24	5.00	20.00	-0.50	-0.42
Subjugation	9.55	3.61	5.00	19.00	0.71	0.01
Self Sacrifice	17.37	4.49	6.00	27.00	-0.44	0.10
Approval-Seeking	15.53	4.77	6.00	27.00	0.39	0.16
Negativity/Pessimism	13.62	4.92	5.00	26.00	0.60	-0.15
Emotional Inhibition	10.83	4.98	5.00	23.00	0.75	-0.30
Unrelenting Standards	15.30	4.32	7.00	26.00	0.26	-0.55
Punitiveness	13.28	3.31	7.00	25.00	0.81	1.33

After schemas were examined, the original 5 schema domains derived from 18 schemas were calculated and descriptive statistics based on the schema domains were presented in Table 9. When the skewness coefficients were examined, it was found that schema domains take values varying between -.06 and 1.59, and the kurtosis coefficients were examined, it was found that schema domains take values varying between -.20 and 2.94. Mothers' schema domains were examined as followed in an order from the highest to the lowest: impaired limits ( $M = 14.88$ ,  $SD = 3.10$ ), other-directedness ( $M = 14.15$ ,  $SD = 3.25$ ), over-vigilance and inhibition ( $M = 13.26$ ,  $SD = 3.71$ ), disconnection and rejection ( $M = 10.03$ ,  $SD = 3.55$ ), and impaired autonomy and performance ( $M = 89.67$ ,  $SD = 3.08$ ).

**Table 9.** Statistical values of schema domains

Variable	<i>M</i>	<i>SD</i>	Min	Max	Skewness	Kurtosis
Disconnection & Rejection	10.03	3.55	5.80	23.20	1.59	2.94
Impaired Autonomy & Performance	9.67	3.08	5.00	21.75	1.13	2.79
Impaired Limits	14.88	3.10	8.00	22.50	-.02	-.20
Other-Directedness	14.15	3.25	6.33	22.33	-.06	.25
Over-Vigilance & Inhibition	13.26	3.71	7.25	22.50	.70	.07

### 3.2.3. Emotionally Charged and Shared Autobiographical Memory Characteristics

In order to examine the emotionally charged and shared autobiographical memory characteristics for both mothers and children, descriptive statistics that were conducted based on the numeric-coded-versions of conversations were calculated and presented in Table 10. According to statistical results based on positively charged memory conversations, the mean score of mothers' usage of positive emotion words is 7.50 ( $SD = 5.30$ ), mothers' usage of negative emotion words is 1.75 ( $SD = 2.96$ ), mothers' usage of unique emotion word is 3.65 ( $SD = 2.25$ ), and mothers' total word count is 371.02 ( $SD = 110.31$ ). In addition to mothers' characteristics of positively charged memory conversation, the mean score of children's usage of positive emotion word is 1.30 ( $SD = 1.66$ ), children's usage of negative emotion word is .93 ( $SD = 1.63$ ), children's usage of unique emotion word is 1.55 ( $SD = 1.42$ ), and children's total word count is 147.30 ( $SD = 70.97$ ) during positively-charged memory conversation. When it comes to negatively-charged memory conversation, it was found that mothers' usage of positive emotion words is 2.38 ( $SD = 2.27$ ), mothers' usage of negative emotion words is 11.03 ( $SD = 7.57$ ), mothers' usage of unique emotion words is 4.68 ( $SD = 2.55$ ), mothers' total word count is 364.42 ( $SD = 113.48$ ), children's usage of positive emotion word is .97 ( $SD = 1.35$ ), children's usage of negative emotion word is 3.30 ( $SD = 3.16$ ), children's usage of unique emotion word is 2.68 ( $SD = 2.10$ ), and children's total word count is 142.42 ( $SD = 81.22$ ).

**Table 10.** Statistical values of emotionally charged and shared autobiographical memory characteristics for both mothers and children

Variables	<i>M</i>	<i>SD</i>	Min	Max
P_m_pew	7.50	5.30	0	26
P_m_new	1.75	2.96	0	18
P_m_uew	3.65	2.25	0	10
P_m_twu	371.02	110.31	148	626
N_m_pew	2.38	2.27	0	8
N_m_new	11.03	7.57	1	38
N_m_uew	4.68	2.55	1	13
N_m_twu	364.42	113.48	82	566
P_c_pew	1.30	1.66	0	8
P_c_new	.93	1.63	0	9
P_c_uew	1.55	1.42	0	5
P_c_twu	147.30	70.97	32	385
N_c_pew	.97	1.35	0	6
N_c_new	3.30	3.16	0	15
N_c_uew	2.68	2.10	0	10
N_c_twu	142.42	81.22	9	440

*Note.* N = 60. P\_m\_pew: mother's usage of positive emotion word in positively charged emotional memory conversation, P\_m\_new: mother's usage of negative emotion word in positively charged emotional memory conversation, P\_m\_uew: mother's usage of unique emotion word in positively charged emotional memory conversation, P\_m\_twu: mother's total word usage in positively charged emotional memory conversation, N\_m\_pew: mother's usage of positive emotion word in negatively charged emotional memory conversation, N\_m\_new: mother's usage of negative emotion word in negatively charged emotional memory conversation, N\_m\_uew: mother's usage of unique emotion word in negatively charged emotional memory conversation, N\_m\_twu: mother's total word usage in negatively charged emotional memory conversation, P\_c\_pew: child's usage of positive emotion word in positively charged emotional memory conversation, P\_c\_new: child's usage of negative emotion word in positively charged emotional memory conversation, P\_c\_uew: child's usage of unique emotion word in positively charged emotional memory conversation, P\_c\_twu: child's total word usage in positively charged emotional memory conversation, N\_c\_pew: child's usage of positive emotion word in negatively charged emotional memory conversation, N\_c\_new: child's usage of negative emotion word in negatively charged emotional memory conversation, N\_c\_uew: child's usage of unique emotion word in negatively charged emotional memory conversation, N\_c\_twu: child's total word usage in negatively charged emotional memory conversation.

### 3.3. Inferential statistics

#### 3.3.1. The Relationship Between Emotionally Charged and Shared Autobiographical Memory Characteristics and Child's Gender

In order to examine whether there is a significant difference among the scores of autobiographical memory characteristics of both mothers and children according to the gender of the child, an independent sample t-test was conducted. These analytical results are presented in Table 11.

When independent samples t-test results are interpreted, it was found that a statistically significant difference was found between the mean scores of children's usage of positive emotion word during positively-charged memory conversation according to the gender of the child [ $t_{(46.831)} = 2.29, p < 0.05$ ]. Here, daughters' usage of positive emotion word during positively-charged memory conversation ( $M = 1.68, SD = 2.01$ ) is significantly higher than sons' usage of positive emotion word during the conversation in the same emotional content ( $M = .81, SD = .85$ ). Another significant difference was found for the usage of negative emotion word, which is daughters' usage of negative emotion word ( $M = 1.35, SD = 1.95$ ) is significantly higher than sons' usage of negative emotion word ( $M = .38, SD = .80$ ) during a positively-charged memory conversation [ $t_{(46.254)} = 2.62, p < 0.05$ ]. There were also significant differences for the variables of unique emotion word usage and total word count during positively-charged memory conversation. That is; daughters' usage of unique emotion word ( $M = 1.97, SD = 1.57$ ) and total word count ( $M = 168.18, SD = 72.71$ ) are significantly higher than sons' usage of unique emotion word ( $M = 1.00, SD = .98$ ) and total word count ( $M = 120, SD = 59.49$ ), respectively [ $t_{(56.042)} = 2.94, p < 0.05$ ], [ $t_{(57.699)} = 2.82, p < 0.05$ ]. When negatively-charged memory conversation has considered, statistically significant differences based on child's gender were found for only three outcome variables: usage of negative emotion word, unique emotion word, and total word of children. Specifically, daughters' usage of negative emotion word ( $M = 4.06, SD = 3.28$ ) is higher than sons' usage of



negative emotion word ( $M = 2.31, SD = 2.74$ ) [ $t_{(57.519)} = 2.25, p < 0.05$ ], daughters' usage of unique emotion word ( $M = 3.29, SD = 1.88$ ) is higher than sons' usage of unique emotion word ( $M = 1.88, SD = 2.12$ ) [ $t_{(50.339)} = 2.68, p < 0.05$ ], and daughters' usage of total word ( $M = 161.15, SD = 88.66$ ) is higher than sons' usage of total word ( $M = 117.92, SD = 72.31$ ) [ $t_{(57.072)} = 2.14, p < 0.05$ ] during negatively-charged memory conversation. According to child's gender, there is no significant finding between gender and mothers' autobiographical memory characteristics for both positively and negatively-charged memory conversation, and for children's usage of positive emotion word during negatively-charged memory conversation ( $p > 0.05$ ).

**Table 11.** Independent sample t-test results regarding the differentiation of autobiographical memory characteristics according to the child's gender

Variable	<i>Daughters</i>		<i>Sons</i>		<i>t</i>	<i>p</i>	%95 <i>CI</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
P_m_pew	6.94	4.48	8.23	6.23	-.89	0.355	[-4.05, 1.47]
P_m_new	1.76	2.28	1.73	3.70	.04	0.623	[-1.52, 1.58]
P_m_uew	3.97	2.15	3.23	2.33	1.26	0.965	[-.42, 1.92]
P_m_twu	380.97	99.05	358.00	124.31	.77	0.209	[-34.73, 80.67]
N_m_pew	2.24	2.13	2.58	2.50	-.56	0.429	[-1.53, .85]
N_m_new	11.38	7.92	10.58	7.22	.41	0.568	[-3.17, 4.78]
N_m_uew	4.68	2.21	4.69	2.99	-.02	0.687	[-1.35, 1.32]
N_m_twu	358.76	102.92	371.81	127.69	-.42	0.981	[-72.67, 46.54]
P_c_pew	1.68	2.01	.81	.85	2.27	0.028*	[.09, 1.63]
P_c_new	1.35	1.95	.38	.80	2.62	0.012*	[.22, 1.71]
P_c_uew	1.97	1.57	1.00	.98	2.94	0.005*	[.30, 1.63]
P_c_twu	168.18	72.71	120.00	59.49	2.82	0.007*	[13.98, 82.36]
N_c_pew	1.15	1.28	.73	1.43	1.17	0.248	[-.29, 1.13]
N_c_new	4.06	3.28	2.31	2.74	2.25	0.028*	[.19, 3.30]
N_c_uew	3.29	1.88	1.88	2.12	2.68	0.010*	[.35, 2.47]
N_c_twu	161.15	83.66	117.92	72.31	2.14	0.036*	[2.82, 83.62]

*Note.*  $N = 60$ , \*  $p < 0.05$ . P\_m\_pew: mother's usage of positive emotion word in positively charged emotional memory conversation, P\_m\_new: mother's usage of negative emotion word in positively charged emotional memory conversation, P\_m\_uew: mother's usage of unique emotion word in positively charged emotional memory conversation, P\_m\_twu: mother's total word usage in positively charged emotional memory conversation, N\_m\_pew: mother's usage of positive emotion word in negatively charged emotional memory conversation, N\_m\_new: mother's usage of negative emotion word in negatively charged emotional memory conversation, N\_m\_uew: mother's usage of unique emotion word in negatively charged emotional memory conversation, N\_m\_twu: mother's total word usage in negatively charged emotional memory conversation, P\_c\_pew: child's usage of positive emotion word in positively charged emotional memory conversation, P\_c\_new: child's usage of negative emotion word in positively charged emotional memory conversation, P\_c\_uew: child's usage of unique emotion word in positively charged emotional memory conversation, P\_c\_twu: child's total word usage in positively charged emotional memory conversation, N\_c\_pew: child's usage of positive emotion word in negatively charged emotional memory conversation, N\_c\_new: child's usage of negative emotion word in negatively charged emotional memory conversation, N\_c\_uew: child's usage of unique emotion word in negatively charged emotional memory conversation, N\_c\_twu: child's total word usage in negatively charged emotional memory conversation.

### **3.3.2. The Relationship Between Emotionally Charged and Shared Autobiographical Memory Characteristics and Schema Domains**

In order to examine whether there are significant correlations between predictor variables, which are schema domains, and outcome variables, which are autobiographical memory characteristics of mother-child dyads in the current study, Pearson Correlation Analysis was conducted. According to the results, mother's usage of negative emotion word in positively-charged memory conversation was positively correlated with disconnection & rejection, impaired limits, other-directedness, and over-vigilance & inhibition schema domains (respectively;  $r = .44, p < .01$ ;  $r = .42, p < .01$ ;  $r = .28, p < .05$ ;  $r = .33, p < .01$ ). Mother's usage of unique emotion word in positively-charged memory conversation was positively correlated with disconnection & rejection schema domain ( $r = .39, p < .01$ ). Additionally, mother's usage of positive emotion word in negatively-charged memory conversation was positively correlated with impaired limits and other-directedness schema domains of mothers (respectively;  $r = .27, p < .05$ ;  $r = .26, p < .05$ ).

When children's outcome variables were considered; it was found that children's usage of negative emotion words in positively-charged memory conversation was positively correlated with disconnection & rejection schema domain of mothers ( $r = .36, p < .01$ ), while children's usage of unique emotion word in positively-charged memory conversation was positively correlated with

disconnection & rejection and impaired limits schema domains of mothers (respectively;  $r = .26, p < .05$ ;  $r = .29, p < .05$ ). The relationships between emotionally charged and shared autobiographical memory characteristics and schema domains were provided in Table 12.

### **3.3.3. Potential Schema Domains of Mothers as predictors on Emotionally-Charged and Shared Autobiographical Memory Characteristics of both Mothers and Children**

In order to examine which schema domains of mothers specifically predict which autobiographical memory characteristics of both mothers and children, a stepwise linear regression was conducted. Separate stepwise regression analysis was run for outcome variables respectively in the order of Pearson's correlation analysis; mothers' usages of negative emotion word and unique emotion word during positively-charged memory conversation, mothers' usage of positive emotion word during negatively-charged memory conversation, children's usage of negative emotion word and unique emotion word during positively-charged memory conversation. Here, all outcome variables that were significant in the correlation analysis were also significant in the stepwise regression models, and models that were constructed by stepwise regression are presented.

Starting with all schema domains that might theoretically be good predictors of mothers' usage of negative emotion words in positively-charged conversation, a stepwise logistic regression model reduced schema domains to 2 which were disconnection & rejection, and impaired autonomy & performance (see Table 13)

**Table 12.** Pearson Correlation Analysis results on emotionally charged and shared autobiographical memory characteristics and schema domains

Variables	Domain Disconnection & Rejection	Domain Impaired Autonomy & Performance	Domain Impaired Limits	Domain Other- Directedness	Domain Over- Vigilance & Inhibition
P_m_pew	.140	.056	.143	.124	.111
P_m_new	<b>.449**</b>	.044	<b>.420**</b>	<b>.282*</b>	<b>.332**</b>
P_m_uew	<b>.394**</b>	.096	.251	.091	.207
P_m_twu	.175	.111	.121	.038	.077
N_m_pew	.087	.007	<b>.271*</b>	<b>.260*</b>	.026
N_m_new	.124	.075	.182	.206	.143
N_m_uew	.100	.014	.159	-.067	.010
N_m_twu	-.070	.039	.096	-.023	-.063
P_c_pew	.150	.023	.196	.082	.112
P_c_new	<b>.354**</b>	-.014	.224	.138	.174
P_c_uew	<b>.258*</b>	.017	<b>.286*</b>	.157	.162
P_c_twu	-.002	-.150	.089	-.089	-.099
N_c_pew	-.056	-.140	-.041	-.102	-.128
N_c_new	.004	.001	-.044	-.199	.136
N_c_uew	.039	.003	-.010	-.153	.109
N_c_twu	-.173	-.072	.006	-.096	-.170

*Note.* N = 60. \*  $p < 0.05$ , \*\*  $p < 0.01$ . P\_m\_pew: mother's usage of positive emotion word in positively charged emotional memory conversation, P\_m\_new: mother's usage of negative emotion word in positively charged emotional memory conversation, P\_m\_uew: mother's usage of unique emotion word in positively charged emotional memory conversation, P\_m\_twu: mother's total word usage in positively charged emotional memory conversation, N\_m\_pew: mother's usage of positive emotion word in negatively charged emotional memory conversation, N\_m\_new: mother's usage of negative emotion word in negatively charged emotional memory conversation, N\_m\_uew: mother's usage of unique emotion word in negatively charged emotional memory conversation, N\_m\_twu: mother's total word usage in negatively charged emotional memory conversation, P\_c\_pew: child's usage of positive emotion word in positively charged emotional memory conversation, P\_c\_new: child's usage of negative emotion word in positively charged emotional memory conversation, P\_c\_uew: child's usage of unique emotion word in positively charged emotional memory conversation, P\_c\_twu: child's total word usage in positively charged emotional memory conversation, N\_c\_pew: child's usage of positive emotion word in negatively charged emotional memory conversation, N\_c\_new: child's usage of negative emotion word in negatively charged emotional memory conversation, N\_c\_uew: child's usage of unique emotion word in negatively charged emotional memory conversation, N\_c\_twu: child's total word usage in negatively charged emotional memory conversation.

**Table 13.** Results of Stepwise Regression Analysis as Predictors of Mothers' Usage of Negative Emotion Word in Positively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	-1.99	1.04	[-4.07, 0.08]	0.00	-1.92	0.060
	Disconnection & Rejection	0.37	0.10	[0.18, 0.57]	0.45	3.83	0.000
2	(Constant)	-0.08	1.05	[-2.18, 2.031]	0.00	-0.07	0.944
	Disconnection & Rejection	0.74	0.13	[0.48, 0.99]	0.88	5.77	0.000
	Impaired Autonomy & Performance	-0.57	0.15	[-0.87, -0.20]	-0.60	-3.90	0.000

**Note.** Results for Model 1:  $F(1,58) = 14.63, p = 0.000, R^2 = 0.20$ , for Model 2:  $F(2,57) = 16.73, p = 0.000, R^2 = 0.37$ .

It was found that the first model including disconnection & rejection schema domain is significant ( $F(1,58) = 14.63, p = 0.000, R^2 = 0.20$ ) and explains %20 of the variance. That is, mothers, who have early maladaptive schemas on disconnection & rejection schema domains, significantly used more negative emotion words during positively-charged memory conversations with their children. Second model including disconnection & rejection and impaired autonomy & performance schema domains is also significant ( $F(2,57) = 16.73, p = 0.000, R^2 = 0.37$ ), and with the addition of impaired limits to the model, the ratio of the variance explained increased to %37. Specifically, mothers, who have early maladaptive schemas within the domain of impaired autonomy & performance used less negative emotion words during positively-charged memory conversations with their children.

When it comes to mothers' usage of unique emotion words during positively-charged memory conversation, the stepwise linear regression model reduced schema domains to two, which were disconnection & rejection and impaired autonomy & performance similarly with previous models (see Table 14).

**Table 14.** Results of Stepwise Regression Analysis as Predictors of Mothers' Usage of Unique Emotion Word in Positively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	1.15	0.81	[-0.47, 2.78]	0.00	1.42	0.160
	Disconnection & Rejection	0.25	0.08	[0.10, 0.40]	0.39	3.26	0.002
2	(Constant)	2.14	0.88	[0.37, 3.90]	0.00	2.42	0.019
	Disconnection & Rejection	0.43	0.11	[0.22, 0.65]	0.69	4.06	0.000
	Impaired Autonomy & Performance	-0.29	0.12	[-0.54, -0.05]	-0.40	-2.38	0.021

**Note.** Results for Model 1:  $F(1,58) = 10.64$ ,  $p = 0.002$ ,  $R^2 = 0.15$ , for Model 2:  $F(2,57) = 8.58$ ,  $p = 0.001$ ,  $R^2 = 0.23$ .

Here, first model is consisted of disconnection & rejection schema domain is significant ( $F(1,58) = 10.64$ ,  $p = 0.002$ ,  $R^2 = 0.15$ ), and explained 15% of the variance. Mothers, who have early maladaptive schemas in disconnection & rejection schema domains used more unique emotion words during positively-charged memory conversations. Besides, second model including disconnection & rejection and impaired autonomy & performance schema domains is also significant ( $F(2,57) = 8.58$ ,  $p = 0.001$ ,  $R^2 = 0.23$ ), and adding impaired autonomy & performance schema domain increased the explained variance to %23. In a detailed word, mothers, who have early maladaptive schemas in impaired autonomy & performance schema domains used less unique emotion words during positively-charged memory conversations with their children.

In negatively-charged memory conversations, mothers' usage of positive emotion words was examined as significant. A stepwise regression model reduced schema domains to one, which is impaired limits (see Table 15). This model, including impaired limits, is statistically significant ( $F(1,58) = 4.60$ ,  $p = .036$ ,  $R^2 = 0.07$ ) and explained 7% of the variance. That is, mothers, who have

early maladaptive schemas in impaired limits schema domain, used more positive emotion words during negatively-charged memory conversations with their children.

**Table 15.** Results of Stepwise Regression Analysis as Predictors of Mothers' Usage of Positive Emotion Word in Negatively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	-0.57	1.41	[-3.39, 2.24]	0.00	-0.41	0.686
	Impaired Limits	0.20	0.09	[0.01, 0.38]	0.27	2.15	0.036

*Note.* Results:  $F(1,58) = 4.60, p = .036, R^2 = 0.07$

When children's outcomes were considered, children's usage of negative emotion words during positively-charged memory conversation was significantly predicted by disconnection & rejection and impaired autonomy & performance schema domains of mothers, in tune with mothers' own results in the same outcome variable (See Table 16).

**Table 16.** Results of Stepwise Regression Analysis as Predictors of Children's Usage of Negative Emotion Word in Positively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	-0.69	0.59	[-1.88, 0.50]	0.00	1.16	0.250
	Disconnection & Rejection	0.16	0.05	[0.05, 0.27]	0.35	2.88	0.005
2	(Constant)	0.32	0.61	[-0.91, 1.56]	0.00	0.52	0.602
	Disconnection & Rejection	0.35	0.07	[0.20, 0.50]	0.77	4.71	0.000
	Impaired Autonomy & Performance	-0.30	0.08	[-0.47, -0.13]	-0.57	-3.52	0.001

*Note.* Results for Model 1:  $F(1,58) = 8.33, p = 0.005, R^2 = 0.12$ , for Model 2:  $F(2,57) = 12.39, p = 0.001, R^2 = 0.28$ .

Here, the first model including disconnection & rejection schema domain is significant ( $F(1,58) = 8.33, p = 0.005, R^2 = 0.12$ ) and explained 12% of the variance. That is to say, children of mothers, who have early maladaptive schemas in disconnection & rejection schema domains, used more negative emotion words during positively-charged memory conversations with their mothers, as their mothers did. In the second model, impaired autonomy & performance schema domain was included and yielded to a significant result ( $F(2,57) = 12.39, p = 0.001, R^2 = 0.28$ ), explaining 28% of the variance. In a more specific way of expression, children of mothers, who have early maladaptive schemas in impaired autonomy & performance schema domain, used less negative emotion words during positively-charged memory conversation.

Another stepwise regression analysis was conducted for the potential -schema domain- predictors on children’s usage of unique emotion words during positively-charged memory conversation, and reduced schema domains to one, which is impaired limits (see Table 17).

**Table 17.** Results of Stepwise Regression Analysis as Predictors of Children’s Usage of Unique Emotion Word in Positively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	$\beta$	<i>t</i>	<i>p</i>
1	(Constant)	-0.40	0.88	[-2.15, 1.35]	0.00	-0.46	0.650
	Impaired Limits	0.13	0.06	[0.02, 0.25]	0.29	2.28	0.027

*Note.* Results:  $F(1,58) = 5.18, p = .027, R^2 = 0.08$

According to this significant model, children of mothers, who have early maladaptive schemas within impaired limits schema domain, used more unique emotion word during positively-charged memory conversation ( $F(1,58) = 5.18, p = .027, R^2 = 0.08$ ). Impaired limits explained 8% of the variance.



### **3.3.4. Potential Schema Domains of Mothers and Child's Gender as predictors on Emotionally-Charged and Shared Autobiographical Memory Characteristics of both Mothers and Children**

Since there are also correlations between autobiographical memory characteristics and child's gender that have been examined and presented before, another set of stepwise regression analyses were conducted to see the potential schema domains of mothers and child's gender, together, on the associated outcome variables. Here based on stepwise regression results, two outcome variables, namely children's usage of negative and unique emotion words during positively-charged memory conversation with their mothers, were examined as significantly predicted by the same schema domains of their mothers in previous models with the same outcomes, in addition to child's gender, which was dummy coded for the regression analyses. These models that were constructed by stepwise regression are presented below.

Stepwise regression was conducted to examine the influence of the potential schema domains of mothers and child's gender as predictors on children's usage of negative emotion words during positively-charged memory conversations with their mothers. Starting with five schema domains and child's gender together, the model reduced five into two schema domains, which are disconnection & rejection and impaired autonomy & performance, and child's gender (see Table 18).

**Table 18.** Results of Stepwise Regression Analysis as Predictors of Children’s Usage of Negative Emotion Word in Positively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	$\beta$	T	<i>p</i>
1	(Constant)	-0.69	0.60	[-1.89, 0.50]	0.00	1.16	0.251
	Disconnection & Rejection	0.16	0.06	[0.05, 0.27]	0.35	2.89	0.005
2	(Constant)	0.32	0.62	[-0.91, 1.56]	0.00	0.52	0.602
	Disconnection & Rejection	0.35	0.08	[0.20, 0.50]	0.77	4.73	< 0.001
	Impaired Autonomy & Performance	-0.30	0.09	[-0.48, -0.13]	0.58	3.52	0.001
3	(Constant)	1.43	0.80	[-0.18, 3.04]	0.00	1.79	0.080
	Disconnection & Rejection	0.33	0.07	[0.19, 0.48]	0.73	4.53	< 0.001
	Impaired Autonomy & Performance	-0.29	0.08	[-0.45, -0.12]	0.54	3.39	0.001
	Gender	-0.75	0.36	[-1.46, -0.03]	0.23	2.08	0.042

*Note.* Results for Model 1:  $F(1,58) = 8.34, p = .005, R^2 = 0.13$ , for Model 2:  $F(2,57) = 11.18, p < .001, R^2 = 0.28$ , Model 3:  $F(3,56) = 9.34, p < .001, R^2 = 0.33$

First model, including only disconnection & rejection schema domain, is statistically significant ( $F(1,58) = 8.34, p = .005, R^2 = 0.13$ ), and explained 13% of the variance. Second model, including disconnection & rejection and impaired autonomy & performance schema domains, is also statistically significant ( $F(2,57) = 11.18, p < .001, R^2 = 0.28$ ). With the addition of impaired autonomy & performance schema domain to the model, the ratio of the variance explained increased to 28%. Third and final model, including disconnection & rejection and impaired autonomy & performance schema domains and child’s gender, is significant, as well ( $F(3,56) = 9.34, p < .001, R^2 = 0.33$ ). Specifically, daughters, whose mothers have early maladaptive schemas in the disconnection & rejection schema domain, used less negative emotion words, and daughters, whose

mothers have early maladaptive schemas in the impaired autonomy & performance schema domain, used more negative emotion words during positively-charged memory conversations than sons.

Another stepwise regression was conducted to examine the influence of the potential schema domains of mothers and child's gender as predictors on children's usage of unique emotion words during positively-charged memory conversation. The model included impaired limits schema domain and child's gender (see Table 19).

**Table 19.** Results of Stepwise Regression Analysis as Predictors of Children's Usage of Unique Emotion Word in Positively-charged Memory Conversation

Model	Variable	<i>B</i>	<i>SE</i>	95% CI	B	<i>t</i>	<i>P</i>
1	(Constant)	-0.40	0.88	[-2.15, 1.35]	0.00	-0.46	0.650
	Impaired Limits	0.13	0.06	[0.02, 0.25]	0.29	2.28	0.027
2	(Constant)	0.90	0.92	[-0.94, 2.73]	0.00	0.98	0.331
	Impaired Limits	0.14	0.05	[0.04, 0.25]	0.31	2.67	0.010
	Gender	-1.04	0.33	[-1.71, -0.37]	-0.37	-3.11	0.003

*Note.* Results:  $F(1,58) = 5.18, p = .027, R^2 = 0.08$ , Model 2:  $F(2,57) = 7.81, p = .001, R^2 = 0.22$

First model includes impaired limits schema domain, is statistically significant ( $F(1,58) = 5.18, p = .027, R^2 = 0.08$ ), and impaired limits explained 8% of the variance. Second model including impaired limits schema domain and gender together is also significant ( $F(2,57) = 7.81, p = .001, R^2 = 0.22$ ). With the addition of gender to the model, the ratio of the variance explained increased to 22%. Specifically, daughters, whose mothers have early maladaptive schemas in impaired limits, used less unique emotion words during positively-charged memory conversations than sons, whose mothers have early maladaptive schemas in impaired limits schema domains, did.

### **3.3.5. Moderator role of Child's Gender in the Effect of Schema Domains on Emotionally-Charged and Shared Autobiographical Memory Characteristics**

After these two significant models in stepwise regression analyses, moderation analyses were conducted for each model. Disconnection & rejection ( $B = 0.25, p > 0.05$ ) and impaired autonomy & performance ( $B = 0.02, p > 0.05$ ) schema domains, and child's gender (respectively;  $B = -0.07, p > 0.05, B = -0.74, p > 0.05$ ) did not have statistically significant effects on children's usage of negative emotion word during positively-charged memory conversation. Thus, it was concluded that the interactional effects of disconnection & rejection and gender ( $B = -0.08, \% 95 \text{ GA } [-0.337, 0.174], p > 0.05$ ), and impaired autonomy & performance and gender ( $B = -0.02, \% 95 \text{ GA } [-0.312, 0.265], p > 0.05$ ) on the children's usage of negative emotion word during positively-charged memory conversation were not statistically significant. Finally, impaired limits schema domain and child's gender (respectively;  $B = 0.25, p > 0.05, B = 0.05, p > 0.05$ ) did not have statistically significant effect on children's usage of unique emotion word during positively-charged memory conversation. Thus, it was concluded that the interactional effect of impaired limits and gender on the children's usage of unique emotion word during positively-charged memory conversation was not statistically significant ( $B = -0.07, \% 95 \text{ GA } [-0.290, 0.144], p > 0.05$ ).

All significant findings based on stepwise regression analyses are presented below in a single table and written version (see Table 20).

**Table 20.** All significant results

Mothers' Outcomes	Children's Outcomes
Disconnection & rejection schema domain predicts more NEW and more UEW in positively-charged memory conversations.	Disconnection & rejection schema domain predicts more NEW in positively-charged memory conversations.
Impaired autonomy & performance schema domain predicts less UEW in positively-charged memory conversation	Impaired autonomy & performance schema domain predicts less NEW in positively-charged memory conversations.
Impaired limits schema domain predicts more PEW in negatively-charged memory conversations.	Impaired limits schema domain predicts more UEW in positively-charged memory conversations.
	Daughters used less NEW while their mothers had higher scores in disconnection & rejection.
	Daughters used more NEW while their mothers had higher scores in impaired autonomy & performance.
	Daughters used less UEW while their mothers had higher scores in impaired limits.

*Note.* N = 60. NEW: negative emotion words, UEW: unique emotion words, PEW: positive emotion words

## CHAPTER 4

### DISCUSSION

The current study aimed to examine the role of early maladaptive schemas grouped into schema domains of mothers on both mothers' and children's autobiographical memory characteristics that were constructed through reminiscing together about negatively- and positively-charged and shared past during the first four months of the COVID-19 pandemic. The findings of the current study are discussed below.

#### **4.1. Findings Regarding the Hypotheses of the Current Study**

The hypotheses of the current study were that a high level of mothers' usage of negative emotion words, a low level of mothers' usage of unique emotion words, and a low level of mothers' usage of words in total during negatively-charged memory conversations would be predicted by higher scores of mothers in schema domains. In the current findings, there were no significant correlations between expected outcome variables of mothers' side in negatively-charged memory conversations and schema domains. In the beginning, we expected to find the abovementioned associations based on the previous studies. Even though to the best of our knowledge, there is no study investigating the role of early maladaptive schemas and schema domains on memory characteristics in conversations, there are studies highlighting the effect of mothers' distorted thoughts and perceptions, negative emotionality, the history of the abusive relationships and maladaptive family environment, which are conceptually covered by the Schema Therapy Model, on the autobiographical memory characteristics during reminiscing regarding elaborativeness and focusing on negative emotions (Fivush, 2019; Laible & Panfile, 2009; Laible, 2011; Lawson

et al., 2018; Leung & Poon, 2001; McDonnel et al., 2016; Young et al., 2003). Within the light of these findings, we expected to find that increased scores in schema domains would be associated with more negative emotion words since we expected mothers, who have higher scores in schema domains, to be more pessimistic, defensive, aggressive, and higher in negative emotionality. We also expected to find that increased scores in schema domains would be associated with less unique emotion words and words usage in total since we expected mothers, who have higher scores in schema domains, to be less elaborative, more repetitive, and in more silence. In this sense, there might be several reasons why the results were not as we expected in the beginning.

One of the reasons for the lack of significant results regarding negatively-charged memory conversations might be coping mechanisms. For example, Fivush (2003, 2019) suggested that emotional avoidance might be one of the reasons for mothers' decreased tendencies in negotiating and elaborating on negative emotions. Additionally, conversing about negative emotions based on traumatic events is perceived as much harder than negative emotions based on non-traumatic events, which in turn, results in being a lack of recalling details, avoiding inner- and -emotional confrontation, and less emotionally expressive during reminiscing (Greenhoot et al., 2005; Harris et al., 2016). This type of avoidance might be conceptually similar to the "emotionally detached protector" coping mechanism in Schema Therapy Model. In this maladaptive coping system, individuals usually feel withdrawn, dissociated, depersonalized, and detached from the emotional valence of relationships, and are triggered by certain autobiographical episodes (Young et al., 2003). In a similar vein, what we have found in negatively-charged reminiscing might not be only silence in general, but unconsciously keeping silent about discussing unpleasant emotions regarding emotionally negative experiences. Extreme disruptions in the core beliefs about self, others, relationships, and/ or the world, which are theoretically represented by schema domains in the model, might result in this kind of

avoidance about discussing negative emotions and in silencing (Fivush, 2003; 2019).

Another reason might be related to the nature of the time frame by which we collected the data; the first four months of the COVID-19 pandemic. As the director of the World Health Organization (WHO) stated “*each and every individual on the surface of the world actually has been affected*” by the COVID-19 pandemic and mentioned the emotional-mass- trauma even much bigger than World-War-Two (Feuer, 2021). From this perspective, we might state that mothers and their children, like any other human beings in the world, were still in shock and had been trying to figure out this new, unknown, and traumatic process. At the time, strict stay-home orders and quarantine procedures were implemented in Turkey. Thus, we might speculate that this time frame, due to its nature, might lead to emotional avoidance during reminiscing. In other words, it has been known that emotional avoidance and the manifestation of emotional avoidance such as not talking about unpleasant emotions, changing subjects in conversations, pushing unwanted emotions and experiences away, occupying the mind by doing and/ or talking about different things than unpleasant things, is one of the main coping tendencies of humans during traumatic experiences (Boden et al., 2013; Kerig et al., 2016; Young et al., 2003). In one of the studies focusing on linguistic markers of traumatic experiences and emotional memory, Kleim and her colleagues (2018) found that narratives of trauma survivors consist of less cognitive elaborations and death-related words, which are associated with the latter symptoms of PTSD. In line with the findings of the current study, this association was not examined for negative emotion words. In our study, we also observed and concluded that emotionally negative words were not elaborated by mothers, specifically during negatively-charged memory conversations. Below, we present an excerpt between a mother and her 48-month-old child from a memory conversation based on negatively-charged emotions (See Appendix D for the Turkish version of the conversation):



Mother: I will tell you something, look, do you remember? Just before the lockdown hour started, we went shopping, in the evening?

Child: Then, my father crashed the car, then I was so *scared*.

Mothers: Yes, remember how it happened, we were sitting in the back, right?

Child: Yes.

Mother: How did it happen?

Child: So, do you remember?

Mother: Yes, I remember.

Child: We didn't put our seat belts on.... My grandmother was driving.... Then I was so *scared*.

Mother: Yes, we didn't behave well, right (she means they did not follow the rules)?

.....

Child: We heard a snap; do you ask that?

Mother: Yes, do you remember?

Child: But I was so *scared*.

Mother: Yes, how did it happen? What did you do then?

Child: Well...immmm....

The mother, who has higher scores in impaired autonomy/ performance, impaired limits, other-directedness, and over-vigilance/inhibition schema domains, starts with a reminder of a negatively charged and shared episode right before the lockdown started, and the child immediately picks up that clue and gives a verbal response including an emotionally-negative word as *scared*. In the following statements, the mother focuses more on the behavioral outcome of the child. Even though the child mentions her fear more than once, the mother explores what the child did instead of her emotions, or how she coped with this negative emotion. This might also be explained by focusing on socio-emotional components within the scope of the Turkish cultural context, which was not an issue examined in the current study. For example, according to systematic findings in related literature, mothers from collectivistic cultures usually

highlight the consequences and behavioral outcomes of emotions as a way of disciplining their children, whereas mothers from individualistic cultures usually elaborate more about emotions themselves, such as how the child feels that emotion and copes with that emotion. In addition, the conceptualization of negatively charged emotions that are elaborated in detail (such as sadness, anger, and fear) also differ across cultures (Fivush & Wang, 2005; Wang, 2001, 2004; Wang & Fivush, 2003).

As a synthesis, we might conclude that conversing about negative emotions during the time of negative emotional experiences, simultaneously, might not be so easy, and avoidance -of facing and -of conversing about negative emotions might be one of the main coping mechanisms at these times. Moreover, a number of individual differences across and within the same culture, such as different cultural backgrounds, self-construals, might be other factors affecting the current outcomes. This line of statements will be addressed in the part of limitations of the current study and directions for further studies.

#### **4.2. Findings Regarding the explorative parts of the current study**

Even though we couldn't find significant results for what we hypothesized, we ended up with significant associations for the parts that we kept as the explorative side of the current study. In this section of the chapter, results for maternal characteristics will be discussed first, and results for children's characteristics will be discussed in the following part. As a general frame, significant associations were examined between three schema domains (namely disconnection/ rejection, impaired autonomy/ performance, and impaired limits) and positively-charged memory characteristics for both mothers and children, regarding gender differences in children, as well. Another significant association was found between impaired limits and mothers' positive emotion words in negatively-charged memory conversations.

Intriguingly, during positively-charged memory conversations, mothers used more negative emotion words and unique emotion words if they have higher scores in disconnection/ rejection schema domains, and they used less unique emotion words if they have higher scores in the impaired autonomy/ performance schema domain. Additionally, during negatively-charged memory conversations, mothers used more positive emotion words in contrast, if they have higher scores in impaired limits.

What might be the potential function of conversing negative emotions in positively-charged memory conversations? Answers to this question within the scope of the current study probably will lead the pathway for further studies, still, we need to elaborate explanations for these associations before examining the potential functions. Starting with the disconnection/ rejection schema domain, which consists of abandonment/ instability, mistrust/ abuse, emotional deprivation, defectiveness/ shame, and social isolation/ alienation schemas, it might be a valuable step to recall that individuals from this schema domain have such core beliefs affecting the way of developing and maintaining emotional bonds, which results in withdrawal from intimacy (Young et al., 2003). This schema domain resulting from instability in the family environment might be related to instability in the flow of memory conversation, in our findings; mothers' usage of more negative- and unique-emotion-words during positively-charged memory conversation. In other words, this schema domain, due to its origin, might lead mothers to be inharmonious in their memory conversations with their children. In the schema domain of impaired limits, which consists of entitlement/grandiosity and insufficient self-control/ self-discipline, recalling that individuals from this schema domain are generally disrespectful for others' spaces, in terms of both physically and emotionally, lack of co-operation and co-regulation, might construct a valuable bridge for our discussion. Mothers, who are high in this schema domain in our sample, used more positive-emotion words during negatively-charged memory conversations. Since mothers from this schema domain are expected to have difficulties in engaging reciprocal

relationships, we might conclude that the flow of memory conversation in our study, which is a form of reciprocal relationships in terms of dialogue, might be the representation of these difficulties in the form of unsynchronized memory content between mother-child pairs. When it comes to the schema domain of impaired autonomy/ performance, which covers dependence/ incompetence, vulnerability to harm or illness, enmeshment/ undeveloped self, and failure, it is expected that individuals, from this schema domain, are usually lack of taking a lead since they have a childhood history including the lack/ low- or over-parental protection, which in turn influence the development of balanced autonomy (Young et al., 2003). In our study, we found that mothers from this schema domain used less unique-emotion words during positively-charged memory conversations. In the related literature, using specific emotion words in a greater variety is associated with maternal-high elaborativeness in addition to maternal-individuation, which is conceptually the same as elaborating the conversation by taking a lead and asking open-ended questions (Fivush et al., 2006; Fivush, 2007, Sahin-Acar & Leichtman, 2015). From this perspective, we might conclude that the lack of autonomy in the impaired autonomy/ performance schema domain is conceptually the opposite of the individuation and is logically related to the usage of less unique emotion words in that sense. In order to provide a comprehensive view for the abovementioned statements, here below, we present an excerpt between a mother, who have early maladaptive schemas in these schema domains, and her 53-month-old child from a memory conversation based on -supposedly- positively-charged emotions (See Appendix E for the Turkish version of the conversation):

Mother: You know, do you remember? .... hımmm... like... hımmm... When our minister of health said that all children can go out, we went... I took the day off...

Child: Hı hı... (meaning yes)

Mother: We put our masks to our mouths with you, because all the children are going outside. We rode our bicycles. Then, we went to \_\_\_\_ (one of the nearby towns where they live). Do you remember?

Child: Yes.

Mother: We played your beach-bucket like this, in the sand...

Child: Sand... We played with my bucket in the sand.

.....

Mother: Were you *happy*?

Child: Yes.

Mother: What did we do afterward? We made a sandcastle, didn't we?

Child: Yes.

Mother: But we didn't get close to other kids, right? We didn't get close to other humans. Why didn't we get close to them?

Child: Because... Corona...

Mother: Yeeeesss! What does Coronavirus do to humans?

Child: Makes sick.

Mother: Makes sick, and kills

Child: And kills...

Mother: Yes... We have to consider our health, right?

.....

Mother: You were not going out of the room. You were not going out of the home. You were not going on the balcony.

Child: Yes.

Mother: Then, I took you out one day, picked you up, you cried so much. Then I asked you why. You said 'because there is a corona'. Do you remember?

Child: .... (Was lost in playing toys)

Mother: Do you remember?

Child: Yes.

Mother: Were you scared? Were you scared of coronavirus when you were on the balcony?

Child: .... (Not responding)

Mother: Himm. You were afraid of what corona would do to you?

Child: Making me sick.

Mother: Making you sick.

Child: Making me killed.

Mother: Making you killed... Were you afraid of being in pain?

Child: Yes...

The mother starts with a kind reminder of the positively-charged-autobiographical episode that they shared together. As the dialogue progresses, it is seen that the emotional content of reminiscing shifts from positive emotions to negative emotions by the mother's leading within the scope of the positively-charged memory conversation. This shift continues as a pattern throughout the whole dialogue, as a kind of loop. What is more, the child seems to be dissociated from that memory conversation, probably due to the 'lecturing' of the mother. One of the reasons for this kind of flow in the conversation might be the possible opportunity for mothers to teach their children how to protect themselves from coronavirus, again, since the time frame of data collection was the first four months of the pandemic. As Fivush and her colleagues (2003) suggested, bringing negative emotions into a memory conversation has an important function in terms of maternal coaching for regulating negative experiences. The reason for us not to examine this pattern during negatively-charged memory conversations might be that asking about negative emotions is a trigger itself and results in coping by avoidance and denial, which are typical reactions after or during a disaster, such as hurricanes, earthquakes, or the COVID-19 pandemic in our case (*American Psychological Association-APA-*, 2013). However, it may have been possible for negative emotions to surface naturally in conversations of positively-charged memories, without the presence of the trigger. Another reason might be explained by the Schema Therapy Model and neural pathways created by schematic habits. Shapiro stated that what is practiced, grows stronger by highlighting the development and continuity of neural pathways shaped by certain habits, that is repeated experiences shape the

human brain (TED, 2017, 4:31). In tune with that, the Schema Therapy Model also states that individuals, mostly unconsciously, follow their core beliefs by repeating dysfunctional emotions, thoughts, attitudes, attributions, body sensations, and behaviors, and used certain emotion regulation strategies they have been used to in a consistent pattern (Fassbinder et al., 2016; Young et al., 2003). In our representative conversation above, it is seen that the mother, probably unconsciously, is not able to continue focusing on positive emotions in positively-charged memories, instead, she uses this memory-conversation as an unplanned teachable moment by focusing on negative- emotion- and - experience-related- words to hold her child back from a potential danger that can come up with coronavirus. At this point, it might be concluded that this type of conversation flow is representative of “compliant surrenderer” in maladaptive coping modes in the Schema Therapy Model. For example; if a mother, who has a schema of vulnerability to harm or illness in impaired autonomy/ performance schema domain just like the mother in the abovementioned excerpt, adopts a compliant surrenderer coping mode at the time, she unconsciously focuses on negativities in positive things, worries about what possibly would happen, and uses every possible means to avoid negative consequences (using perceived-protector referencing in our example) (Young et al., 2003). This line of statements will be discussed detailedly in the part of limitations of the current study and directions for further studies below.

When results for autobiographical memory characteristics of children were considered, it might be valuable to recall the findings that children of mothers, who have schemas in disconnection/ rejection, used more, and children of mothers, who have schemas in impaired autonomy/ performance, used less negative emotion words during positively-charged memory conversations. Additionally, if children have mothers who have higher scores in impaired limits, they used more unique emotion words in positively-charged memory conversations. Even though we didn't construct certain hypotheses regarding children's outcomes since they are in transition during 4–5-year-olds in terms of

developing certain skills for reminiscing (Fivush, 2007), we ended up with these outcome variables of children, which are in tune with findings of mothers. As a beginning, the same schema domains, namely disconnection/ rejection, impaired autonomy/ performance, and impaired limits, have predicting roles in memory characteristics of children during only positively-charged memory conversations, as their mothers. Children, especially around these early years, rely on their caregivers to construct the representation of what actually happened (Fivush, 1994; Fivush et al., 2008). In our study, specific mental representations of mothers, namely schemas of mothers within the abovementioned schema domains, affected the way of construction in a memory-conversation by not only mothers but also their children. It is known that parent-guided reminiscing is highly important for constructing a child's way of perceiving, evaluating, and interpreting autobiographical episodes (Haden et al., 1997). Regarding our findings, it might be concluded that a mother's ways of perceiving, evaluating, and interpreting episodes, which has conceptually the same meaning in schemas, influence her child's way of remembrance, which in turn, potentially influences a child's ways of perceiving, evaluating, and interpreting these episodes, namely the development of schemas. In the Schema Therapy Model literature, the developmental progress of schemas among children, especially during childhood, has been usually studied for children between the ages of 8-18-year-old (Stallard & Raynar, 2005; Stallard, 2007; Rijkeboer & Boo; 2010). One of the potential contributions of the current study is expanding the age range of children towards early years of development within the scope of the model, by showing the influence of mothers' schemas on children as early as 4-5-year-olds, in terms of autobiographical memory characteristics, which are one of the main elements in schema development by definition (Young et al., 2003).

When it comes to the content of this influential pattern from a mother's side to a child's side, we examined varieties among three schema domains. The disconnection/ rejection schema domain influenced both mothers' and children's conversation patterns in terms of using more negative emotion words. Within the



scope of all schema domains, the disconnection/ rejection schema domain has been considered as the most problematic and having a history of physical or psychological abuse in the family (Young et al., 2003), and children growing up within these kinds of family environment use such negative-verbal cues as a metaphor to express inner feelings (Norton & Norton, 2006). In our case, we might have examined these verbalized cues in terms of negative emotions among the children, who have mothers having schemas in the disconnection/rejection schema domain. While the impaired limits schema domain influenced the mothers' characteristics in terms of using positive- and negative- emotion words, as it was discussed above, it influenced children's way of conversing by using more unique emotion words. Lastly, impaired autonomy/ performance schema domain influenced the way of reminiscing of mothers in terms of using less unique emotion words, whereas, it influenced the way of reminiscing of children in terms of using less negative emotion words. In order to discuss and elaborate on these findings, it might be valuable to bring coping skills and functions of adopting these kinds of differences into the frame of each schema domain. Jabeen and colleagues (2021) examined that a child, especially in an abusive parent-child relationship such as growing up with a parent with a grandiose self in impaired limits schema domain, gradually learns to evaluate certain cues indicating that her/his parent experiences something unpleasant, and develops an avoidance to survive. However, avoidance, as one of the maladaptive coping strategies in the Schema Model, manifests itself in a wide range of variety, from dissociating to jumping from topic to topic, which might be associated with using a variety of emotional words in our study. Zafiropoulou and colleagues (2007) conducted a study consisting of adolescents between the ages of 11-15 and examined the role of parental bonding and schemas. They found that parental over-protection, which is one of the elements in the impaired autonomy/ performance schema domain, is associated with adolescents' emotional fluctuation including insecurity and introversion. Here, we might speculate that not expressing emotions and negative-emotion words during a conversation might be a representation of the same emotional state, which also can be handled

as a maladaptive coping mechanism in the Schema Modal. Even though there is still a need for more research on children's emotional coping skills, the existing literature showed that young children, even around 3-5-years of age can develop emotion-focused coping skills (Denham, 1998; Dunn, 1995; Wellman et al., 2001). In that sense, what we have found in these conversations as memory characteristics of children, might be resulted from their reactions, as coping mechanisms, to the verbal and non-verbal maternal input within the relationship. When we consider the gender of the child, even though we didn't construct a hypothesis based on the child's gender, we examined that daughters in our sample were affected by their mothers' schemas and were more reactive to maternal cues in conversations compared to the sons. These findings are in tune with the existing literature showing that mothers talk to their daughters more frequently and with more words, they also talk about emotions more frequently with their daughters, and they talk about negative emotions more with their daughters, as well (Adams et al., 1995; Fivush et al., 2000; Wang et al., 2000). Likewise, daughters usually converse about emotions and general themes in a more coherent, detailed, and longer way during memory conversations (Bauer et al., 2007; Fivush et al., 2000).

#### **4.3. Limitations, contributions, and implications**

There are certain limitations coming to the fore within the scope of the current study. First of all, even though the data is collected in-home settings which constitutes a more natural context, the method of meeting with mother-child pairs was unconventional, which was a Zoom meeting. This newly-developed way of data collection might have created certain biases for the participants, who might not have felt comfortable with this procedure. With the onset of the pandemic, new concepts have emerged in our lives, such as Zoom-Anxiety and Zoom Fatigue (Bailenson, 2021; Pepper et al., 2021). Since then, it has been studied how meetings on Zoom have an influence on nonverbal and verbal communicational patterns, which might be a confounding factor for the current

study, as well. Another limitation might be not covering maladaptive coping mechanisms in the Schema Model. As mentioned before, when early maladaptive schemas are triggered in certain situations, such coping mechanisms, namely maladaptive coping modes in the model, are unconsciously adopted by individuals, which in turn, affects the cognitive-emotional-behavioral states of individuals (Young et al., 2003). As Jacob and her colleagues (2015) mentioned, working with modes may be simpler to categorize emotions in a direct and goal-oriented way than it did with schemas. Moreover, we used five *schema domains* rather than eighteen schemas for the purpose of examining the influence of unmet emotional needs as domains. Our main purpose was to include all schema domains in stepwise analyses since this is the first study examining the abovementioned associations and the schema domains are constructed simultaneously, meaning that a person might have a set of schemas belonging to different schema domains at the same time. Still, it might be valuable to take a deeper and closer look at the influence of each schema on memory characteristics in future research.

Besides the potential limitations, the current study paved a major way for future studies by building a bridge between autobiographical memory research and the Schema Therapy Model research, thus, in turn, making important contributions to the existing literature in both developmental and clinical psychology. To the best of our knowledge, the current study is the first one focusing on the effect of individual differences of mothers on autobiographical memory characteristics both for mothers and their children from the perspective of the Schema Therapy Model. That is why, we specifically conducted Stepwise Regression Analyses by including all schema domains to explore which schema domains, individually and together, significantly predict autobiographical memory characteristics of emotional events (Young et al., 2003). For example, the schema domain of impaired autonomy, individually, was not significantly correlated with outcome variables. However, impaired autonomy and disconnection/ rejection schema domains are together in the models, they significantly predict our outcome

variables, meaning that such schema domains might be hand in hand and overlap and we suggest that future studies might consider these results in their models and analyses. Additionally, studies on the Schema Therapy Model mainly focus on clinical and adult populations. However, the model, itself, consists of a developmental approach and perspective. In that sense, the current study is also the first one using a developmental approach and methodology to examine the influence of already-developed schemas of mothers, and the potential development of children's schemas. The current study should enlighten a number of pathways both for constructing interventions from a developmental psychology perspective, and implications in "therapy room" within the scope of schema therapy, especially when working with parent-child pairs, from a clinical psychology perspective.

#### **4.4. Directions for further research**

Future research should expand the scope of working on the Schema Therapy Model and autobiographical memory development. In this sense, it would be valuable to use different methodologies regarding the coding systems for conversations. We strongly believe that the *zoomed-out* approach would be invaluable to provide a bigger picture of memory conversations with the effect of early maladaptive schemas. Last but not least, replication of our findings is important, since to the best of our knowledge, this is the first study in this field, and the time frame for data collection was considered as "globally challenging" due to the COVID-19 pandemic. The current study has made a unique contribution to the existing literature on autobiographical memory development by focusing on the effect of maternal schemas and how these are reflected upon their reminiscing about emotionally charged memories with their children. Future research should focus more extensively on exploring the links between reminiscing and individual differences that would explain more variance in the nature of these autobiographical memory conversations.

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## APPENDICES

### A. DEMOGRAPHIC FORM

\* İsim - Soy isim: \_\_\_\_\_  
(isim soy isim belirtmek istemezseniz; bir rumuz belirleyebilirsiniz. Aynı rumuzu ölçekleri doldururken de hatırlamanız ve oraya da aynı rumuzu yazmanızı rica ediyoruz.)

\* Doğum tarihiniz (gün/ay/yıl):  
\_\_\_\_\_

\* Kaç çocuğunuz var (küçükten büyüğe yaşları nedir):  
\_\_\_\_\_

\* 48-60 ay arasındaki çocuğunuzun doğum tarihi nedir? (gün/ay/yıl)(bu yaş aralığında birden fazla çocuğunuz varsa, yaşı en büyük olanı alınız):

\* 48-60 ay arasındaki çocuğunuzun cinsiyeti nedir?: Kız  Oğlan

\* En son tamamladığınız/bitirdiğiniz eğitim derecesi nedir?

İlkokul  ortaokul  lise  lisans  lisans sonrası

Diğer: \_\_\_\_\_

\* Mesleğiniz:  
\_\_\_\_\_

\*Pandemi öncesinde çalışıyor muydunuz? Evet ise; çalışma koşullarınız, mesai saatleri, hafta sonu çalışıp çalışmamak, nöbet, iş yerindeki stres seviyesi (5 üzerinden kaç)...gibi durumlarınızı kısaca yazabilir misiniz? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Pandemi ile birlikte çalışma düzeniniz / sisteminiz deđiřti mi? Nasıl?

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7 **Buradan sonraki sorulara 1-2-3-4-5-6-7 puanlarından sizi en çok yansıttığını düşündüğünüz puanı vererek devam ediniz:**

- Çocuđunuzla gün içerisinde ne sıklıkta anılarınızla ilgili konuşursunuz? (1: hemen hiç, 7: çok sıkça): \_\_\_\_\_
- Kendi anneniz sizinle ne sıklıkta anılarınız ile ilgili konuştu? (1: hemen hiç, 7: çok sıkça): \_\_\_\_\_
- Anılar sizin için ne kadar önemli? (1: hemen hiç, 7: çok önemli): \_\_\_\_\_
- Sizin için önemli insanları ve olayları hatırlatan şeyleri ne sıklıkla biriktirirsiniz? (1: hemen hiç, 7: çok sıkça): \_\_\_\_\_
- Çocuđunuzla ne sıklıkla baş başa oyun oynarsınız? (1: hemen hiç, 7: çok sıkça): \_\_\_\_\_
- Eşinizin ebeveynliğinden ne kadar tatminkârsınız? (1: hemen hiç, 7: tamamiyle tatminkârım): \_\_\_\_\_
- Eşinizin hayat partnerliğinden ne kadar tatminkarsınız? (1: hemen hiç, 7: tamamiyle tatminkârım): \_\_\_\_\_
- Aile içerisinde ne sıklıkla çatışma (sorun) yaşarsınız? (1: hemen hiç, 7: çok sıkça): \_\_\_\_\_

## B. YOUNG SCHEMA QUESTIONNAIRE

Aşağıda kişilerin kendilerini tanımlarken kullandıkları ifadeler sıralanmıştır. Lütfen her bir ifadeyi okuyun ve sizi ne kadar iyi tanımladığına karar verin. Emin olamadığımız ifadelerde neyin doğru olabileceğinden çok, sizin duygusal olarak ne hissettiğinize dayanarak cevap verin. Bazı ifadeler anne/babanızla ilişkiniz hakkındadır. Eğer biri veya her ikisi şu anda yaşamıyorlarsa, bu ifadeleri onlar hayattaykenki ilişkinizi göz önüne alarak puanlandırın. 1'den 6'ya kadar olan seçeneklerden sizi tanımlayan en yüksek puanı seçerek her bir ifadenin yanındaki boşluğa yazın.

1. Benim için tamamıyla yanlış
2. Benim için büyük ölçüde yanlış
3. Bana uymayan tarafı uyan tarafından biraz fazla
4. Benim için orta derecede uygun
5. Benim için çoğunlukla uygun
6. Beni mükemmel şekilde tanımlıyor

1. \_\_\_\_\_ Bana bakan, benimle zaman geçiren, başıma gelen olaylarla gerçekten ilgilenen kimsem olmadı.
2. \_\_\_\_\_ Beni terke edeceklerinden korktuğum için yakın olduğum insanların peşini bırakmam.
3. \_\_\_\_\_ İnsanların beni kullandıklarını hissediyorum
4. \_\_\_\_\_ Uyumsuzum.
5. \_\_\_\_\_ Beğendiğim hiçbir erkek/kadın, kusurlarımı görürse beni sevmez.
6. \_\_\_\_\_ İş (veya okul) hayatımda neredeyse hiçbir şeyi diğer insanlar kadar iyi yapamıyorum
7. \_\_\_\_\_ Günlük yaşamımı tek başıma idare edebilme becerisine sahip olduğumu hissetmiyorum.
8. \_\_\_\_\_ Kötü bir şey olacağı duygusundan kurtulamıyorum.
9. \_\_\_\_\_ Anne babamdan ayrılmayı, bağımsız hareket edebilmeyi, yaşıtılarım kadar, başaramadım.
10. \_\_\_\_\_ Eğer istediğimi yaparsam, başımı derde sokarım diye düşünürüm.
11. \_\_\_\_\_ Genellikle yakınlarıma ilgi gösteren ve bakan ben olurum.
12. \_\_\_\_\_ Olumlu duygularımı diğerlerine göstermekten utanırım (sevdiğimi, önemseddiğimi göstermek gibi).

13. \_\_\_\_\_ Yaptığım çoğu şeyde en iyi olmalıyım; ikinci olmayı kabullenemem.
14. \_\_\_\_\_ Diğer insanlardan bir şeyler istediğimde bana “hayır” denilmesini çok zor kabullenirim.
15. \_\_\_\_\_ Kendimi sıradan ve sıkıcı işleri yapmaya zorlayamam.
16. \_\_\_\_\_ Paramın olması ve önemli insanlar tanıyor olmak beni değerli yapar.
17. \_\_\_\_\_ Her şey yolunda gidiyor görünse bile, bunun bozulacağını hissederim.
18. \_\_\_\_\_ Eğer bir yanlış yaparsam, cezalandırılmayı hak ederim.
19. \_\_\_\_\_ Çevremde bana sıcaklık, koruma ve duygusal yakınlık gösteren kimsem yok.
20. \_\_\_\_\_ Diğer insanlara o kadar muhtacım ki onları kaybedeceğim diye çok endişeleniyorum.
21. \_\_\_\_\_ İnsanlara karşı tedbiri elden bırakamam yoksa bana kasıtlı olarak zarar vereceklerini hissederim.
22. \_\_\_\_\_ Temel olarak diğer insanlardan farklıyım.
23. \_\_\_\_\_ Gerçek beni tanırlarsa beğendiğim hiç kimse bana yakın olmak istemez.
24. \_\_\_\_\_ İşleri halletmede son derece yetersizim.
25. \_\_\_\_\_ Gündelik işlerde kendimi başkalarına bağımlı biri olarak görüyorum.
26. \_\_\_\_\_ Her an bir felaket (doğal, adli, mali veya tıbbi) olabilir diye hissediyorum.
27. \_\_\_\_\_ Annem, babam ve ben birbirimizin hayatı ve sorunlarıyla aşırı ilgili olmaya eğilimliyiz.
28. \_\_\_\_\_ Diğer insanların isteklerine uymaktan başka yolum yokmuş gibi hissediyorum; eğer böyle yapmazsam bir şekilde beni reddederler veya intikam alırlar.
29. \_\_\_\_\_ Başkalarını kendimden daha fazla düşündüğüm için ben iyi bir insanım.
30. \_\_\_\_\_ Duygularımı diğerlerine açmayı utanç verici bulurum.
31. \_\_\_\_\_ En iyisini yapmalıyım, “yeterince iyi” ile yetinemem.
32. \_\_\_\_\_ Ben özel biriyim ve diğer insanlar için konulmuş olan kısıtlamaları veya sınırları kabul etmek zorunda değilim.

33. \_\_\_\_\_ Eğer hedefime ulaşamazsam kolaylıkla yılgınlığa düşer ve vazgeçerim.
34. \_\_\_\_\_ Başkalarının da farkında olduğu başarılar benim için en değerlisidir.
35. \_\_\_\_\_ İyi bir şey olursa, bunu kötü bir şeyin izleyeceğinden endişe ederim.
36. \_\_\_\_\_ Eğer yanlış yaparsam, bunun özürü yoktur.
37. \_\_\_\_\_ Birisi için özel olduğumu hiç hissetmedim.
38. \_\_\_\_\_ Yakınlarımla beni terk edeceği ya da ayrılacağından endişe duyarım
39. \_\_\_\_\_ Herhangi bir anda birileri beni aldatmaya kalkışabilir.
40. \_\_\_\_\_ Bir yere ait değilim, yalnızım.
41. \_\_\_\_\_ Başkalarının sevgisine, ilgisine ve saygısına değer bir insan değilim.
42. \_\_\_\_\_ İş ve başarı alanlarında birçok insan benden daha yeterli.
43. \_\_\_\_\_ Doğru ile yanlış birbirinden ayırmakta zorlanırım.
44. \_\_\_\_\_ Fiziksel bir saldırıya uğramaktan endişe duyarım.
45. \_\_\_\_\_ Annem, babam ve ben özel hayatımız birbirimizden saklarsak, birbirimizi aldatmış hissedebilir veya suçluluk duyarız
46. \_\_\_\_\_ İlişkilerimde, diğer kişinin yönlendirici olmasına izin veririm.
47. \_\_\_\_\_ Yakınlarımla o kadar meşgulüm ki kendime çok az zaman kalıyor.
48. \_\_\_\_\_ İnsanlarla beraberken içten ve cana yakın olmak benim için zordur.
49. \_\_\_\_\_ Tüm sorumluluklarımı yerine getirmek zorundayım.
50. \_\_\_\_\_ İstediklerimi yapmaktan alıkonulmaktan veya kısıtlanmaktan nefret ederim.
51. \_\_\_\_\_ Uzun vadeli amaçlara ulaşabilmek için şu andaki zevklerimden fedakarlık etmekte zorlanırım
52. \_\_\_\_\_ Başkalarından yoğun bir ilgi görmezsem kendimi daha az önemli hissederim.
53. \_\_\_\_\_ Yeterince dikkatli olmazsanız, neredeyse her zaman bir şeyler ters gider.
54. \_\_\_\_\_ Eğer işimi doğru yapmazsam sonuçlara katlanmam gerekir.
55. \_\_\_\_\_ Beni gerçekten dinleyen, anlayan veya benim gerçek ihtiyaçlarımı ve duygularımı önemseyen kimsem olmadı.



56. \_\_\_\_\_ Önem verdiğim birisinin benden uzaklaştığını sezersem çok kötü hissederim.
57. \_\_\_\_\_ Diğer insanların niyetleriyle ilgili oldukça şüpheliyimdir.
58. \_\_\_\_\_ Kendimi diğer insanlara uzak veya kopmuş hissediyorum.
59. \_\_\_\_\_ Kendimi sevebilecek biri gibi hissetmiyorum.
60. \_\_\_\_\_ İş (okul) hayatımda diğer insanlar kadar yetenekli değilim.
61. \_\_\_\_\_ Gündelik işler için benim kararlarım güvenilemez.
62. \_\_\_\_\_ Tüm paramı kaybedip çok fakir veya zavallı duruma düşmekten endişe duyarım.
63. \_\_\_\_\_ Çoğunlukla annem ve babamın benimle iç içe yaşadığını hissediyorum-Benim kendime ait bir hayatım yok.
64. \_\_\_\_\_ Kendim için ne istediğimi bilmediğim için daima benim adıma diğer insanların karar vermesine izin veririm.
65. \_\_\_\_\_ Ben hep başkalarının sorunlarını dinleyen kişi oldum.
66. \_\_\_\_\_ Kendimi o kadar kontrol ederim ki insanlar beni duygusuz veya hissiz bulurlar.
67. \_\_\_\_\_ Başarmak ve bir şeyler yapmak için sürekli bir baskı altındayım.
68. \_\_\_\_\_ Diğer insanların uyduğu kurallara ve geleneklere uymak zorunda olmadığımı hissediyorum.
69. \_\_\_\_\_ Benim yararım olduğunu bilsem bile hoşuma gitmeyen şeyleri yapmaya kendimi zorlayamam.
70. \_\_\_\_\_ Bir toplantıda fikrimi söylediğimde veya bir topluluğa tanıtıldığımda onaylanılmayı ve takdir görmeyi isterim.
71. \_\_\_\_\_ Ne kadar çok çalışırsam çalışayım, maddi olarak iflas edeceğimden ve neredeyse her şeyimi kaybedeceğimden endişe ederim.
72. \_\_\_\_\_ Neden yanlış yaptığının önemi yoktur; eğer hata yaptıysam sonucuna da katlanmam gerekir.
73. \_\_\_\_\_ Hayatımda ne yapacağımı bilmediğim zamanlarda uygun bir öneride bulunacak veya beni yönlendirecek kimsem olmadı.
74. \_\_\_\_\_ İnsanların beni terk edeceği endişesiyle bazen onları kendimden uzaklaştırırım.
75. \_\_\_\_\_ Genellikle insanların asıl veya art niyetlerini araştırırım.

76. \_\_\_\_\_ Kendimi hep grupların dışında hissederim.
77. \_\_\_\_\_ Kabul edilemeyecek pek çok özelliğim yüzünden insanlara kendimi açamıyorum veya beni tam olarak tanımalarına izin vermiyorum.
78. \_\_\_\_\_ İş (okul) hayatımda diğer insanlar kadar zeki değilim.
79. \_\_\_\_\_ Ortaya çıkan gündelik sorunları çözebilme konusunda kendime güvenmiyorum.
80. \_\_\_\_\_ Bir doktor tarafından herhangi bir ciddi hastalık bulunmamasına rağmen bende ciddi bir hastalığın gelişmekte olduğu endişesine kapılıyorum.
81. \_\_\_\_\_ Sık sık annemden babamdan ya da eşimden ayrı bir kimliğimin olmadığını hissediyorum.
82. \_\_\_\_\_ Haklarıma saygı duyulmasını ve duygularımın hesaba katılmasını istemekte çok zorlanıyorum.
83. \_\_\_\_\_ Başkaları beni, diğerleri için çok, kendim için az şey yapan biri olarak görüyorlar.
84. \_\_\_\_\_ Diğerleri beni duygusal olarak soğuk bulurlar.
85. \_\_\_\_\_ Kendimi sorumluluktan kolayca sıyıramıyorum veya hatalarım için gerekçe bulamıyorum.
86. \_\_\_\_\_ Benim yaptıklarımın, diğer insanların katkılarından daha önemli olduğunu hissediyorum.
87. \_\_\_\_\_ Kararlarıma nadiren sadık kalabilirim.
88. \_\_\_\_\_ Bir dolu övgüler ve iltifat almam kendimi değerli birisi olarak hissetmemi sağlar.
89. \_\_\_\_\_ Yanlış bir kararın bir felakete yol açabileceğinden endişe ederim.
90. \_\_\_\_\_ Ben cezalandırılmayı hakeden kötü bir insanım.

**C. CODING SCHEME FOR EMOTIONALLY-CHARGED AND -  
SHARED AUTOBIOGRAPHICAL MEMORY CHARACTERISTICS**

<b>Negative emotion words</b>	Each word consisting of negative emotion and negative emotional reactions (such as sad, anxious, anger & cry, scream...etc) is counted.
<b>Positive emotion words</b>	Each word consisting of positive emotion and positive emotional reactions (such as, happy, hope & smile, laugh...etc) is counted.
<b>Unique emotion words</b>	In order to examine various emotional states and behaviors which are used by family members in narratives and memory conversations, each different emotion word is counted without considering repetitions of emotion words.
<b>Total words usage</b>	Each word in the open-ended answer is counted.

**D. REPRESENTATIVE NEGATIVELY-CHARGED MEMORY  
CONVERSATION, UNTRANSLATED**

Anne: Ben şimdi sana ne söyleyeceğim, bak, hatırlıyor musun? Tam yasak gelmeden önce bir kere alışverişe çıkmıştık, biz, akşam dışarı?

Çocuk: Sonra babam çarptı araba, sonra birden *korktum*.

Anne: Evet, nasıl olmuştu, biz arkada oturuyorduk değil mi?

Çocuk: Evet

Anne: Nasıl olmuştu?

Çocuk: Yani hatırlıyor musun?

Anne: Evet, hatırlıyorum.

Çocuk: Biz kemer takmamıştık.... anneannem sürüyordu araba.... sonra *korktum*

Anne: Evet, orada yanlış yaptık değil mi?

.....

Çocuk: çat diye çarptı ya o mu?

Anne: Evet, hatırladın değil mi?

Çocuk Çok *korktum* ama.

Anne: Evet, nasıl olmuştu, sonra ne yapmıştın?

Çocuk İşte...ımmmm....

**E. REPRESENTATIVE POSITIVELY-CHARGED MEMORY  
CONVERSATION, UNTRANSLATED**

Anne: hani hatırlıyor musun? Böyle... eee... Sağlık Bakanı'mız çocuklar dışarı çıkabilir dediğinde seninle beraber, ben işten izin alıp gelmiştim.

Çocuk: H-hı.

Anne: Seninle beraber çocuklar dışarı çıkıyor diye ağzımıza maskeyi takmıştık. Bisikletimize binmiştik. Oradan da ----'a gitmiştik. Hatırlıyor musun?

Çocuk: Hatırlıyorum.

Anne: Kovanla böyle oyunlar oynamıştık, kumda.

Çocuk: Kum... Kumda kovamla oynamıştık.

.....

Anne: Çok sevinmiş miydin?

Çocuk: Evet

Anne: Sonra ne yaptık? Kumdan kaleler yaptık, değil mi orada?

Çocuk: Evet.

Anne: Ama hiç çocuklara yanaşmadık değil mi? İnsanlara da yanaşmadık. Neden yanaşmadık peki?

Çocuk Çünkü korona olduğu için.

Anne: Eeveet. Korona virüs ne yapıyor insanlara?

Çocuk Hasta ediyor.

Anne: Hasta ediyor. Ve öldürüyor.

Çocuk: Ve öldürüyor.

Anne: Evet. Sağlığımızı düşünmemiz gerekiyor, değil mi?

.....

Anne: Odadan dışarı çıkmıyordun. Evden dışarı hiç çıkmıyordun, balkona gitmiyordun.

Çocuk: Evet.

Anne: Sonra ben seni bir gün aldım, kucağımda götürdüm, sen çok ağlamıştın.

Sonra ben niye olduğunu sorduğumda "korona virus var ya o yüzden" demiştin.

Hatırladın mı?

Çocuk: .... (Oyuncağına dalar).

Anne: Hatırladın mı?

Çocuk: Hatırladım.

Anne: Korkuyor muydun virüsten, balkona çıkınca korkuyor muydun?

Çocuk: ....

Anne: Hımm. Ne yapmasından korkuyordun?

Çocuk: Hasta etmesin diye.

Anne: Hasta etmesin diye.

Çocuk: Öldürmesin diye.

Anne: Öldürmesin diye. Canın yanacak diye mi korkuyordun?

Çocuk: Evet.

## F. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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Sayı: 28620816 /1012

16 HAZİRAN 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğr. Üyesi Başak Şahin ACAR

Danışmanlığını yaptığınız Gizem ÇEVİKER'in "Emotionally-Charged and Shared Autobiographical Memory Characteristics of Mother-Child Pairs: The Role of Mothers' Early Maladaptive Schemas and Perceived Parenting Styles of Their Own Parents" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 2018 SOS 035 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY



Doç. Dr. Pınar KAYGAN



Dr. Öğr. Üyesi Şerife SEVİNÇ



Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL

Üye



Prof. Dr. Tolga CAN



Dr. Öğr. Üyesi Ali Emre TURGUT



Dr. Öğr. Üyesi Müge GÜNDÜZ

Üye

## G. INFORMED CONSENT FORM

### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma; Orta Doğu Teknik Üniversitesi (ODTÜ) Psikoloji Bölümü'nde Doç. Dr. Başak Şahin-Acar ve doktora öğrencisi Uzman Psikolog Gizem Çeviker tarafından yürütülmektedir. Bu form katılacağınız araştırma içeriği ve koşulları hakkında sizi bilgilendirmek için hazırlanmıştır.

Bu çalışmanın amacı, **48-60 ay arası çocuğu olan annelerin çocuklarıyla birlikte yad ettikleri olumlu ve olumsuz içerikli otobiyografik bellek anlatılarını araştırmaktır.** Araştırmanın ilk ayağında araştırma asistanımız tarafından size sunulacak olan Zoom bağlantı linki ile siz çocuğunuz ile etkileşimde iken ses ve görüntü kaydı alınacaktır. İkinci ayağında ise birtakım ölçek ve formlar yine araştırma asistanımız tarafından size ulaştırılacaktır. Araştırma çerçevesinde doğru veya yanlış cevap yoktur; önemli olan soruları içtenlikle yanıtlamanızdır. Dolayısıyla sizden beklenen; çalışmadaki soruları dikkatlice okuyup sunulan kapalı uçlu maddelerde sizi en iyi şekilde yansıttığını düşündüğünüz puanı işaretlemenizdir. **Soruları gerçek durumunuzu ve duygularınızı yansıtacak şekilde içtenlikle cevaplamamız bulgularının doğruluğu ve gerçek durumu yansıtması bakımından büyük önem taşımaktadır.**

Çalışmaya katılım tamamıyla gönüllülük temelindedir. Cevaplarınız tamamıyla gizli tutulacak; tüm katılımcılardan toplanan bilgiler araştırmacılar tarafından **yalnızca bilimsel amaç doğrultusunda ve anonim olarak** kullanılacaktır (bilimsel makale, seminer...vb.).

Çalışma sırasında doldurulması talep edilecek sorular genel olarak kişisel rahatsızlık verecek herhangi bir ayrıntı içermemektedir. Ancak, katılım



esnasında sorulardan veya herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz araştırma asistanımızla iletişime geçmekte ve/veya çalışmayı yarıda bırakıp çıkmakta serbestsiniz.

Çalışma hakkında daha fazla bilgi almak için araştırma sorumlularından Gizem Çeviker (e-posta: gizemceviker@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya katılımınız, vaktiniz ve emeğiniz için şimdiden çok teşekkür ederiz.

**Yukarıdaki bilgileri okudum. Bu çalışmaya tamamen gönüllü olarak katılıyorum ve çocuğumun da benimle birlikte katılmasını onaylıyorum.**

**EVET** (lütfen aşağıya "okudum, onaylıyorum" & BELİRLEDİĞİNİZ RUMUZUNUZU yazınız)

\_\_\_\_\_

HAYIR

## H. CURRICULUM VITAE

### GİZEM ÇEVİKER-COŞKUN

Ph.D. (Psychology)

MIDDLE EAST TECHNICAL UNIVERSITY, ANKARA, TURKEY

Researchgate Profile: <https://www.researchgate.net/profile/Gizem-Ceviker>

Lab Webpage: [www.lifelongwellbeinglab.org](http://www.lifelongwellbeinglab.org) , <http://users.metu.edu.tr/basaks/>

Personal Web-page: [www.gizemceviker.com.tr](http://www.gizemceviker.com.tr), [www.mindfultr.com](http://www.mindfultr.com)

E-mail: [gizemceviker@gmail.com](mailto:gizemceviker@gmail.com)

ORCID ID: 0000-0002-9150-7741

#### 1. PERSONAL INFORMATION

Nationality:

Place of Birth:

Date of Birth:

Driving License:



#### 2. EDUCATION

##### 2.1 Degrees

**2015 – 2022:** Middle East Technical University, Developmental Psychology (estimated date for Ph.D. defense is January, 2022), C.GPA: 3.88/4.00

**2015 - 2017:** Istanbul Esenyurt University, Clinical Psychology (M.Sc.), C.GPA: 3.26/ 4.00

**2013 - 2015:** Middle East Technical University, Developmental Psychology (M.Sc.), C.GPA: 3.92/ 4.00

**2007 - 2012:** Middle East Technical University, Psychology (B.Sc.), C.GPA: 3.39 / 4.00

**September 2014:** European Campus of Excellence (ECE) Ece Summer School (full scholarship) in Ruhr University, Bochum, Germany (*4 theoretical blocks (perception and memory- emergence and fate of the memory trace- sleep, dream, memory- emotion, semantic and episodic memory) and 2 experimental blocks (Functional Magnetic Resonance Imaging (fMRI) and Event-Related Potential Measurement (EEG)) were completed.*

## 2.2 Professional Certifications

**Schema Therapy, Model & Techniques and Schema Therapy Applications in Borderline and Narcissistic Personality Disorders** - by Dr. Alp Karaosmanoğlu International Society of Schema Therapy & Psikonet Istanbul

**Schema Therapy for Children and Adolescents** – by Dr. Christof Loose, Psikonet Istanbul

**Experiential Play Therapy - Level I Training** – Dr. Byron Norton, Family Psychological Service, P.C. & Psikoloji Istanbul

**Experiential Play Therapy – Level II Training**- Dr. Byron Norton, Family Psychological Service, P.C. & Psikoloji Istanbul

**MBSR (Mindfulness-Based Stress Reduction) Teachers’ Training** by Lot Heijke, Günter Hudasch, Dr. Petra Meibert, Prof. Dr. Zümra Atalay and supervision completed by Lot Heijke

**MBCT (Mindfulness-Based Cognitive Therapy) Teachers’ Training and supervision** by Dr. Petra Meibert & Prof. Dr. Zümra Atalay

**Mindful Based Yoga Teachers’ Training** by Zeynep Aksoy

## 2.3 Advisors

**Ph.D.:** Assoc. Prof. Başak Şahin-Acar (Middle East Technical University, Ankara, Turkey)

**Visiting Researcher:** Assoc. Prof. Hans IJzerman (Vrije Universiteit Amsterdam, Netherlands)

**M.Sc. (Developmental):** Assoc. Prof. Başak Şahin-Acar (Middle East Technical University, Ankara, Turkey)

**M.Sc. (Clinical):** Assist. Prof. Necmettin Aksoy (Istanbul Esenyurt University, Istanbul, Turkey)

## 3. COMPUTER & LANGUAGE SKILLS

**SPSS:** Advanced

**LISREL:** Beginner

**Office Programs:** Advanced

**English:** Advanced

## 4. RESEARCH INTERESTS

I carry out mainly qualitative studies by combining quantitative methods on clinical and developmental psychology. Specifically, I study autobiographical memory by focusing on the psychological wellbeing of individuals among certain focused groups (such as parents, children, MBSR & MBCT participants, patients...etc.) through either narratives or conversations.

## 4.1 Thesis

### 4.1.1 Ph.D. Thesis

**Çeviker, G.** (2022, January). *Emotionally-Charged and Shared Memory Conversations of Mother-Child Dyads: The role of Mothers' Early Maladaptive Schemas*. Ph.D. Thesis, Middle East Technical University, Ankara.

### 4.1.2 Master's Thesis

**Çeviker, G.** (2015, July). *The Role of Parental Control on Reminiscing Between Mothers and Children: Mediator Role of Maternal Self-Construals*. Master's Thesis, Middle East Technical University, Ankara.

**Çeviker, G.** (2017, July). *The association between ADHD and Negative Automatic Thoughts among Children: The Moderator Role of Parenting Attitude*. Master's Completion Project, Istanbul Esenyurt University, Istanbul.

## 4.2 Collaborators

Başak Şahin-Acar, Ph.D. (Middle East Technical University, Ankara, Turkey)

Büşra İplikçi, Ph.D. (Akdeniz University, Antalya, Turkey)

Fatih Özdemir, Ph.D. (Uludağ University, Bursa, Turkey)

## 4.3 Former Advisees

Gülşah Söker, M.Sc. (Istanbul Ayvansaray University, Istanbul, Turkey)

Elif Bayramoğlu M.Sc. (Private Practice, Istanbul, Turkey)

Kübra Nur Çetin, B.Sc. (Graduate, Bursa, Turkey)

Anıl Canpolat, B.Sc. (Graduate, Bursa, Turkey)

## 4.4 Ongoing Researches

**Çeviker, G.,** Özdemir, F., & İplikçi, B. (2021). The Effect of Online MBSR and MBCT on Psychological Wellbeing during Pandemic.

**Çeviker, G.,** Kara, H. N., Hacıoğlu, N., Akdeniz, N., İplikçi, A. B., & Özdemir, F. (2021). A qualitative journey into the world of thoughts and feelings after COVID-19 pandemic: uncovering personal narratives.

Özdemir, F., İplikçi, B., & **Çeviker, G.** (2020). What did the COVID-19 outbreak bring to women in Turkey? Considering the role of coping strategies on psychological distress.

İmamoğlu, E. O., Özdemir, F., İplikçi, A. B., **Çeviker, G.,** & İmamoğlu-Tezcan, S. (2019). Different Psychological Wellbeing Profiles.

## 5. ARTICLES

### 5.1 Selected Manuscripts in Progress

İmamoğlu, E. O., Özdemir, F., İmamoğlu-Tezcan, S., **Çeviker, G.**, & İplikçi, A. B. (2021). *How are presence of and search for meaning in life associated with well-being in the Turkish context? Profiles of meaning in life in relation to personal characteristics, life satisfaction, and psychological well-being.* Psychological Reports. / Under Review.

### 5.2 Published or Accepted to Be Published in Journals Covered by Indexes other than SSCI

Özdemir, F., & **Çeviker, G.** (2021). COVID-19 pandemisinde kişisel özellikler, sosyal bağlar ve medya kullanımıyla ilişkili psikolojik huzursuzluk ve anlam bulma [Psychological distress and finding meaning in relation to personal characteristics, social ties, and media use in the COVID-19 pandemic]. *Psikiyatride Güncel Yaklaşımlar [Current Approaches in Psychiatry]*, 13(Suppl 1), 59-72. doi: 10.18863/pgy.898090

Özdemir, F., İplikçi, A. B., & **Çeviker, G.** (2021). *Problems and solutions in the COVID-19 pandemic: A qualitative study toward the perspectives of women living in Turkey.* Nesne, 9(22), 787-798. doi:10.7816/nesne-09-22-03.

## 6. CONTRIBUTIONS TO EDITED VOLUMES

### 6.1 Selected Book Chapters in Progress

**Çeviker, G.** (2022). Factors Affecting Psychological Counseling Process. In M. A. Gördesli (Ed.) *Counseling and psychotherapy with children: common problems and interventions* (pp. xxx-xxx). Nobel Akademik Yayıncılık. / Expected date of publication: January, 2022

**Çeviker, G.** (2022). Mindfulness Based Cognitive Therapy. In N. B. Baykal (Ed.) *Current approaches in psychotherapy* (pp. xxx-xxx). Nobel Akademik Yayıncılık. / Expected date of publication: January, 2022

**Çeviker, G.** (2022). Mindful Parenting. In M. B. Bulut (Ed.). *Selected topics in subfields of psychology* (pp. xxx-xxx). Nobel Akademik Yayıncılık. / Expected date of publication: March, 2022

Ülgen Kurtul, P., **Çeviker, G.**, Durmuş, D. C., Türe, D., & Köse, B. (2022). Psychotherapy with minority groups: Romani people in Turkey. In D. Canel Çınarbaş (Ed.) *Cultural issues in Psychotherapy: minority and cultural groups in Turkey* (pp. xxx-xxx). Turkish Psychologists' Association. / Expected date of publication: 2022

## 6.2 Published or Accepted to Be Published Book Chapters

Çeviker, G. (2017). Lifespan Development. In F. S. Ünlü (Ed.) Introduction to psychology (pp. 115-145). Anadolu University Press

## 7. CONFERENCE PAPERS

### 7.1 Presented or Accepted to Be Presented in Congresses and Seminars

#### 7.1.1 Oral presentations

##### International:

Çeviker, G., Kara, H. N., Hacıoğlu, N., Akdeniz, N., İplikçi, A. B., & Özdemir, F. (2021, July). A qualitative journey into the world of thoughts and feelings after COVID-19 pandemic. *32nd International Congress of Psychology, Prague, Czech Republic.*

Çeviker, G., Çetin, K. N., Canpolat, An., İplikçi, B., & Şahin-Acar, B. (2021, July). Emotional residue after Covid-19 Pandemic: The link between early maladaptive schemas and emotional memory. *32nd International Congress of Psychology, Prague, Czech Republic.*

Özdemir, F., İmamoğlu, E. O., İmamoğlu-Tezcan, S., Çeviker, G., & İplikçi, B. (2021, July). Balanced self- construal and well-being: Roles of motivational and affective variables. *32nd International Congress of Psychology, Prague, Czech Republic.*

Özdemir, F., İmamoğlu, E. O., İmamoğlu-Tezcan, S., & Çeviker, G. (2019, July). Associations of search for and presence of meaning in life with well-being-related orientations. *16th European Congress of Psychology, Moscow, Russia.*

Sahin, B., Çeviker, G., & Ceylan, S. (2013). Social Media as a Source in Constructing Collective Memories: US College Students' Memories on Contemporary Events, Their Social Media Related Habits and Characteristics. *28<sup>th</sup> International Congress of Applied Psychology, Paris/France, 2014.*

#### 7.1.2 Poster Presentations

##### International:

Ceylan, S., Çeviker, G., Ertekin, Z., Taşfiliz, D., & Kazak-Berument, S. (2015). Comparing Cognitive Development of Children Residing in Institutions, Group Homes, Care Villages and Foster Care in Turkey, SRCD Biennial Meeting, Philadelphia /The USA, 2015.

Şahin-Acar, B., Türe, D., Aran, Ö., Alsancak, C., Çeviker, G., & Ünal, G. (2015). Positive and Negative Affect In Video-Recorded Mother-Child Conversations, SRCD Biennial Meeting, Philadelphia /The USA, 2015.

National:

Bayram-Gulactı, H., Kazak-Berument, S., Ertekin, Z. , & Ceviker, G. (2016). Differences in Elicited Imitation Among Children: Comparison between types of child care and temperament as a regulatory factor, 19<sup>th</sup> National Psychology Congress, İzmir/Turkey, 2016.

Ceviker, G., Celik, H., Guler, B., Piyale Z. E., Capan, D., & Akcesme, D. (2009). The Effects of Socio-Economic Status on the Life Expectations of Young Adults between the Ages of 18-25, 14<sup>th</sup> National Psychology Students Congress, İstanbul/Turkey, 2009.

## **8. WORK INFORMATION**

### **8.1 Lectured and Assisted Courses**

**Haliç University** – Lecturer in Health Sciences Faculty PSY100, Introduction to Psychology (2020-2021, Fall & 2021-2022, Fall)

**Kadir Has University**- Lecturer in Health and Sport Psychology Master Program PSY518, Health and Motivation by focusing on Mindfulness Based Approaches (2020-2021, Spring & 2021-2022, Fall)

**Middle East Technical University**- Teaching Assistant in Psychology Department PSY391, Developmental Psychology Workshop (2020-2021, Spring)

### **8.2 Research Experiences**

**October 2015- June 2020:** Research Assistant, Laboratory of Child and Adolescent Development, Department of Psychology, Middle East Technical University, Ankara/ Turkey

**November 2014 – June 2015:** Research Assistant, VU University Amsterdam, Department of Clinical Psychology, Amsterdam Emotion Regulation Lab., Amsterdam/ The Netherlands

**October 2013- December 2014:** Research Assistant/Lab Coordinator of the TUBITAK Project in Middle East Technical University- Department of Psychology- Laboratory of Child Development, Ankara/Turkey

**November 2013- December 2014:** Research Assistant of the BAP project supported by Middle East Technical University, Department of Psychology, Laboratory of Child and Adolescent Development, Ankara/Turkey

**October 2012- October 2013:** Research Assistant/ Laboratory Coordinator of the EU- GEI Project in Ankara University - Faculty of Medicine - Neuropsychiatry Research Unit, Ankara/Turkey

**March 2012 - June 2012:** Student Assistant at Cognitive Psychology Laboratory, Middle East Technical University, Ankara/ Turkey

**January 2012 - June 2012:** Intern Psychologist and Research Assistant at Ankara University Neuropsychiatry Service, Ankara/ Turkey

**June 2011 - September 2011:** Laboratory Assistant at Laboratory of Genetic Neuropharmacology, Mailman Research Center/ McLean Hospital- affiliated with Harvard University, Boston MA/ USA

**June 2010- July 2010:** Eskisehir Osmangazi University, Faculty of Medicine, Department of Psychiatry, Eskisehir/ Turkey

**November 2008- May 2009:** Assistant Student for Assoc. Prof. Selçuk R. Şirin, New York University.

### **8.3 Private Practice-Experiences**

**June-2016- current:** Clinical Psychologist and Developmental Psychologist, Psychotherapist, Eskisehir Psychology Institution, Eskisehir/ Turkey

**June 2016- May 2020:** Columnist- Weekly Column about psychology, Eskisehir Sakarya Gazetesi (local newspaper)

**October 2015- June 2016:** Developmental Psychologist, Özel Eskisehir Sakarya Hastanesi (Private Hospital), Eskisehir/ Turkey

### **8.4 References**

Assist. Prof. Dr. Başak Şahin-Acar (Middle East Technical University, Ankara, Turkey)

E-mail: [basaks@gmail.com](mailto:basaks@gmail.com)

Assist. Prof. Dr. Fatih Özdemir (Uludağ University, Bursa, Turkey)

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### **9. MEMBERSHIPS**

Mindfulness Teachers' Association, Turkey (Since 2020)

International Society of Schema Therapy (since 2016)



International Association of Applied Psychology (since 2014)

METU, Alumni Association (since 2013)

European Federation of Psychology Students' Associations (EFPSA)

Sponsorship's Head of the organization committee for EFPSA 2013,

Turkey (since December 2011)

Turkish Psychological Association (since 2009)

## I. TURKISH SUMMARY/ TÜRKÇE ÖZET

### GİRİŞ

Otobiyografik bellek, psikoloji de dahil olmak üzere geniş bir literatür yelpazesinde farklı açılardan incelenmiş olup bir insanın hayatında yaşadığı olayları ve bu kişisel olaylara yüklenen anlamları içeren bir bellek olarak kabul edilmiştir (Conway, 2005; Williams et al., 2008). Bu nedenle, yalnızca bir olguda ne olduğunu değil, aynı zamanda bir kişinin bu olayları hem duygusal hem de bilişsel olarak nasıl gördüğünü, değerlendirdiğini ve hatırladığını; kişinin bu kişisel deneyimlere dayanarak kendisiyle ilgili bilgiyi nasıl şekillendirdiğini içerir (Conway, 2005; Fivush, 2019). Bazı araştırmalar, farklı yaşlardaki bireylerin kendilerine ve başkalarına ilişkin bilgileri geliştirdiğini, koruduğunu ve değiştirdiğini; kişisel deneyimlerini, özellikle de aralarında duygusal bağ bulunan kişiler arasındaki sosyal etkileşim sayesinde hatırladığını öne sürmüştür (Bluck et al., 2005; Fivush et al., 2008; Nelson, 1996; Reese et al., 2019). Ek olarak, bu sosyal etkileşim içerisinde yer alan bireylerin içsel ve kişiler arası özellikleri, kişisel deneyimlerin hatırlanmasında ve konuşulmasında etkili bir role sahiptir. Örneğin dengeli benlik kurgularına sahip anneler, çocuklarıyla ortak geçmişleri hakkında sohbet ederken yüksek detaylandırıcı stili kullanırlar (Sahin-Acar & Leichtman, 2015). Dahası, detaylandırma becerisi yüksek olan annelere sahip çocuklar otobiyografik bellek becerilerini geliştirmek ve geçmişi daha tutarlı bir şekilde hatırlamak için daha entelektüel çözümler geliştirirler (Rollo et al., 2017). Annelerin ortak geçmiş olayları hatırlama ve bunlar hakkında konuşma şekli çocukların sadece hafıza gelişimini etkilemekle kalmaz, aynı zamanda zihin kuramı (Taumoepeau & Reese, 2013), öz-anlayış ve duygu anlayışı (Fivush et al., 2006; Fivush & Vasudeva, 2002), duygu-sosyalleşimi (Wang & Fivush, 2005), ve duygulardan gelen bilgiyi kullanarak başkalarının bakış açısını anlama kapasitesi (Laible, 2004) gibi diğer gelişimsel yönlerini de etkiler. Bu bağlamda, annelerin hatırlama stillerini ve çocukların hatırlama

stilllerini hangi annesel faktörlerin etkileyebileceğini ve hangilerinin çocukların bellek gelişimine katkıda bulunabileceğini keşfetmek önemlidir.

Ortak bulgulara göre, güvensiz bağlanma stilleri, duygusal olarak mesafeli olma ve duygusal bağın eksik olması, aile üyeleri arasında kötü muameleyi içeren aile ortamı, ilişkilerin güvensiz-içsel temsilleri, sorunlu-davranışsal örüntüler, annelerin bozuk iletişim ve ilişki örüntüleri; hem annelerin hem de çocukların anımsama tarzlarını, dolayısıyla da çocukların hafıza gelişimini, olumsuz yönde etkileyen faktörler olarak incelenmiştir (Fivush & Sales, 2006; Laible & Panfile; 2009; Laible, 2011; Lawson et al., 2018; McDonnel et al., 2016). Görünen o ki, her annenin kendi içsel dünyasından getirdiği ortak geçmiş hakkında bir hatırlama ve sohbet etme tarzı bulunmaktadır ve bu, çocuklarıyla belirli kişilerarası dinamikler içinde konuşma biçimlerine yansiyarak çocuklarının aynı olayı hatırlama ve anlatma biçimlerini etkiler. Böylece, çocuğun içsel dünyası da etkilenmiş olur.

Hem içsel hem de kişiler arası dinamikleri etkileyen ve tutarlı bir örüntü gösteren bir dizi faktör, erken dönem uyumsuz şemaların gelişiminde saklıdır. Erken dönem uyumsuz şemalar, bir kişinin kişisel geçmişi ve paylaşılan geçmiş olayların duygusal değerini hatırlama biçimini, benlik ve kimlik duygusunun gelişimini, bağlanma stilini ve ihtiyaçlar ve duygular hakkında konuşma yeteneğini etkileyen tutarlı ve işlevsiz örüntülerdir (Young et al., 2003). Olumsuz deneyimlere ve beş duygusal ihtiyaçtan biri veya daha fazlası karşılanmadığında, ana bakım verenler, akranlar ve kişinin mizaç özellikleri arasındaki etkileşimlere dayanan erken dönem uyumsuz şemalar, erken çocukluk döneminde gelişip ergenlik ve yetişkinlik boyunca da sürmeye devam eder (Rafaeli et al., 2011; Young, 1999; Young et al., 2003). Genellikle belirli şemalar ve karşılanmamış duygusal ihtiyaçlarla eşleşen uyaranlar tarafından bilinçsizce etkinleştirilirler. Bir kişinin benliğini, başkalarının benliğini ve dünyanın kendisini algılama biçimini oluşturan bilişsel ve duygusal bir yapı olma görevi görürler. Aynı zamanda, duyguları anlamada, duygu düzenlemede

ve hoş ve hoş olmayan duyguları kabul etmede veya bunlardan kaçınmada önemli bir işlevi vardır (Young et al., 2003). Erken dönem uyumsuz deneyimler belirli şemalar geliştirmeye, dolayısıyla duygu ve ihtiyaçları anlama, sevdikleriyle empati kurma ve bu tür şeyler hakkında konuşma konusunda yetersiz becerilere yol açar (Fonagy & Targer, 2006; Young et al., 2003).

Yukarıda bahsedilen tüm literatür göz önüne alındığında, mevcut çalışma bu soruların cevaplarını bulmak üzere yürütülmüştür. Bu nedenle, COVID-19'un ilk dört ayı süresince annelerin erken dönem uyumsuz şemalarının, hem annelerin hem de çocuklarının duygusal olarak yüklü ve paylaşılan otobiyografik bellek özellikleri üzerindeki rolünün, olumlu ve olumsuz duygular dahilinde anne ve çocuğun birlikte anımsamalarına bağlı olarak incelenmesi amaçlanmıştır. Bu çalışma, klinik olmayan popülasyonlardan annelerin teorik olarak erken çocukluk döneminde ve yetişkinlik boyunca devam eden kendi karşılanmamış duygusal ihtiyaçlarından kaynaklanan ve anılarını anlatma gibi ebeveynlik becerileri üzerinde etkili olan şema alanları ve hem annelerin hem de 4-5 yaşındaki çocuklarının, dünyadaki herkes için küresel zorluklar yaratan ve teorik olarak şemaları tetikleyebilecek COVID-19 Pandemisi'nin ilk dört ayındaki anılarla ilgili duygusal olarak yüklü otobiyografik bellek özellikleri arasındaki ilişkiyi incelemeyi amaçlamaktadır. Bu nedenle, yordayıcı değişkenler annelerin beş şema alanıdır ve bağımlı değişkenler, anneler ve çocuklar arasındaki otobiyografik bellek sohbetinin, yani anı anlatımının duygusal değerine ilişkin bellek özellikleridir. Önceki bulgulara dayanarak, ilk olarak, olumsuz duygusallık eşliğinde şema alanlarının varlığının çarpık bilişsel çerçevelerle ilişkilendirilmesi beklendiğinden, şema alanlarında annelerin daha yüksek puan almalarının, annelerin olumsuz yüklü anı konuşmaları sırasında daha fazla olumsuz duygu sözcükleri kullanmalarıyla ilişkili olacağı varsayılmıştır. (Leung & Poon, 2001; Young et al., 2003).

İkinci bir hipotez olarak, şema alanlarının varlığının daha fazla tekrar eden ve daha az ayrıntılı anı anlatımı stiliyle ilişkilendirilmesi beklendiğinden, annelerin şema alanlarındaki yüksek puanlarının, annelerin olumsuz yüklü bellek konuşmaları sırasında daha az özgün, benzersiz duygu kelimelerini kullanmaları ile ilişkili olacağı beklenmiştir. (Fivush, 2019). Üçüncü bir hipotez olarak, şema alanlarının varlığının, detaylandırmanın azalması ve sessizliklerin artmasıyla ilişkilendirilmesi beklendiğinden, şema alanlarında annelerin puanlarının yüksek olmasının annelerin negatif yüklü bellek konuşmaları sırasında toplamda düşük düzeyde sözcük kullanmalarıyla ilişkili olacağı da beklenmiştir. (Fivush, 2004, 2010, 2019). Alanyazında henüz benzer bir çalışma olmadığı için, olumlu duygu yüklü bellek konuşmaları, olumlu duygu kelimeleri ve çocukların sonuçları açısından spesifik hipotezler oluşturulmamıştır ve araştırmanın keşfedici kısmı olarak nitelendirilmişlerdir.

## YÖNTEM

### **Katılımcıların Özellikleri**

Bu araştırmaya 60 anne ( $Mage= 34.48$ ,  $SS= 4.56$ ) - çocuk ( $Mage= 54.98$ ,  $SS= 5.07$ , 34 kız & 26 oğlan) ikilisi katılmıştır. Çocukların okul öncesi devam süresi 1 ile 30 ay arasındadır ( $Ort=10.32$ ,  $SS= 7.62$ ). 35 anne, lisans ve önlisans derecelerini tamamlamış ( $SS= 58.33$ ), ve 25 anne lisansüstü eğitimlerini tamamlamıştır. ( $SS= 41.00$ ).

### **Ölçekler**

#### **Demografik Bilgi Formu**

Anneler ve çocuklarla ilgili demografik bilgileri incelemek için bu çalışmada annelere araştırmacı tarafından tasarlanan belirli bir form verilmiştir (Bkz. Ek A). Bu form, Zoom kayıtları ve anketleri eşleştirmek için annenin hem anı sohbetleri hem de anket bölümü için kullandığı bir takma isim içerir. Bu form, hem anne hem de çocuğun doğum tarihleri, çocuğun cinsiyeti, COVID-19 Pandemisi öncesi çocuğun okul öncesi eğitime devam etme süresi ve annenin eğitim durumu hakkında bilgi almak için tasarlanmıştır.

#### **Annelerin Erken Dönem Uyumsuz Şemaları ve Şema Alanları**

Erken dönem uyumsuz şemaları (EMS) ve şema alanlarını incelemek için Young Şema Ölçeği Kısa Form (YŞÖ-KF3) kullanılmıştır (Bkz. Ek B), ve 1'den "benim için tamamen yanlış" ile 6'ya kadar "beni mükemmel şekilde tanımlıyor" arasında değişen 6'lı Likert ölçeği kullanılarak 18 şema ve 5 şema alanı olarak gruplandırılmış 90 maddeden oluşmaktadır. Daha yüksek puanlar, bu temel inanca sahip olma olasılığının daha yüksek olduğu şeklinde yorumlanır ve belirli bir şema alanında şemaların ortalama puanının yüksek olması, o şema alanına ait gelişimsel ve duygusal ihtiyaçların karşılanmadığı anlamına gelir. (Lavergne, Marie, & Mehran, 2015; Young & Brown, 2003; Young, 2005; Welburn, Coristine, Dagg, Ponefract, & Jordan, 2002). Bu çalışmada, daha önce

Türkiye'de birçok araştırmacının takip ettiği gibi 18 EMS ve 5 üst düzey şema alanını içeren orijinal form kullanılmıştır (Gök, 2012; Köse, 2009, 2014; Ünal, 2012).

### **Otobiyografik Bellek Özellikleri**

Anne-çocuk ikilisi arasında gerçekleşen ortak anı konuşmalarının duygusal bellek özelliklerini incelemek amacıyla, anı konuşmasının duygusal içeriğine odaklanan ve ilgili literatürde yaygın olarak kullanılan bazı kodlama şemaları hem anne hem de çocuk konuşmasının bir parçası olarak, hem olumsuz hem de olumlu yüklü anılar kapsamında kullanılmıştır (Bohanek, Fivush, & Walker, 2005; Fivush & Sales, 2008; 2012) (Bkz. Ek C). Her aile üyesi için ve hem negatif hem de pozitif yüklü anı konuşmaları için 4 ayrı değişken vardır (olumlu duygu kelimelerin sayısı, olumsuz duygu kelimelerinin sayısı, benzersiz duygu kelimelerinin sayısı, ve toplamda kullanılan kelimelerin sayısı). Ana araştırmacı ile yoğun bir eğitmeden sonra kodlama sürecinden psikoloji lisans öğrencisi olan iki bağımsız kodlayıcı sorumluydu. Biri tüm transkripsiyonları kodlarken, diğeri transkripsiyonların %30'unu kodladı. Değerlerbiçiciler arası güvenilirlik, çocukların transkripsiyonları için .82 ile .87 arasında ve annelerin transkripsiyonları için .96 ile .99 arasında olarak hesaplanmıştır.

### **Prosedür**

Öncelikle Orta Doğu Teknik Üniversitesi Etik Kurulu'ndan etik onay alındı (Bkz. Ek F). Bu aşamadan sonra, lisans-psikoloji öğrencilerine baş araştırmacı liderliğinde özel bir alan-uygulama dersi sunulmuş ve 2020 Bahar döneminde açılmıştır. Elli lisans öğrencisi bu çalışmaya kaydoldu ve dönemin ilk ayında kapsamlı eğitim almaya başladı. Bu eğitim kapsamında öğrencilere, mevcut çalışmanın teorik altyapısı sunulmuş, öğrenciler veri toplama sürecini içeren rol yapma grupları ile makale okuma ve tartışma gruplarına atanmıştır. Çalıştayın bu teorik bölümünden sonra, öğrenciler katılımcıları toplamaya başladılar. İlk başta,

veri toplama ev ziyaretleri şeklinde tasarlandı. Süreç, ev ziyaretleri, anneler ve çocuklarıyla evlerinde buluşma ve anılarını anlatırken anı konuşmalarının ses kaydına alınması şeklinde planlandı. COVID-19 Pandemisi başladığında, veri toplama tekniği yeniden tasarlandı ve canlı toplantılardan çevrimiçi toplantılara geçiş yapıldı. Bu büyük revizyonun Etik Kurul'dan onay alınmasının ardından, online davet broşürleri sosyal medya kanalları ve e-posta zincirleri aracılığıyla yayıldı. 48-60 ay arasında çocuğu olan ve araştırmaya katılmaya istekli anneler, araştırmacı ile e-posta veya sosyal medya aracılığıyla iletişime geçmiş ve ardından araştırmacı, her gönüllü katılımcıyı rastgele bir öğrenci/araştırmacı asistanına atamıştır.

Veri toplama sürecinin başlamasından bir gün önce, her anne, çocuğu olmadan, bireysel bir Zoom toplantısına davet edildi. Bu online toplantının amacı hem anneleri hem de asistanları yüz yüze tanıştırmak, anneleri ikinci sürece ısıtmak ve varsa soru sormaları için yer ve zaman tanımaktı. Bu ilk toplantıda, asistanlar annelere baş araştırmacı tarafından kaydedilen bir video izlettiler ve onlara bir hoş geldin mesajı sunup ikinci süreç hakkında ayrıntılı bilgi vererek, gönüllü katılımları için teşekkür ettiler.

Annelerden, COVID-19 pandemisinin başlangıcından bu yana çocuklarıyla paylaştıkları duygu yüklü anılar hazırlamaları istendi. Çocuğun kendi odasından ayrı olarak, zamanının çoğunu geçireceği ve sohbet edecekleri belirli bir oda hazırlamaları istendi. Çocuğun odasındaki eşyalar (örneğin oyuncaklar) çocukların dikkatini dağıtabileceğinden, çocuğun kendi odasından kasıtlı olarak kaçınıldı. Ayrıca annelere, çocuklarını rahatlatmak için gerekli olduğunu düşündükleri takdirde 1-2 oyuncak getirme seçeneği de verildi. Annelere odanın nasıl düzenleneceği ve ekran karşısında kendilerini nasıl konumlandıracakları hakkında ayrıntılı bilgi verildikten sonra bilgilendirilmiş onam formu verildi. Son olarak, anneler ve asistanlar veri toplama zamanlarını bir sonraki gün için planladılar.



Veri toplama gnnde, bir asistan, belirlenen toplantı saatinden 15 dakika nce anneye bir Zoom baęlantısı ilettili. Duygusal-olumlu veya duygusal-olumsuz belleęin anı konuřmalarının sırası, nceki alıřmalarda yapıldıęı gibi dengelendi. (Bohanek, Fivush, & Walker, 2005; Fivush & Sales, 2008; 2012). Anı konuřmalarının her bir blm tam olarak 5 dakika ve tm kayıt iin toplam 10 dakika srmřtir. Grřme sırasında, 5 dakikalık ayrılan sre ařılırsa, asistan nazike mdahale ederek anneyi anının ierięini deęiřtirmeye ynlendirdi. Kodlamalar iin sadece kesin zaman erevesi dikkate alınmıřtır.

Bu blmn ardından asistanlar hem annelere hem de ocuklara teřekkrlerini ilettili. Annelere e-posta yoluyla Yř iletilmiř, ve ankete takma isimlerini yazmaları, doldurup en ge iki gn iinde geri gndermeleri istenmiřtir. Bu iřlemden sonra, nce tm Zoom kayıtları kelimesi kelimesine yazıya geirilmif ve daha sonra otobiyografik zelliklerin elde edilmesi iin yukarıda belirtilen kodlama řeması izlenerek kodlanmıřtır.

## BULGULAR

Bu bölümde ön analizler, eksik verilerin ele alınması, normallik varsayımlarının test edilmesi, tanımlayıcı istatistikler, Pearsons Korelasyon Katsayısı, Aşamalı Lineer Regresyon ve Moderasyon Analizlerinin sonuçları sunulacaktır.

### **Daha ileri adımlar için ön analizler ve genel istatistiksel plan**

Tüm istatistiksel analizler için SPSSv26 istatistik paket programı kullanıldı. Ana analizler yapılmadan önce veri girişinin doğruluğu kontrol edilmiş ve Kayıp Değer Analizi yapılmıştır. Eksik verileri analiz ettikten sonra; sonraki analizler 60 anne-çocuk çifti ile yapılmıştır.

Verilerin normal dağılım gösterip göstermediğini belirlemek için öncelikle Çarpıklık ve Basıklık değerlerine bakılmıştır. -1,5 ile +1,5 aralığındaki Çarpıklık ve Basıklık değerleri normal dağılım için genel kabul görmüş değerler iken (Tabachnick & Fidell, 2013), -2 ile +2 aralığındaki çarpıklık ve -3 ile +3 aralığındaki basıklık değerleri de normal dağılım için kabul görmüş değerlerdir (Westfall & Henning, 2013). Bu çalışmada, çarpıklık değerleri -2 ve +2 aralığında, basıklık değerleri -3 ve +3 aralığında incelendiği için veri setinin normal bir dağılım gösterdiği sonucuna varılmış ve beklenen olasılık grafikleri histogram ile normal dağılımda incelenmiştir. Bu nedenle bu çalışmada parametrik olmayan analizler yerine parametrik analizler kullanılmıştır. (Tabachnick & Fidell, 2013).

İki kategorili değişkenlerin ortalama puanları arasında fark olup olmadığını incelemek için bağımsız örneklem t testi yapılmıştır. Ayrıca 3 ve daha fazla kategoriye sahip değişkenlerin ortalama puanları arasındaki farkı belirlemek için tek yönlü varyans analizi (ANOVA) yapılmıştır. Nicel demografik değişkenler (yaş, çocuk sayısı, çocuğun yaşı ve cinsiyeti gibi), Young Şema Ölçeği'nin (YSQ) şemaları ve şema alanları, ve Duyusal Yüklü ve Paylaşılan

Otobiyografik Bellek Özellikleri arasındaki ilişkileri incelemek için Pearson Korelasyon Analizi yapıldı. Bu adıma ek olarak; Hangi şema alanlarının Duygusal Olarak Yüklenen ve Paylaşılan Otobiyografik Bellek Özelliklerinin sonuç değişkenlerini önemli ölçüde yordadığını incelemek için Aşamalı Regresyon Analizi yapıldı. Son olarak, çocuğun cinsiyetinin şema alanları ve otobiyografik özellikler arasındaki anlamlı ilişkiler üzerinde moderatör rolü olup olmadığını görmek için Moderasyon Analizi yapılmıştır.

## **Tanımlayıcı İstatistikler**

### **Katılımcıların Sosyodemografik Özellikleri**

60 anne-çocuk çiftinde, anne-katılımcıların yaş ortalamasının 34 (Ort=34.48, SS=4.56), çocuk-katılımcıların yaş ortalamasının ay bazında 55 (Ort=54.98, SS=5.07) olduğu bulunmuştur. Çocukların COVID-19 pandemisi öncesinde okul öncesi eğitime devam süreleri dikkate alındığında çocukların ortalama devam süreleri 10 aydır (Ort. = 10.32, SS = 7.62). Çocukların cinsiyetine göre çocukların %56,67'si (N=34) kız, %43,33'ü (N=26) erkektir. Annelerin eğitim düzeyine bakıldığında, annelerin %58,33'ünün (N=35) lisans veya ön lisans mezunu olduğu, %41,66'sının (N=25) lisansüstü eğitime sahip olduğu bulunmuştur.

### **Annelerin Erken Dönem Uyumsuz Şemalarının Özellikleri**

Annelerin erken dönem uyumsuz şemalarını incelemek için öncelikle YŞÖ'nün alt boyutlarına dayalı tanımlayıcı istatistikler hesaplanmış. Çarpıklık katsayıları incelendiğinde YŞÖ'nün alt boyutları -.50 ile 1.86 arasında değişen değerler almaktadır. YŞÖ'nün alt boyutlarının -.50 ile 1.89 arasında değer aldığı, basıklık katsayılarının ise -.55 ile 2.97 arasında değiştiği görülmüştür. Annelerin erken dönem uyumsuz şemaları en yüksekten en düşüğe doğru şu şekilde incelenmiştir: kendini feda etme ( $M = 17.37, SD = 4.49$ ), haklılık ( $M = 15.57, SD = 4.19$ ), onay

arayışı ( $M = 15.53$ ,  $SD = 4.77$ ), yüksek standartlar ( $M = 15.30$ ,  $SD = 4.32$ ), yetersiz öz kontrol ( $M = 14.20$ ,  $SD = 3.24$ ), olumsuzluk/ karamsarlık ( $M = 13.62$ ,  $SD = 4.92$ ), cezalandırıcılık ( $M = 13.28$ ,  $SD = 3.31$ ), güvensizlik/istismar ( $M = 12.07$ ,  $SD = 4.99$ ), zarar veya hastalığa karşı dayanıksızlık ( $M = 11.93$ ,  $SD = 5.49$ ), iç içe geçme ( $M = 11.35$ ,  $SD = 3.82$ ), terk edilme ( $M = 11.12$ ,  $SD = 3.16$ ), duygusal ketlenme ( $M = 10.83$ ,  $SD = 4.98$ ), sosyal izolasyon ( $M = 10.70$ ,  $SD = 5.33$ ), boyun eğme ( $M = 9.55$ ,  $SD = 3.61$ ), duygusal yoksunluk ( $M = 8.92$ ,  $SD = 4.80$ ), başarısızlık ( $M = 8.45$ ,  $SD = 3.89$ ), ve kusurluluk/ utanç ( $M = 7.33$ ,  $SD = 2.81$ ).

Şemalar incelendikten sonra 18 şemadan türetilen orijinal 5 şema alanı hesaplanmıştır. Çarpıklık katsayıları incelendiğinde şema alanlarının  $-0.06$  ile  $1.59$  arasında değişen değerler aldığı, basıklık katsayıları incelendiğinde ise şema alanlarının  $-0.20$  ile  $2.94$  arasında değişen değerler aldığı görülmüştür. Annelerin şema alanları en yüksekten en düşüğe doğru şu sırayla incelenmiştir: zedelenmiş limitler ( $M = 14.88$ ,  $SD = 3.10$ ), başkalarına yönelimlilik ( $M = 14.15$ ,  $SD = 3.25$ ), aşırı tetikte olma/baskılama ( $M = 13.26$ ,  $SD = 3.71$ ), kopukluk ve reddedilmişlik ( $M = 10.03$ ,  $SD = 3.55$ ), ve zedelenmiş özerklik ve performans ( $M = 89.67$ ,  $SD = 3.08$ ).

### **Duygu Yüklü ve Paylaşılan Otobiyografik Bellek Özellikleri**

Hem anneler hem de çocuklar için duygu yüklü ve paylaşılan otobiyografik bellek özelliklerini incelemek amacıyla, konuşmaların sayısal olarak kodlanmış versiyonlarına dayalı olarak yürütülen tanımlayıcı istatistikler hesaplanmıştır. Pozitif yüklü anı konuşmalarına dayalı istatistiksel sonuçlara göre, annelerin olumlu duygu sözcüklerini kullanma puan ortalaması  $7,50$  ( $SS = 5,30$ ), annelerin olumsuz duygu sözcüklerini kullanma puan ortalaması  $1,75$  ( $SS = 2,96$ ), annelerin benzersiz duygu sözcüklerini kullanma puan ortalaması  $3.65$  ( $SS = 2.25$ ), annelerin toplam kelime sayısı  $371.02$  ( $SS = 110.31$ ). Annelerin pozitif yüklü anı konuşması özelliklerine ek olarak, çocukların pozitif yüklü anı

konuşması sırasında olumlu duygu kelimesini kullanma puan ortalaması 1.30 (SS = 1.66), çocukların olumsuz duygu kelimesini kullanma puan ortalaması .93 (SS = 1.63), çocukların benzersiz duygu kelimesini kullanma puan ortalaması kelime 1.55 (SS = 1.42) ve çocukların toplam kelime sayısı 147.30'dur (SS = 70.97). Negatif yüklü anı konuşmasına geldiğimizde, annelerin olumlu duygu kelimelerini kullanmaları 2,38 (SS = 2,27), annelerin olumsuz duygu kelimelerini kullanmaları 11,03 (SS = 7,57), annelerin benzersiz duygu kelimelerini kullanmaları 4.68 (SS = 2.55), annelerin toplam kelime sayısı 364.42 (SS = 113.48); çocukların olumlu duygu kelimelerini kullanımı .97 (SS = 1.35), çocukların olumsuz duygu kelimelerini kullanımı 3.30 (SS = 3.16) , çocukların benzersiz duygu kelimelerini kullanımları 2.68 (SS = 2.10), ve çocukların toplam kelime sayısı 142.42 (SS = 81.22) olarak bulunmuştur.

### **Çıkarımsal istatistikler**

### **Duygu Yüklü ve Paylaşılan Otobiyografik Bellek Özellikleri ile Çocuğun Cinsiyeti Arasındaki İlişki**

Çocuğun cinsiyetine göre hem annelerin hem de çocukların otobiyografik bellek özellikleri puanları arasında anlamlı bir farklılık olup olmadığını incelemek için bağımsız örneklem t testi yapılmıştır. Bağımsız örneklem t-testi sonuçları yorumlandığında, çocukların cinsiyetine göre pozitif yüklü anı konuşmaları sırasında olumlu duygu sözcüğünü kullanma puan ortalamaları arasında istatistiksel olarak anlamlı bir fark olduğu bulunmuştur [ $t_{(46.831)} = 2.29, p < 0.05$ ]. Burada, kız çocukların pozitif yüklü hafıza sohbeti sırasında olumlu duygu kelimesini kullanmaları (M = 1.68, SD = 2.01), aynı duygusal içerikte konuşma sırasında erkek çocukların olumlu duygu kelimesini kullanmalarından anlamlı olarak daha yüksektir (Ort. = .81, SD = .85). Diğer bir anlamlı farklılık da olumsuz duygu sözcüğü kullanımında bulunmuştur, buna göre pozitif yüklü anı konuşması sırasında kız çocukların olumsuz duygu sözcüğü kullanımı (Ort = 1.35, SS = 1.95) , erkek çocukların olumsuz duygu sözcüğü kullanımından (Ort

= .38, SS = .80) anlamlı olarak daha yüksektir [ $t(46.254) = 2.62, p < 0.05$ ]. Ayrıca, pozitif yüklü anı konuşması sırasında benzersiz duygu kelime kullanımı ve toplam kelime sayısı değişkenleri için de önemli farklılıklar vardır. Yani; kız çocukların benzersiz duygu kelimesini kullanmaları (Ort. = 1.97, SS = 1.57) ve toplam kelime sayısı (Ort. = 168.18, SS = 72.71), erkek çocukların benzersiz duygu kelimesini kullanmaları (Ort = 1.00, SS = .98) ve toplam kelime sayısından (M = 120, SS = 59.49) anlamlı olarak daha yüksektir, sırasıyla [ $t(56.042) = 2.94, p < 0.05$ ], [ $t(57.699) = 2.82, p < 0.05$ ]. Negatif yüklü anı konuşması dikkate alındığında, çocuğun cinsiyetine göre istatistiksel olarak anlamlı farklılıklar sadece üç sonuç değişkeni için bulundu: olumsuz duygu kelimesi kullanımı, benzersiz duygu kelimesi kullanımı ve çocukların toplam kelime sayısı. Spesifik olarak, negatif yüklü anı konuşması sırasında kız çocukların olumsuz duygu kelimesini kullanmaları (Ort = 4.06, SS = 3.28), erkek çocukların olumsuz duygu kelimesini kullanmalarından (Ort = 2.31, SS = 2.74) daha yüksek [ $t(57.519) = 2.25, p < 0.05$ ], kız çocukların benzersiz duygu kelimesini kullanmaları (Ort = 3.29, SS = 1.88), erkek çocukların benzersiz duygu kelimesini kullanmalarından (Ort = 1.88, SS = 2.12) daha yüksek [ $t(50.339) = 2.68, p < 0.05$ ] ve kız çocukların toplam kelime kullanımı (Ort = 161.15, SD = 88.66), erkek çocukların toplam kelime kullanımından (Ort = 117.92, SD = 72.31) daha yüksektir [ $t(57.072) = 2.14, p < 0.05$ ]. Çocuğun cinsiyetine göre cinsiyet ile annelerin otobiyografik bellek özellikleri arasında hem pozitif hem de negatif yüklü anı konuşmaları ile çocukların olumsuz yüklü anı konuşmaları sırasında olumlu duygu kelimesini kullanmaları arasında anlamlı bir bulgu yoktur ( $p > 0.05$ ).

### **Duygu Yüklü ve Paylaşılan Otobiyografik Bellek Özellikleri ile Şema Alanları Arasındaki İlişki**

Bu çalışmada yordayıcı değişkenler olan şema alanları ile sonuç değişkenleri olan anne-çocuk ikililerinin otobiyografik bellek özellikleri arasında anlamlı ilişkiler olup olmadığını incelemek için Pearson Korelasyon Analizi yapılmıştır.

Sonuçlara göre, annenin pozitif yüklü anı konuşmasında olumsuz duygu kelimesini kullanması, kopukluk ve reddedilmişlik, zedelenmiş sınırlar, başkalarına yönelimlilik ve aşırı tetikte olma ve baskılama şema alanları ile pozitif yönde ilişkilidir (sırasıyla;  $r = .44, p < .01$ ;  $r = .42, p < .01$ ;  $r = .28, p < .05$ ;  $r = .33, p < .01$ ). Annenin pozitif yüklü anı konuşmasında benzersiz duygu kelimesi kullanması, kopukluk ve reddedilmişlik şema alanı ile pozitif yönde ilişkilidir ( $r = .39, p < .01$ ). Ek olarak, annenin negatif yüklü anı konuşmasında olumlu duygu kelimesi kullanması, annelerin zedelenmiş sınırlar ve başkalarına yönelimlilik şema alanları ile pozitif yönde ilişkilidir (sırasıyla;  $r = .27, p < .05$ ;  $r = .26, p < .05$ ).

Çocukların sonuç değişkenleri dikkate alındığında; çocukların pozitif yüklü anı konuşmalarında olumsuz duygu kelimelerini kullanmaları ile annelerin kopukluk ve reddedilmişlik şema alanı arasında pozitif bir ilişki bulunurken ( $r = .36, p < .01$ ), çocukların pozitif yüklü anı konuşmalarında benzersiz duygu kelimelerini kullanmaları ile annelerin kopukluk ve reddedilmişlik, ve zedelenmiş sınırlar şema alanları ile pozitif olarak ilişkiliydi (sırasıyla;  $r = .26, p < .05$ ;  $r = .29, p < .05$ ).

### **Otobiyografik Bellek Özelliklerinin Yordayıcıları Olarak Annelerin Şema Alanları**

Annelerin hangi şema alanlarının hem annelerin hem de çocukların hangi otobiyografik bellek özelliklerini yordadığını incelemek için adım adım doğrusal regresyon yapılmıştır. Sonuç değişkenleri için ayrı kademeli regresyon analizi, sırasıyla Pearson korelasyon analizi sırasına göre yapıldı; annelerin pozitif yüklü anı konuşması sırasında negatif duygu kelimesini ve benzersiz duygu kelimesini kullanmaları, annelerin negatif yüklü anı konuşması sırasında pozitif duygu kelimesini kullanmaları, çocukların pozitif yüklü anı konuşması sırasında negatif duygu kelimesini ve benzersiz duygu kelimesini kullanmaları. Burada korelasyon analizinde anlamlı çıkan tüm sonuç değişkenleri adım adım

regresyon modellerinde de anlamlı çıkmış ve aşamalı regresyon ile oluşturulan modeller sunulmuştur.

Annelerin pozitif yüklü konuşmalarda olumsuz duygu sözcüklerini kullanmalarının teorik olarak iyi birer yordayıcısı olabilecek tüm şema alanlarıyla başlayarak, aşamalı bir lojistik regresyon modeli, şema alanlarını bağlantı kopukluk ve reddedilmişlik, ve zedelenmiş özerklik ve performans olarak ikiye indirdi. Kopukluk ve reddedilmişlik şema alanını içeren ilk modelin anlamlı olduğu ( $F(1,58) = 14.63$ ,  $p = 0.000$ ,  $R^2 = 0.20$ ) ve varyansın %20'sini açıkladığı bulunmuştur. Yani, kopukluk ve reddedilmişlik şema alanlarında erken dönem uyumsuz şemaları olan anneler, çocuklarıyla pozitif yüklü anı konuşmaları sırasında anlamlı olarak daha fazla olumsuz duygu kelimeleri kullanmışlardır. Kopukluk ve reddedilmişlik, ve zedelenmiş özerklik ve performans şeması alanlarını içeren ikinci model de anlamlı sonuç vermiş ( $F(2,57) = 16.73$ ,  $p = 0.000$ ,  $R^2 = 0.37$ ) ve modele zedelenmiş limitlerin eklenmesiyle, açıklanan varyans %37'ye yükselmiştir. Spesifik olarak, zedelenmiş özerklik ve performans şema alanında erken dönem uyumsuz şemaları olan anneler, çocuklarıyla pozitif yüklü anı konuşmaları sırasında daha az olumsuz duygu kelimeleri kullandılar. Annelerin pozitif yüklü anı konuşmaları sırasında benzersiz duygu kelimelerini kullanmaları söz konusu olduğunda, aşamalı doğrusal regresyon modeli şema alanlarını önceki modellere benzer şekilde kopukluk ve reddedilmişlik, ve bozulmuş özerklik ve performans olmak üzere ikiye indirdi. Burada kopukluk ve reddedilmişlik şemasından oluşan birinci model anlamlıdır ( $F(1,58) = 10.64$ ,  $p = 0.002$ ,  $R^2 = 0.15$ ), ve varyansın %15'ini açıklamaktadır. Kopukluk ve reddedilmişlik şema alanlarında erken dönem uyumsuz şemaları olan anneler, pozitif yüklü anı konuşmaları sırasında daha fazla benzersiz duygu sözcükleri kullanmışlardır. Bunun yanında, kopukluk ve reddedilmişlik, ve zedelenmiş özerklik ve performans şema alanlarını içeren ikinci model de anlamlıdır ( $F(2,57) = 8,58$ ,  $p = 0,001$ ,  $R^2 = 0,23$ ) ve zedelenmiş özerklik & performans şeması alanı eklenmesi açıklanan varyansı %23 artırmıştır. Ayrıntılı bir ifadeyle, zedelenmiş özerklik ve performans şeması



alanlarında erken dönem uyumsuz şemaları olan anneler, çocuklarıyla pozitif yüklü anı konuşmaları sırasında daha az benzersiz duygu sözcükleri kullanmışlardır.

Negatif yüklü anı konuşmalarında, annelerin olumlu duygu kelimelerini kullanmaları anlamlı olarak incelenmiştir. Kademeli bir regresyon modeli, şema alanlarını zedelenmiş limitler olarak bire indirmiştir. Zedelenmiş limitler şema alanını içeren bu model istatistiksel olarak anlamlıdır ( $F(1,58) = 4.60$ ,  $p = .036$ ,  $R^2 = 0.07$ ) ve varyansın %7'sini açıklamıştır. Yani, zedelenmiş limitler şema alanında erken dönem uyumsuz şemaları olan anneler, çocuklarıyla olumsuz yüklü anı konuşmalarında daha çok olumlu duygu sözcükleri kullanmışlardır. Çocukların çıktıkları dikkate alındığında, pozitif yüklü anı konuşmaları sırasında çocukların olumsuz duygu sözcüklerini kullanmaları, aynı sonuç değişkeninde annelerin kendi sonuçlarıyla uyumlu olarak, annelerin kopukluk ve reddedilmişlik, ve zedelenmiş özerklik ve performans şema alanları tarafından önemli ölçüde yordandı. Burada, kopukluk ve reddedilmişlik şema alanını içeren ilk model anlamlıdır ( $F(1,58) = 8,33$ ,  $p = 0,005$ ,  $R^2 = 0,12$ ) ve varyansın %12'sini açıklamaktadır. Yani, kopukluk ve reddedilmişlik şema alanında erken dönem uyumsuz şemalara sahip annelerin çocukları, anneleri ile olumlu yüklü anı konuşmaları sırasında anneleri gibi daha fazla olumsuz duygu kelimeleri kullanmışlardır. İkinci modelde, zedelenmiş özerklik ve performans şema alanı dahil edilmiş ve varyansın %28'ini açıklayan anlamlı bir sonuç ( $F(2,57) = 12.39$ ,  $p = 0.001$ ,  $R^2 = 0.28$ ) elde edilmiştir. Daha spesifik bir ifade biçimiyle, zedelenmiş özerklik ve performans şeması alanında erken dönem uyumsuz şemaları olan annelerin çocukları, pozitif yüklü anı konuşmaları sırasında daha az olumsuz duygu sözcükleri kullanmışlardır.

Potansiyel -şema alanı- yordayıcıları için, pozitif yüklü hafıza sohbeti sırasında çocukların benzersiz duygu sözcüklerini kullanmalarına ilişkin başka bir aşamalı regresyon analizi yapıldı ve şema etki alanlarını zedelenmiş limitler olarak bire indirdi. Bu anlamlı modele göre, zedelenmiş limitler şema alanı içinde erken

dönem uyumsuz şemaları olan annelerin çocukları, pozitif yüklü anı konuşmaları sırasında daha fazla benzersiz duygu sözcükleri kullanmışlardır ( $F(1,58) = 5.18$ ,  $p = .027$ ,  $R^2 = 0.08$ ). Zedelenmiş limitler varyansın %8'ini açıklamıştır.

### **Otobiyografik Bellek Özelliklerinin yordayıcıları olarak Annelerin Potansiyel Şema Alanları ve Çocuğun Cinsiyeti**

Otobiyografik bellek özellikleri ile çocuğun cinsiyeti arasında daha önce incelenen ve sunulan korelasyonlar olduğu için, annelerin potansiyel şema alanları ve çocuğun cinsiyetini birlikte, ilişkili sonuç değişkenleri üzerinde görmek için başka bir aşamalı regresyon analizi yapıldı. Burada, aşamalı regresyon sonuçlarına dayalı olarak, iki sonuç değişkeni, yani çocukların anneleriyle pozitif yüklü anı konuşmaları sırasında olumsuz ve benzersiz duygu sözcüklerini kullanmaları, daha önceki modellerde aynı sonuçlara sahip annelerinin aynı şema alanları tarafından anlamlı ölçüde tahmin edildiği, regresyon analizleri için kukla olarak kodlanan çocuğun cinsiyetine ek olarak incelenmiştir. Aşamalı regresyon ile oluşturulan bu modeller aşağıda sunulmuştur.

Annelerin potansiyel şema alanlarının ve çocuğun cinsiyetinin, çocukların anneleriyle olumlu yüklü bellek konuşmaları sırasında olumsuz duygu kelimelerini kullanmaları üzerindeki yordayıcı etkisini incelemek için aşamalı regresyon yapıldı. Beş şema alanı ve çocuğun cinsiyeti ile birlikte başlayan model, beş şema alanını kopukluk ve reddedilmişlik ile zedelenmiş özerklik ve performans ve çocuğun cinsiyeti olmak üzere iki şema alanına indirgemıştır. Yalnızca kopukluk ve reddedilmişlik şema alanını içeren ilk model istatistiksel olarak anlamlıdır ( $F(1,58) = 8.34$ ,  $p = .005$ ,  $R^2 = 0.13$ ) ve varyansın %13'ünü açıklamıştır. Kopukluk ve reddedilmişlik, ve zedelenmiş özerklik ve performans şema alanlarını içeren ikinci model de istatistiksel olarak anlamlıdır ( $F(2,57) = 11.18$ ,  $p < .001$ ,  $R^2 = 0.28$ ). Modele zedelenmiş özerklik & performans şeması alanının eklenmesi ile açıklanan varyans oranı %28'e yükselmiştir. Kopukluk ve

reddedilmişlik ile zedelenmiş özerklik ve performans şema alanları ve çocuğun cinsiyetini içeren üçüncü ve son model de anlamlıdır ( $F(3,56) = 9.34, p < .001, R^2 = 0.33$ ). Spesifik olarak, pozitif yüklü anı konuşmaları sırasında, kopukluk ve reddedilmişlik şema alanında anneleri erken dönem uyumsuz şemalara sahip kız çocukları, erkek çocuklara göre daha az olumsuz duygu sözcükleri; anneleri zedelenmiş özerklik ve performans şema alanında erken uyumsuz şemalara sahip kız çocukları, erkek çocuklara göre daha çok olumsuz duygu sözcükleri kullanmıştır.

Annelerin potansiyel şema alanlarının ve çocuğun cinsiyetinin, pozitif yüklü anı konuşması sırasında çocukların benzersiz duygu kelimelerini kullanmaları üzerindeki etkisini incelemek için başka bir aşamalı regresyon yapıldı. Model, zedelenmiş limitler şema alanını ve çocuğun cinsiyetini içerdi. Zedelenmiş limitler şema alanını içeren birinci model, istatistiksel olarak anlamlıdır ( $F(1,58) = 5.18, p = .027, R^2 = 0.08$ ), ve zedelenmiş limitler, varyansın %8'ini açıklar. Zedelenmiş limitler şema alanını ve cinsiyeti bir arada içeren ikinci model de anlamlıdır ( $F(2,57) = 7.81, p = .001, R^2 = 0.22$ ). Modele cinsiyetin eklenmesiyle açıklanan varyans oranı %22'ye yükselmiştir. Spesifik olarak, pozitif yüklü anı konuşmaları sırasında, anneleri zedelenmiş limitler şema alanında erken uyumsuz şemalara sahip olan kız çocukları, anneleri zedelenmiş limitler şema alanında erken uyumsuz şemalara sahip olan erkek çocuklarından daha az benzersiz duygu kelimeleri kullanmışlardır.

### **Şema Alanlarının Otobiyografik Bellek Özelliklerine Etkisinde Çocuğun Cinsiyetinin Moderatör Rolü**

Aşamalı regresyon analizlerinde bu iki anlamlı modelin ardından her bir model için moderasyon analizleri yapılmıştır. Kopukluk ve reddedilmişlik ( $B = 0.25, p > 0.05$ ) ve zedelenmiş özerklik ve performans ( $B = 0.02, p > 0.05$ ) şema alanları ve çocuğun cinsiyeti (sırasıyla;  $B = -0.07, p > 0.05, B = -0.74, p > 0.05$ ), pozitif yüklü anı konuşması sırasında çocukların olumsuz duygu kelimesini

kullanmaları üzerinde istatistiksel olarak anlamlı bir etkiye sahip değildir. Böylece, kopukluk ve reddedilmişlik ile cinsiyetin ( $B = -0.08$ , % 95 GA [-0.337, 0.174],  $p > 0.05$ ), ve zedelenmiş özerklik ve performans ile cinsiyetin ( $B = -0.02$ , % 95 GA [-0.312, 0.265],  $p > 0.05$ ) etkileşimsel etkilerinin, pozitif yüklü anı konuşması sırasında çocukların olumsuz duygu kelimesini kullanmaları üzerinde istatistiksel olarak anlamlı olmadığı sonucuna varılmıştır. Son olarak, zedelenmiş limitler şema alanı ve çocuğun cinsiyeti (sırasıyla;  $B = 0.25$ ,  $p > 0.05$ ,  $B = 0.05$ ,  $p > 0.05$ ), pozitif yüklü anı konuşması sırasında çocukların benzersiz duygu kelimesini kullanmaları üzerinde istatistiksel olarak anlamlı bir etkiye sahip değildir. Böylece, çocukların pozitif yüklü anı konuşması sırasında benzersiz duygu kelimesini kullanmaları üzerinde zedelenmiş limitler ve cinsiyetin etkileşimsel etkisinin, istatistiksel olarak anlamlı olmadığı sonucuna varılmıştır. ( $B = -0.07$ , % 95 GA [-0.290, 0.144],  $p > 0.05$ ).

## TARTIŞMA

### Mevcut çalışmanın hipotezlerine ilişkin bulgular

Hipotezlerimiz temelinde anlamlı bulgular bulunmamıştır. Olumsuz yüklü hafıza konuşmalarıyla ilgili anlamlı sonuçların olmamasının nedenlerinden biri başa çıkma mekanizmaları olabilir. Örneğin, Fivush (2003, 2019), annelerin olumsuz duygular üzerinde müzakere ve detaylandırma konusundaki eğilimlerinin azalmasının nedenlerinden birinin duygusal kaçınma olabileceğini öne sürmüştür. Ek olarak, travmatik olaylara dayalı olumsuz duygular hakkında konuşmak, travmatik olmayan olaylara dayalı olumsuz duygulardan çok daha zor olarak algılanır ve bu da anımsama sırasında ayrıntıları hatırlama eksikliği, içsel ve duygusal yüzleşmeden kaçınma ve duygusal olarak daha az ifadeye neden olur (Greenhoot et al., 2005; Harris et al., 2016). Bu tür bir kaçınma, Şema Terapi Modelindeki “duygusal olarak bağımsız koruyucu” başa çıkma mekanizmasına kavramsal olarak benzer olabilir. Bu uyumsuz başa çıkma sisteminde, bireyler genellikle kendilerini geri çekilmiş, ayrılmış, duyarsızlaşmış ve ilişkilerin duygusal değerinden kopmuş hissederek ve belirli otobiyografik bölümler tarafından tetiklenirler. (Young et al., 2003). Diğer bir neden, verileri topladığımız zaman çerçevesi olan COVID-19 pandemisinin ilk dört ayının doğasıyla ilgili olabilir. Dünya Sağlık Örgütü (WHO) direktörünün de belirttiği gibi, Covid19 Pandemisinden *"dünyanın yüzeyindeki her bir birey aslında etkilenmiştir"* ve İkinci Dünya Savaşı'ndan çok daha büyük olan duygusal-kitlese travma olduğundan bahsetmiştir. (Feuer, 2021). Bu nedenle, doğası gereği bu zaman çerçevesinin, anımsama sırasında duygusal kaçınmaya yol açabileceğini tahmin edebiliriz.

Bir sentez olarak, olumsuz duygusal deneyimler sırasında olumsuz duygular hakkında konuşmanın o kadar kolay olmayabileceği ve olumsuz duygularla yüzleşmekten ve olumsuz duygular hakkında konuşmaktan kaçınmanın bu tür durumlarda ana başa çıkma mekanizmalarından biri olabileceği sonucuna

varabiliriz. Ayrıca, farklı kültürel geçmişler, benlik kurguları gibi kültürler arası ve aynı kültür içindeki bir takım bireysel farklılıklar, mevcut çıktıları etkileyen diğer faktörler olabilir.

### **Mevcut çalışmanın keşifsel bölümlerine ilişkin bulgular**

İlginç bir şekilde, pozitif yüklü bellek konuşmaları sırasında, kopukluk/reddedilmişlik şeması alanlarında daha yüksek puanlar alan anneler daha fazla olumsuz duygu sözcükleri ve benzersiz duygu sözcükleri; zedelenmiş sınırlar şeması alanında daha yüksek puanlar alan anneler daha az olumsuz duygu sözcükleri kullandılar ve bozulmuş özerklik/performans şeması alanında daha yüksek puanlar alanlar daha az benzersiz duygu sözcükleri kullandılar. Ek olarak, negatif yüklü anı konuşmaları sırasında, anneler, zedelenmiş sınırlarda daha yüksek puanlara sahiplerse, aksine daha olumlu duygu sözcükleri kullandılar.

Pozitif yüklü anı konuşmalarında olumsuz duyguları konuşmanın potansiyel işlevi ne olabilir? Mevcut çalışma kapsamında bu soruya verilecek cevaplar muhtemelen daha sonraki çalışmalara yol gösterecektir, yine de potansiyel fonksiyonları incelemeyen önce bu çağrışımlar için açıklamaları detaylandırmamız gerekiyor. Terk/kararsızlık, güvensizlik/istismar, duygusal yoksunluk, kusurluluk/utanç ve sosyal izolasyon/yabancılaşma şemalarından oluşan kopukluk/reddedilmişlik şema alanı ile başlayarak, bu şema alanındaki bireylerin duygusal bağları geliştirme ve sürdürme biçimini etkileyen ve yakınlıktan çekilmeyle sonuçlanan temel inançlara sahip olduklarını hatırlamak değerli bir adım olabilir. (Young et al., 2003). Aile ortamındaki istikrarsızlıktan kaynaklanan bu şema alanı, anı konuşmalarının akışındaki istikrarsızlık, bizim bulgularımıza göre, annelerin pozitif yüklü anı konuşması sırasında daha fazla olumsuz ve benzersiz duygu kelimeleri kullanmaları ile ilişkili olabilir. Başka bir deyişle, bu şema alanı, kökeni nedeniyle annelerin çocuklarıyla yaptıkları anı konuşmalarında uyumsuz olmalarına neden olabilir. Haklılık/ büyüklük algısı ve

yetersiz öz kontrol/ öz disiplinden oluşan zedelenmiş sınırlar şema alanında, bu şema alanında yer alan bireylerin genellikle başkalarının alanlarına hem fiziksel hem de duygusal olarak saygısız davrandıklarını hatırlatarak, iş birliği ve ortak düzenlemedeki eksikliklerini tartışmamız için değerli bir köprü oluşturabilir. Örneğimizde bu şema alanında yüksek olan anneler, pozitif yüklü anı konuşmalarında daha fazla olumsuz duygu kelimeleri kullanırken, negatif yüklü hafıza konuşmalarında daha fazla pozitif duygu kelimeleri kullanmışlardır. Bu şema alanında yer alan annelerin karşılıklı ilişki kurmakta zorlanmaları beklendiğinden, çalışmamızda diyalog açısından karşılıklı ilişkilerin bir biçimi olan anı konuşma akışının, bu zorlukların anne-çocuk çiftleri arasında senkronize olmayan bellek içeriği formunda temsili olabileceği sonucuna varabiliriz. Bağımlılık/yetersizlik, zarara veya hastalığa karşı dayanıksızlık, iç içe geçme/gelişmemiş kendilik ve başarısızlığı kapsayan, zedelenmiş özerklik/performans şema alanı söz konusu olduğunda, bu şema alanından bireylerin yetersiz/düşük veya aşırı ebeveyn koruması da dahil olmak üzere bir çocukluk geçmişine sahip olduklarından genellikle bir öncülük etme eksikliği beklenir, bu da dengeli özerkliğin gelişimini etkiler. (Young et al., 2003). Çalışmamızda, bu şema alanındaki annelerin pozitif yüklü hafıza konuşmaları sırasında daha az benzersiz duygu kelimeleri kullandığını bulduk. İlgili literatürde, belirli duygu kelimelerini daha fazla çeşitlilikte kullanmak, kavramsal olarak konuşmaya liderlik ederek ve açık uçlu sorular sorarak detaylandırmakla aynı olan anne-bireyleşmeye ek olarak anne-yüksek detaycılık ile ilişkilidir. (Fivush et al., 2006; Fivush, 2007, Sahin-Acar & Leichtman, 2015). Bu açıdan bakıldığında, zedelenmiş özerklik/performans şeması alanındaki özerkliğin eksikliğinin kavramsal olarak bireyleşmenin tersi olduğu ve mantıksal olarak bu anlamda daha az benzersiz duygu sözcüklerinin kullanımıyla ilişkili olduğu sonucuna varabiliriz.

Bununla birlikte, tetikleyici olmadan, pozitif yüklü anların konuşmalarında olumsuz duyguların doğal olarak yüzeye çıkması mümkün olabilir. Diğer bir neden ise Şema Terapi Modeli ve şematik alışkanlıkların oluşturduğu nöral

yollar ile açıklanabilir. Shapiro, uygulananın belirli alışkanlıklarla şekillenen sinir yollarının gelişimini ve sürekliliğini vurgulayarak güçlendiğini, yani tekrarlanan deneyimlerin insan beynini şekillendirdiğini belirtti. (TED, 2017, 4:31). Bununla uyumlu olarak, Şema Terapi Modeli ayrıca bireylerin çoğunlukla bilinçsizce, işlevsiz duygular, düşünceler, tutumlar, atıflar, beden duyuları ve davranışlarını tekrarlayarak temel inançlarını izlediklerini ve alışkın oldukları belirli duygu düzenleme stratejilerini istikrarlı bir örüntüde kullandıklarını belirtir. (Fassbinder et al., 2016; Young et al., 2003).

Çocukların otobiyografik bellek özelliklerine ilişkin sonuçlar dikkate alındığında, pozitif yüklü anı konuşmaları sırasında kopukluk/reddedilmişlik şemaları olan annelerin çocuklarının daha fazla olumsuz duygu sözcükleri; zedelenmiş özerklik/performans şemaları olan annelerin çocuklarının ise daha az olumsuz duygu sözcükleri kullandıkları bulgularını hatırlamak faydalı olabilir. Ek olarak, anneleri zedelenmiş limitlerde daha yüksek puanlara sahip olan çocuklar, pozitif yüklü anı konuşmalarında daha benzersiz duygu kelimeleri kullandılar. 4-5 yaşlarında çocuklar belirli hatırlama becerilerini geliştirme açısından geçiş döneminde oldukları için çocukların çıktıklarıyla ilgili belirli hipotezler kurmamış olsak da (Fivush, 2007), çocukların bu sonuç değişkenleri ile annelerin bulgularının uyumlu olduğunu sonucuna vardık. Başlangıç olarak, aynı şema alanları, yani kopukluk/reddedilmişlik, zedelenmiş özerklik/performans ve zedelenmiş sınırlar, annelerinde olduğu gibi çocukların sadece pozitif yüklü bellek konuşmaları sırasında bellek özelliklerinde yordayıcı rollere sahiptir. Çocuklar, özellikle bu ilk yıllarda, gerçekte ne olduğunun temsilini oluşturmak için bakım verenlerine güvenirlere. (Fivush, 1994; Fivush et al., 2008). Çalışmamızda, annelerin belirli zihinsel temsilleri, yani yukarıda belirtilen şema alanları içinde yer alan anne şemaları, sadece annelerin değil, çocuklarının da bir anı-konuşması kurma biçimini etkilemiştir. Bir çocuğun otobiyografik bölümleri algılama, değerlendirme ve yorumlama biçimini oluşturmada ebeveyn rehberliğinde anımsamanın oldukça önemli olduğu bilinmektedir. (Haden et al., 1997). Bulgularımıza göre, kavramsal olarak



şemalarda aynı anlama gelen annenin bölümleri algılama, değerlendirme ve yorumlama biçimlerinin çocuğunun hatırlama biçimini etkilediği ve bunun da potansiyel olarak çocuğun bu bölümleri algılama, değerlendirme ve yorumlama biçimlerini, yani şemaların gelişimini etkilediği sonucuna varılabilir.

Anne tarafından çocuğa doğru geçen bu etkili örüntünün içeriğini göz önüne alarak, üç şema alanı arasındaki farklılıkları inceledik. Kopukluk/reddedilme şema alanının, hem annelerin hem de çocukların konuşma kalıplarını daha olumsuz duygu sözcükleri kullanma açısından etkilediği görüldü. Kopukluk/reddedilme şema alanı, tüm şema alanları içinde en sorunlu ve ailede fiziksel veya psikolojik istismar geçmişinin en yaygın olduğu etki alanı olarak kabul edilmiştir (Young et al., 2003), ve böyle bir aile ortamında büyüyen çocuklar, içsel duygularını ifade etmek için bu tür olumsuz-sözel ipuçlarını bir metafor olarak kullanırlar (Norton ve Norton, 2006). Bizim çalışmamızda ise bu sözel ipuçlarına, kopukluk/reddedilme şema alanına sahip annesi olan çocuklarda olumsuz duygulara sebebiyet vermesi açısından rastlanmış olabilir. Bozulmuş sınırlar şema alanı, annelerin özelliklerini olumlu ve olumsuz duygu sözcüklerini kullanma anlamında etkilerken, yukarıda da tartışıldığı gibi, çocukların ise daha özgün duygu sözcüklerini kullanarak konuşmalarında etkili olmuştur. Son olarak bozulmuş otonomi/performans şema alanı, annelerin anımsama biçimlerini daha az özgün duygu sözcükleri kullanma açısından etkilerken, çocukların anımsama biçimlerini daha az olumsuz duygu sözcükleri kullanma anlamında etkilemiştir. Bu bulguları tartışmak ve detaylandırmak için, bu tür farklılıkları benimsemeyerek başa çıkma becerilerini ve fonksiyonlarını her bir şema alanı çerçevesinde incelemek değerli olabilir. Jabeen ve arkadaşları (2021) özellikle, bozulmuş sınırlar şema alanından, büyüklenmeci benliğe sahip bir ebeveynine sahip olmak gibi istismarcı bir ebeveyn-çocuk ilişkisinde büyüyen bir çocuğun, yavaş yavaş ebeveyninin olumsuz deneyimler yaşadığını gösteren bazı ipuçlarını fark etmeyi öğrenerek, hayatta kalmak için bir kaçınma geliştirdiğini gözlemlemiştir. Bununla birlikte, Şema Modeli'ndeki uyumsuz başa çıkma stratejilerinden biri olan kaçınma, kendisini, ayrışmadan konudan konuya

atlamaya kadar geniş bir yelpazede kendini gösterir ki bu da bizim çalışmamızda, çeşitli duygusal sözcüklerin kullanılmasıyla ilişkilendirilebilir. Zafiropoulou ve arkadaşları (2007), katılımcıları 11-15 yaş arası gençlerden oluşan, yürüttükleri çalışmada ebeveyn bağı ve şemaların rolünü incelemiştir. Bozulmuş otonomi/performans şema alanındaki unsurlardan biri olan ebeveyn aşırı korumasının, ergenlerin kendine güvensizlik ve içe dönüklük gibi duygusal dalgalanmaları ile ilişkili olduğunu bulmuşlardır. Bununla ilgili olarak, bir konuşma sırasında duyguları ve olumsuz duygu sözcüklerini ifade etmemenin, aynı duygusal durumun bir temsili olabileceğini ve Şema Modeli'nde de uyumsuz bir başa çıkma mekanizması olarak ele alınabileceğini söyleyebiliriz. Çocukların duygusal başa çıkma becerilerine ilişkin daha fazla araştırmaya ihtiyaç olsa da, mevcut literatür, küçük çocukların, 3-5 yaş civarında bile duygu odaklı başa çıkma becerilerini geliştirebildiklerini göstermiştir (Denham, 1998; Dunn, 1995; Wellman et al., 2001). Bu anlamda, bu konuşmalarda çocukların bellek özellikleriyle alakalı olarak bulduklarımız, çocukların, birer başa çıkma mekanizması olarak, ilişki içindeki sözlü ve sözsüz annesel verilere verdikleri tepkiler biçiminde anlamlandırılabilir. Çocuğun cinsiyetine dayalı bir hipotez kurmamış olmamıza rağmen, çocuğun cinsiyetini göz önünde bulundurduğumuzda örneğimizdeki kızların, oğlanlara kıyasla, annelerinin şemalarından daha çok etkilendiklerini ve konuşmalarda annenin ipuçlarına karşı daha tepkisel olduklarını inceledik. Bu bulgular, annelerin kızlarıyla daha sık ve daha fazla kelime kullanarak konuştuklarını, kızlarıyla duygular hakkında daha sık konuştuklarını ve aynı zamanda onlarla olumsuz duygular hakkında da daha fazla konuştuklarını gösteren mevcut literatürle uyumludur (Adams et al., 1995; Fivush et al., 2000; Wang et al., 2000). Benzer şekilde, kızlar anı konuşmaları sırasında genellikle duygular ve genel temalar hakkında daha tutarlı, ayrıntılı ve daha uzun bir şekilde konuştukları görülmüştür (Bauer et al., 2007; Fivush et al., 2000).

## **Kısıtlamalar, katkılar ve sonuçlar**

Mevcut çalışma kapsamında öne çıkan bazı kısıtlamalar bulunmaktadır. Öncelikle, veriler daha doğal bir bağlam oluşturan ev içi ortamlarda toplansa da Zoom aracılığıyla yapılan anne-çocuk çiftleriyle görüşme yöntemi alışılmışın dışındaydı. Bu yeni geliştirilmiş veri toplama yöntemi, bu prosedür sırasında rahat hissetmemiş olabilecek katılımcılar için belirli önyargılar yaratmış olabilir. Pandemiyle beraber, Zoom-Anksiyetesi ve Zoom Yorgunluğu gibi yeni kavramlar hayatımızda yer almaya başladı (Bailenson, 2021; Pepper et al., 2021). O zamandan beri, Zoom'daki toplantıların sözlü ve sözsüz iletişim kalıpları üzerinde nasıl bir etkisi olduğu araştırıldı; dolayısıyla bu, mevcut çalışma için de karıştırıcı bir faktör sayılabilir. Diğer bir kısıtlama, Şema Modeli'ndeki uyumsuz başa çıkma mekanizmalarını kapsamamış olmak olabilir. Daha önce de belirtildiği gibi, erken dönem uyumsuz şemalar belirli durumlarda tetiklendiğinde, bu tür başa çıkma mekanizmaları, yani ŞTM'deki uyumsuz başa çıkma biçimleri, kişiler tarafından farkında olunmadan benimsenmekte ve bu da kişilerin bilişsel-duygusal-davranışsal durumlarına etki etmektedir (Young et al., 2003). Jacob ve arkadaşlarının (2015) belirttiği gibi, modlarla çalışmak, duyguları doğrudan ve hedef odaklı bir şekilde sınıflandırma açısından şemalarla çalışmaktan daha basit olabilir. Ayrıca biz, karşılanmayan duygusal ihtiyaçların şema alanları olarak etkisini incelemek amacıyla on sekiz şema yerine beş şema alanını kullandık. Bu, yukarıda bahsedilen çağrışımları inceleyen ilk çalışma olduğundan ve şema alanları eş zamanlı olarak oluşturulduğundan, ki bu da bir kişinin aynı anda farklı şema alanlarına ait bir dizi şemaya sahip olabileceği anlamına gelir, temel amacımız tüm şema alanlarını aşamalı analizlere dahil etmektir. Yine de, gelecekteki araştırmalarda her şemanın bellek özellikleri üzerindeki etkisine daha derinden ve daha yakından bakmak önemli olabilir.

Potansiyel kısıtlamaların yanı sıra, mevcut çalışma, otobiyografik bellek araştırmaları ile Şema Terapi Modeli araştırması arasında bir köprü kurarak gelecekteki çalışmalar için önemli bir yol açmış ve böylece hem gelişimsel hem

de klinik psikoloji alanındaki mevcut literatüre önemli katkılar sağlamıştır. Bildiğimiz kadarıyla bu çalışma, annelerin bireysel farklılıklarının hem anneler hem de çocukları için otobiyografik bellek özellikleri üzerindeki etkisine Şema Terapi Modeli perspektifinden bakan ilk çalışmadır. Dahası, Şema Terapi Modeli üzerine yapılmış çalışmalar genellikle klinik ve yetişkin popülasyonlara odaklanmaktadır. Ancak Şema Terapi Modeli, başlı başına, gelişimsel bir yaklaşım ve bakış açısı içeren bir modeldir. Bu açıdan bakıldığında, mevcut çalışma aynı zamanda annelerin halihazırda geliştirilmiş şemalarının etkisini ve çocuk şemalarının potansiyel gelişimini incelemek için gelişimsel bir yaklaşım ve metodoloji kullanan ilk çalışmadır. Mevcut çalışmanın, hem gelişimsel psikoloji perspektifinden müdahalelerin yapılandırılabilmesi hem de şema terapi kapsamında, klinik psikoloji perspektifinden “terapi odası”ndaki çıkarımların yapılabilmesi için, özellikle de ebeveyn-çocuk çiftleri ile çalışılırken gidilebilecek yollara ışık tutması beklenmektedir.

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