

FUNCTIONS OF AUTOBIOGRAPHICAL MEMORY DURING MOTHER-  
ADOLESCENT REMINISCING AND THEIR RELATION TO EMOTION  
REGULATION STRATEGIES

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## **ABSTRACT**

### **FUNCTIONS OF AUTOBIOGRAPHICAL MEMORY DURING MOTHER- ADOLESCENT REMINISCING AND THEIR RELATION TO EMOTION REGULATION STRATEGIES**

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The aim of the current study was to examine the functions of autobiographical memory (AM) during mother-adolescent reminiscing, and to investigate dyadic relationships between the functions and emotion regulation (ER) strategies with a mixed method. For the qualitative part, content analysis revealed that Self, Social, and Directive functions occurred as the main themes, and each function also included ER themes. For the quantitative part, the first aim was to examine the differences in the frequencies regarding the role of emotion type, family member, adolescent gender, and AM function. The second aim was to examine dyadic relationships between mothers' and adolescents' use of ER themes in AM functions and their ER strategies. Participants (108 mother-adolescent pairs) were asked to reminisce about emotionally charged events, and filled out an ER questionnaire through home visits. Linear Mixed Model analyses revealed that adolescents reported more frequent use of Self function, for all emotions. Mothers reported more frequent use of Social

function for sadness and happiness, and Directive function for sadness and anger. Actor-Partner Interdependence Model analyses revealed that mothers' Self ER and adolescents' Social ER negatively predicted adolescents' reappraisal, adolescents' Social ER negatively predicted mothers' reappraisal, and mothers' Social ER, mothers' Directive ER, and adolescents' Social ER negatively predicted mothers' suppression, for sadness. For anger, adolescents' Self ER negatively predicted their own suppression. For happiness, no relationship was significant. The current study would contribute to the literature by investigating functional use of AM in a dyadic setting, and by showing its relation to ER.

**Keywords:** Functions of autobiographical memory, Emotion regulation, Mother-adolescent reminiscing, Content analysis

## ÖZ

### ANNE-ERGEN ÇİFTLERİNİN GEÇMİŞ YAŞANTILAR HAKKINDAKİ KONUŞMALARINDA OTOBİYOGRAFİK BELLEĞİN İŞLEVLERİ VE DUYGU DÜZENLEME İLE İLİŞKİSİ

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Bu çalışmanın amacı, anne-ergen çiftlerinin geçmiş yaşantılar hakkında konuşmaları sırasında otobiyografik bellek (OB) işlevlerini incelemek ve işlevler ile duygu düzenleme (DD) stratejileri arasındaki ikili ilişkileri karma bir yöntemle araştırmaktır. Çalışmanın nitel kısmında, içerik analizi Benlik işlevi, Sosyal işlev ve Yönlendirici işlevin ana temalar olarak ortaya çıktığını ve her bir işlevin ayrıca DD temaları içerdiğini ortaya koymaktadır. Nicel kısım için ilk amaç, duygu türünün, aile üyesinin, ergen cinsiyetinin ve OB işlevinin rolü ile ilgili sıklıklardaki farklılıkları incelemektir. İkinci amaç, annelerin ve ergenlerin OB işlevlerinde DD temalarını kullanmaları ve onların DD stratejileri arasındaki ikili ilişkileri incelemektir. Ev ziyaretleri aracılığıyla katılımcılardan (108 anne-ergen çiftinden) duygusal olarak yüklü olaylar hakkında konuşmaları ve bir DD anketi doldurmaları istenmiştir. Doğrusal Karışık Model (*Linear Mixed Model*) analizleri, ergenlerin tüm duygular için Benlik işlevini daha sık kullandığını ortaya koymaktadır. Anneler, üzüntü ve mutluluk için Sosyal işlevi ve üzüntü ve öfke için Yönlendirici işlevi daha sık

kullandığını bildirmiştir. Aktör-Partner Bağımlılık Modeli (*Actor-Partner Interdependence Model*) analizleri, üzüntü için, annelerin Benlik DD ve ergenlerin Sosyal DD sıklığının, ergenlerin yeniden değerlendirme seviyesini negatif yönde yordadığını, ergenlerin sosyal DD sıklığının annelerin yeniden değerlendirme seviyesini negatif yönde yordadığını, annelerin Yönlendirici DD ve ergenlerin sosyal DD sıklığının annelerin baskılama seviyelerini negatif yönde yordadığını göstermiştir. Öfke için, ergenlerin Benlik DD sıklığının kendi baskılama seviyelerini negatif yönde yordamaktadır. Mutluluk içinse anlamlı bir ilişki bulunmamıştır. Bu çalışma, OB'nin işlevsel kullanımını karşılıklı ilişki bağlamında araştırarak ve DD ile ilişkisini göstererek literatüre katkı sağlaması beklenmektedir.

**Anahtar Kelimeler:** Otobiyografik belleğin işlevleri, Duygu düzenleme, Anne-ergen geçmiş yaşantılar hakkında konuşma, İçerik analizi

To my biggest luck in my life



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## TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT .....	iv
ÖZ .....	vii
DEDICATION.....	viii
ACKNOWLEDGMENTS .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvi
CHAPTER	
1 INTRODUCTION.....	1
1.1 Overview .....	1
1.1.1 The Role of Self-Understanding in.....	
Autobiographical Memory Development .....	2
1.1.2 The Role of Language in Autobiographical.....	
Memory Development .....	3
1.1.3 The Role of Mother-Child Reminiscing .....	
in Autobiographical Memory Development .....	5
1.2 Functions of Autobiographical Memory .....	6
1.2.1 Self Function .....	8
1.2.2 Social Function .....	10
1.2.3 Directive Function .....	12
1.2.4 Emotion Regulation as a Separate Function or .....	
a Mechanism of the Functions .....	15
1.3 Emotion Regulation .....	15
1.3.1 The Family Context Model of Emotion Regulation ....	16
1.3.2 Emotion Regulation Strategies .....	18

1.4 The Relationship between Autobiographical Memory.....	
and Emotion Regulation .....	20
1.5 Cultural Perspectives on Autobiographical Memory .....	21
1.6 Developmental Perspectives on Functions of .....	
Autobiographical Memory.....	24
1.7 The Current Study .....	24
2. CONTENT ANALYSIS .....	26
2.1 Introduction .....	26
2.2 Method .....	26
2.2.1 Participants .....	26
2.2.2 Measurements and Procedure .....	27
2.2.2.1 Mother-Adolescent Reminiscing .....	27
2.2.2.2 Demographic Information Form.....	28
2.2.2.3 Coding.....	28
2.3. Results.....	29
2.3.1 Social Function .....	29
2.3.2 Self Function.....	30
2.3.3 Directive Function.....	33
2.3.4 Emotion Regulation (ER) .....	36
2.3.4.1 Emotion Regulation in Social Function .....	37
2.3.4.2 Emotion Regulation in Self Function .....	40
2.3.4.3 Emotion Regulation in Directive Function ..	41
2.4 Discussion .....	41
2.5 Conclusion .....	43
3. METHOD.....	45
3.1 Participants .....	45
3.2 Measurements and Procedure .....	46
3.2.1 Mother-Adolescent Reminiscing .....	47
3.2.2 Demographic Information Form.....	48
3.2.3 Beck Depression Inventory (BDI).....	48
3.2.4 Emotion Regulation Questionnaire (ERQ) .....	48

3.2.5 Coding .....	49
3.2.5.1 Functions of Autobiographical Memory .....	49
3.2.5.2 The Total Number of Utterances .....	50
4. RESULTS.....	51
4.1 Descriptive Statistics.....	51
4.2. The Results of the First Aim of the Study .....	51
4.2.1 Linear Mixed Model without Control Variables .....	57
4.2.2 Linear Mixed Model after Controlling for the Total Number .....	59
of Utterances.....	
4.3. The Results of the Second Aim of the Study .....	62
4.3.1 APIM Analysis for Reappraisal in Sadness.....	63
4.3.1.1 The Results of the Analysis without Control .....	
Variables .....	63
4.3.1.2 The Results of the Analysis after Controlling for.....	
the Total Number of Utterances .....	64
4.3.2 APIM Analysis for Suppression in Sadness .....	66
4.3.2.1 The Results of the Analysis without Control .....	
Variables .....	66
4.3.2.2 The Results of the Analysis after Controlling for.....	
the Total Number of Utterances.....	68
4.3.3 APIM Analysis for Suppression in Anger .....	69
4.3.3.1 The Results of the Analysis without Control .....	
Variables .....	69
4.3.3.2 The Results of the Analysis after Controlling for the	
Total Number of Utterances .....	70
4.3.4 Exploratory APIM Analysis while Comparing for Gender .....	71
4.3.5 Exploratory APIM Analysis while Comparing for .....	
Maternal Education Level .....	72
5. DISCUSSION.....	73
5.1 Findings Regarding the First Aim of the Current Study.....	73
5.2 Findings Regarding the Second Aim of the Current Study .....	76

5.3 Limitations, Contributions, and Implications .....	83
5.4 Directions for Future Research .....	86
REFERENCES.....	87
APPENDICES	
A. MOTHER DEMOGRAPHIC INFORMATION FORM .....	99
B. ADOLESCENT DEMOGRAPHIC INFORMATION FORM .....	102
C. BECK DEPRESSION INVENTORY .....	103
D. EMOTION REGULATION QUESTIONNAIRE.....	107
E. HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL FORM .....	108
F. CURRICULUM VITAE.....	109
G. TURKISH SUMMARY / TÜRKÇE ÖZET .....	112
H. TEZ İZİN FORMU / THESIS PERMISSION FORM .....	133

## LIST OF TABLES

### TABLES

Table 1 Examples for Social function .....	31
Table 2 Examples for Self function .....	35
Table 3 Examples for Directive function .....	38
Table 4 Descriptive statistics for mothers and adolescents' reappraisal..... and suppression levels.....	52
Table 5 Descriptive statistics for the frequencies AM functions.....	52
Table 6 Descriptive statistics for the frequencies of ER themes in AM functions ...	53
Table 7 Correlations for sadness.....	54
Table 8 Correlations for anger.....	55
Table 9 Correlations for happiness .....	56
Table 10 Parameter estimates for the fixed effects of Linear Mixed Model.....	60
Table 11 Parameter estimates for the fixed effects of Linear Mixed Model..... after controlling for the total number of utterances .....	62
Table 12 Estimates for reappraisal in sadness .....	64
Table 13 Estimates for reappraisal in sadness after controlling for the total .....	65
number of utterances .....	65
Table 14 Estimates for suppression in sadness.....	67
Table 15 Estimates for suppression in sadness after controlling for the total.....	68
number of utterances .....	68
Table 16 Estimates for suppression in anger .....	69
Table 17 Estimates for suppression in anger after controlling for the total .....	71
number of utterances .....	71

## LIST OF FIGURES

### FIGURES

Figure 1 Hypothesized dyadic relationships between mothers' and adolescents' ..... use of ER themes in AM functions and their ER strategies.....	44
Figure 2 The Frequency of AM functions across different type of emotions.....	58
Figure 3 The frequency of AM functions among mothers and adolescents .....	59
Figure 4 The frequency of functions in sadness.....	61
Figure 5 The frequency of functions in anger.....	61
Figure 6 The frequency of functions in happiness .....	61
Figure 7 Actor and Partner Effects in Predicting Reappraisal for Sadness .....	65
Figure 8 Actor and Partner Effects in Predicting Reappraisal for Sadness after ..... Controlling for the Total Number of Utterances.....	66
Figure 9 Actor and Partner Effects in Predicting Suppression for Sadness .....	67
Figure 10 Actor and Partner Effects in Predicting Suppression for Sadness after..... Controlling for the Total Number of Utterances.....	69
Figure 11 Actor and Partner Effects in Predicting Suppression for Anger .....	70
Figure 12 Actor and Partner Effects in Predicting Suppression for Anger after ..... Controlling for the Total Number of Utterances.....	72



# CHAPTER 1

## INTRODUCTION

### 1.1 Overview

The aim of the current study was to understand the occurrence of autobiographical memory (AM) functions during mother-adolescent reminiscing with a qualitative and in-depth analysis, and also to examine how these functions are related to mothers' and adolescents' emotion regulation (ER) strategies with a quantitative study. While explaining the functional use of AM, the reason why we use our memories in our daily lives could be considered. There are several approaches to study functions of AM, and most of them have converged in a way that there are Self, Social, and Directive functions. Specifically, we use our memories for self purposes to understand who we are, and how we changed through time; for social purposes to develop and maintain social relationships; and for directive purposes to solve problems by deciding on our current and future behaviors (Bluck, 2003). Moreover, using our memories in terms of regulating emotions has been studied by the researchers, yet there is no consensus about whether ER is a separate and fourth function, or rather a mechanism or an outcome of the other three functions. AM functions have been mostly studied by self-report measures, and self-report measures could be insufficient to understand the occurrence of AM functions in a comprehensive way. Therefore, we aimed to explore the occurrence of the functions during reminiscing through content analysis, and to conclude whether ER occurs as a separate function.

The literature about reminiscing has mostly examined mother-child pairs, due to its developmental significance. Children learn and gain the ability for many developmental skills through socialization with their mothers. However, adolescence has been regarded as the emergence of adult-like developmental processes, and the

reciprocity between mothers and their children increases during the adolescence period. Therefore, it is worthwhile to examine mother-adolescent interactions in terms of both AM and ER development.

While considering AM development, two developmental factors are important: understanding of *self*, and language. With the development of these two factors, children start to develop autobiographical memories, in which time and place is specifically identified (Nelson & Fivush, 2004). In the next section, the role of self-understanding in AM development will be discussed.

### **1.1.1 The Role of Self-Understanding in Autobiographical Memory Development**

Individuals are aware of specific details of an episode while remembering their autobiographical memories. Hence, the AM system is considered to be a subtype of episodic memory. Yet, not all episodic memories are considered to be autobiographical memories, because AM has a distinctive feature of having personal importance. In this sense, the role of self becomes key in understanding AM and its developmental process (Nelson, 2003).

Researchers examining development of AM, have focused on the role of development of *self understanding* or *self awareness*. The emergence of AM is accepted to be occurring with the emergence of self awareness, which is around the age of two (Howe & Courage, 1997). While considering the development of self understanding in detail, Nelson (2003) explained *levels of self understanding* from a developmental perspective, and identified six levels from postnatal to seven years of age. *Physical self* starts to develop postnatally, and there is no awareness about the self but infants can make the distinction between self and others via physical boundaries. *Social self* develops between six and twelve months, and the distinction can be made based on shared attention. *Cognitive self*, which develops between 18-24 months, occurs with the identification of self in mirror, and children can make distinctions in linguistics terms of self (i.e. I, me, my, etc.). These three levels of self understanding were found to be associated with the development of experiential, semantic and episodic types of memory, respectively (Markowitsch & Welzer, 2010).

With the development of *representational self*, children view themselves as permanent entities and develop a sense of continuing self, between the ages of two and four (Nelson, 2003). The occurrence of representational self is required for the development of AM, because creating and retrieving autobiographical memories depends on linking the past and present selves together (Markowitsch & Welzer, 2010). Representational self is necessary, but not sufficient to have a well-developed AM system. Yet, the *narrative self understanding* adds a new level to the connection of past and present selves that is creating a story about self, and differentiating it from others. This level of self understanding develops between the ages 3-6, and becomes salient in the use of the AM system (Nelson, 2003). The final level of self understanding is *cultural self*, in which children become able to place their history of self in a cultural context. The development of this level of self occurs between the ages of 5-7, and children can constitute autobiographical memories through understanding cultural roles and expectations (Nelson, 2003). The development of the AM system is intertwined with self development, and it continues throughout the lifespan. Taken together, the development of self understanding is essential for the development of AM, and different levels of self understanding have different roles in the AM system.

### **1.1.2 The Role of Language in Autobiographical Memory Development**

Language development has been found to be another important factor in the related literature in terms of AM development. Fivush and Nelson (2004) argued that language has a critical role in AM development with three pathways. First of all, language enables the organization of personal experiences. While children are becoming competent in linguistic skills, they become competent in organizing their experiences and create autobiographical memories. In that sense, the role of language is far more than expressing the memories, but it is necessary for creating them. As evidence for the first pathway, Simcock and Hayne (2002) found that even though children at the preverbal stage can recall their memories in a nonverbal way, they could not verbalize those memories after they reach the verbal stage. This finding is important to show that language is a crucial tool for the organization of experiences and cognitions in a way of creating autobiographical memories.

Second of all, language enables individuals to talk about their memories with other people. Specifically, children benefit from reminiscing with adults, especially with their mothers (Fivush & Nelson, 2004). Previous studies systematically showed that children can organize their experiences and retrieve more coherent and detailed autobiographical memories, if their mothers have an elaborative style of reminiscing, in which mothers provide relevant and rich information, and ask questions (see Nelson & Fivush, 2004, for a review). In addition to the structural type, the content provided by mothers during reminiscing also has a role in AM development. For instance, children who recalled more coherent and evaluative narratives about themselves, had mothers who provided emotional information and evaluations to child's utterances (Haden, Haine, & Fivush, 1997). As a conclusion for the second pathway, mothers have an active role in AM development through the structure and content of reminiscing with their children, and language is the key factor for this process.

Last of all, the use of language during reminiscing makes children realize that memories are representations of experiences and people can have different perspectives in those experiences (Fivush & Nelson, 2004). As it was mentioned previously, the role of language in that sense, is related to cognitive self, in which children are able to use and identify the linguistic terms related to self and time. Specifically, using temporal verbs during reminiscing with the development of cognitive self enables children to understand that they are a part of these past experiences, and the memories they are reminiscing about are the representations of these experiences. Moreover, through experiencing disagreements with their mothers and mothers' explanations about the disagreements during reminiscing, children start to understand that other individuals can have different perspectives in the same experience. Hence, their autobiographical memories become more coherent and comprehensive. Similar to the second pathway, the role of language in the third pathway occurs as a way of maternal guidance during reminiscing. Again, this reminiscing style that has been adopted through memory conversations with significant family members, especially mothers, continues to develop and evolve throughout the lifespan.

### **1.1.3 The Role of Mother-Child Reminiscing in Autobiographical Memory Development**

Reminiscing with significant others -predominantly with main caregivers- is an important factor in the development of AM. Children develop consistent memories through reminiscing with other people, especially with their mothers (Nelson & Fivush, 2004). Before starting to think about their own remembering processes, they benefit from their mothers' attitudes and behaviors in the reminiscing process. In this socialization process, how mothers talk about past events with their children (i.e. reminiscing style) is very important for AM development. A number of studies showed that there are two maternal reminiscing styles; named as *high elaborative*, and *repetitive/low elaborative* (Reese, Haden, & Fivush, 1993; Reese, Haden, & Fivush, 1996; Fivush & Vasudeva, 2002; Sales, Fivush, & Peterson, 2003). On one hand, providing novel information that is rich in detail, asking open-ended (i.e. what, why, how questions) and yes-no questions to get information from children, evaluating the information provided by children, and making collaborations with children have been considered as high elaborative style. On the other hand, not providing sufficient information, asking the same questions repeatedly, not evaluating the information provided by children, and changing the topic in a way of their own interest instead of making collaborations with children have been considered as low elaborative/repetitive style of reminiscing.

While researchers have been examining the role of maternal reminiscing style in AM development, they mostly focused on the level of children's elaborativeness during reminiscing, and coherence and level of detail of their narratives. Fivush, Haden, and Reese (2006) found that children, whose mothers were highly elaborative, were also highly elaborative while reminiscing. Longitudinal studies also showed that level of maternal elaborativeness was positively associated with children's later elaborativeness levels (Reese, Haden, & Fivush, 1993; Haden, Haine, & Fivush, 1997). This relationship has also been confirmed by experimental studies indicating that children become more elaborative if their mothers received an intervention program about elaborativeness (Peterson, Jesso, & McCabe, 1999; Bergen, Salmon, Dadds, & Allen, 2009). Taken together, previous studies systematically showed that

maternal reminiscing style has an influence on their children's AM development. This reminiscing style is also theorized to influence how children use their autobiographical memory functions to understand themselves, as well as others, and even to direct their future decisions.

### **1.2 Functions of Autobiographical Memory**

How AM development occurs and what factors are important for this developmental process have been frequently studied by AM researchers. One line of research has focused on the functions of AM in our daily lives. From the evolutionary perspective, it is significant to understand functions of AM (Nelson, 2003), since these functions would shed light onto how and why people remember their personal past, and this approach helps us to understand how AM works in daily life (Bluck, 2003). In a simple way, the term function refers to the purpose of *using* memories in our lives, and it covers individuals' own remembering processes, as well as reminiscing with other people (Bluck & Alea, 2002). From the developmental perspective, it is important to discover the functions of mother-child reminiscing, since it is the initial step for AM development. The Socio-cultural perspective on AM development has emphasized the importance of the socialization process between children and adults, yet most studies have examined mother-child interactions; there are only a few studies conducted with fathers, and there are no studies conducted with siblings (Fivush & Nelson, 2006). While comparing mother-child and father-child interactions, both parents had a similar way of reminiscing with their children with slight differences, such that fathers emphasized self more frequently than mothers did (Buckner & Fivush, 2000).

While talking about past experiences, individuals refer to shared and unshared events. These two types of events have different characteristics and functions. Specifically, we want to explain what has happened in a more informative way while talking about unshared events, and we try to develop a shared history while talking about shared events (Reese & Brown, 2000). Fivush and Nelson (2006) explained the role of talking about shared past events in several developmental processes. First, children gain mental representations of past events by detaching from present. It is important because young children do not have efficient knowledge about time phases,

and gaining mental representations about past helps them to rephrase their knowledge. Second, children understand that past is not totally different from present since its effects continue. Talking about emotions in the past event provides insight about emotions, and combining these past emotions with the present helps them to construct a *continuing self*. Third, talking about past, which is not physically present, provides them a sense of abstract concepts, such as mind. Fourth, recognizing differences in people's memories about the same event results in a shift from *reproduction theory* of memory to a *representational theory* of memory, which does not occur until the age of three. In other words, children can learn that memories are not reproduction of the events which should be the same for everyone, but rather they are different representations of different people. Therefore, children start to understand that people can have different minds, and this understanding could lead to the development of *theory of mind*. Finally, reminiscing makes children experience a shift from *representational theory* of memory to *perspectival theory* of memory, in which people do not only have different representations about the past, but they also have different evaluations about it. Stating subjective references to experiences starts by the age of three, and shows gradual improvement through the preschool years, yet children younger than six mostly use these references infrequently. While considering these functions of reminiscing, it should be kept in mind that these developmental functions do not occur only as a result of reminiscing, but the role of mothers' guidance and scaffolding is significant (Fivush & Nelson, 2006).

Previous studies about functions of reminiscing showed that mother-child reminiscing have various influences on developmental outcomes. However, some functions of reminiscing can be regarded as specific to childhood in terms of developmental purposes, such as *positive emotionality* and *self in relation to others*, since these functions serve for establishing and improving attachment between the child and the caregivers (Kulkofsky & Koh, 2009). While considering functions of AM for adolescents and adults, use of autobiographical memories, either by remembering individually or reminiscing with other people, have been classified into three main categories, which are Self, Social, and Directive functions. Bluck (2003) reviewed the functions of AM and concluded that for Self function, individuals create

a continuous sense of self by considering their autobiographical memories and reflecting them on present and future. For Social function, individuals talk about past events and this reminiscing process has a role of social bonding. For Directive function, individuals use past events as a source of problem solving and planning future behaviors.

In light of the theoretical background for functions of AM, memory researchers (Bluck, Alea, Habermas, & Rubin, 2005) developed a scale to assess individuals' use of these functions. Thinking about Life Experiences (TALE) questionnaire covers Self, Social, and Directive functions. It has been considered as a comprehensive scale to assess functions of AM, and widely used by AM researchers. The development and use of this scale enabled researchers to empirically examine how frequently individuals use these functions, what factors are related to the frequency of using these functions, and the outcomes of using them. In the following sections, the three most frequently used functions of AM in the literature will be discussed in detail.

### **1.2.1 Self Function**

Self function has been conceptualized as recognizing self-continuity through remembering ourselves in the past and making connections with the present, and even with the future (Bluck, 2003; Bluck et al., 2005). As it was previously mentioned, self understanding is important for the development of AM, and once we become able to form coherent autobiographical memories, we can use them to create a continuous sense of self. Wilson and Ross (2003) argued that there is a reciprocal relationship between AM and current self identity. In other words, how we remember our past is influenced by our current views about ourselves, and how we see ourselves is also influenced by our autobiographical memories.

Two mechanisms have been presented in the literature about the Self function of AM. First of all, creating a sense of self continuity has been consistently found to be an important aspect of Self function, and even Self function and self-continuity have been used interchangeably. The items of Self function in TALE focus on individuals' views about their current selves, whether they have changed, if so how the change has occurred, and if not how they remained the same (Bluck et al., 2005).



Previous studies (Bluck & Alea, 2008; 2009) showed that when people have a less clear self-concept (i.e. when they have a less clearly defined and less internally consistent sense of self), they use their autobiographical memories more frequently to create self-continuity. Age was also found to be related to self-concept clarity level and the use of self-continuity function. Specifically, younger adults reported lower levels of self-concept and higher levels of self-continuity function (Bluck & Alea, 2008; 2009). Nevertheless, it cannot be concluded that Self function becomes prominent only when there is a crisis about the self, it occurs as a normative and an adaptive process (Cohen, 1998).

Previous research argued that younger adults have a less clear self-concept compared to middle aged adults, and income and work-related identity was found to be a factor explaining this relationship. In other words, younger adults reported lower levels of self-concept clarity due to having less settled work and income conditions (Lodi-Smith & Roberts, 2010). Research on AM functions suggested that younger adults benefit from their self-related memories to overcome their lower levels of self-concept clarity (Bluck & Alea, 2008; 2009). In a similar vein, adolescence is a period when individuals start to develop a life story, and the importance of this task continues into early adulthood. Life story can be defined as individuals' subjective experiences about how they tell, remember, and think about their lives. Different from separate and single past events remembered by a child, people integrate their memories through a thematic and temporal organization to create an understanding about themselves, starting from adolescence (Habermas & Bluck, 2000). Taken together, self-continuity function might be more in the foreground for younger adults compared to older adults.

Second of all, people use their autobiographical memories for self-enhancement purposes. Wilson and Ross (2003) claimed that having a sense of consistent self might not always be desired, and people sometimes have the motivation to see their current selves as superior to their past selves. People usually consider their current or recent selves closer to their identities compared to more distant past selves. Therefore, it becomes easier to make more negative attributions to past self. Moreover, changing the views about past self seems to have

psychological advantages over changing the views about current self. Specifically, if people boost their current self for self-enhancement, then it might result in inflated self-concept. Consequently, autobiographical memories can serve for self-enhancement, which can be regarded as a mechanism of Self function. Therefore, self-enhancement as a mechanism of Self function could also be regarded as the mechanism of ER, since remembering self-related memories for self-enhancement purposes might result in feeling better (Bluck, 2003).

Self, Social, and Directive functions have been extensively studied in the literature. Besides AM research, there are different perspectives about functions of autobiographical memory, such as cognitive and clinical, and even though these perspectives revealed similar functions, there are some differences. Harris, Rasmussen, and Bernsten (2014) integrated those perspectives and revealed four functions of autobiographical memory. *Reflective* function was defined as individuals' self-focused attention in order to understand themselves and their behaviors. This function was formed by the combination of Self and Directive functions, and found to be positively associated with individuals' level of reappraisal as an adaptive ER strategy. Taken together, Self function and ER could be considered as interrelated, in that individuals' autobiographical remembering for self purposes might result in regulating emotions (Rasmussen & Bernsten, 2014).

### **1.2.2 Social Function**

In its most basic definition, Social function refers to sharing memories with other people, and in turn, enhancing social relationships (Cohen, 1998). While considering Social function in TALE, the results of the factor analyses revealed two types of Social function: *Developing Relationships* and *Nurturing Relationships*. These two types differ from each other in terms of focusing on the existing relationships or forming new relationships. Yet, the authors concluded that Social function should be considered as unidimensional due to methodological and conceptual issues (Bluck et al., 2005).

There are three mechanisms of Social function (Alea & Bluck, 2003). First of all, people use their autobiographical memories to initiate and maintain *intimacy* in their relationships. The results of an experimental study showed that both younger

and older adults' level of general positive affect and warmth about their relationship, as a dimension of intimacy, increased after remembering personal events about their partners (Alea & Bluck, 2007). Second of all, individuals *teach/inform* others by giving advice about relationships. This mechanism of Social function might be especially important for parent-child reminiscing, in that parents have a tendency to give advice about relationships to their children while talking about past events (Fivush et al., 2003). Finally, *empathy* by means of eliciting from others or providing to others occurs while sharing autobiographical memories.

There is a conceptual model about Social function developed by Alea and Bluck (2003). Even though individual remembering processes might serve for Social function, social contexts are prominent most of the time. Therefore, the model was based on reminiscing with others instead of individual remembering processes. Lifespan context, memory characteristics, speaker and listener characteristics, memory sharing process, and relationship qualities are the important components of the model. From a lifespan developmental perspective, there are different developmental tasks for different age groups, and the importance of the related developmental task could influence the use of autobiographical memories. For instance, Social function might serve for intimacy purposes in early adulthood, teach and inform mechanism might become more important in midlife, and eliciting empathy to cope with losses might gain significance in old age. For memory characteristics, the level of detail of the memories might influence the intimacy arising from reminiscing and increase the probability of eliciting empathy. Those memory characteristics are also related to speaker characteristics. Specifically, individuals' age, gender, and personality could determine how individuals talk about their personal past, and these speaker characteristics might directly and indirectly - through memory characteristics- influence the occurrence of Social function. While sharing memories, the characteristics of those with whom we are talking are also important. As suggested by two types of Social function in TALE (i.e. *Developing Relationships* and *Nurturing Relationships*), the level of familiarity might change the role of Social function. For instance, while we are talking to someone we know well, such as a family member, how and why we share our memories would be different

than talking to someone we have just met. The level of similarity can also increase the likelihood of sharing more personal and emotional information during reminiscing, and can change the motivation to share these pieces of information. In addition to the unique characteristics of speaker and listener, the interaction between them is also an important consideration. Responsiveness during reminiscing (i.e. giving attention, making eye contact, contributing to the conversation) as a part of the memory sharing process and relationship qualities (i.e. valence and length of the relationship) are also considered as the components of the model. This model demonstrates a comprehensive explanation about how contextual features can change the way we use autobiographical memories for social purposes (Alea & Bluck, 2003).

While considering the use of autobiographical memories for Social function from a lifespan developmental perspective, no difference was found between younger and older adults, different from the other functions (Bluck & Alea, 2009). Even though why and how we benefit from Social function might change across the lifespan, this result might put forward the importance and endurance of Social function for all stages of life. For instance, memory researchers studied the function of retelling events in social contexts and its relation to ER (Pasupathi, 2003). The findings showed that people had the motivation to retell events to regulate their current emotions, and they do this regulation even if they did not have any explicit motivation about it. As suggested by the conceptual model about Social function (Alea and Bluck, 2003), the findings showed differences for gender (i.e. men benefited from retelling more than women did), motivation to regulate emotions (i.e. people who had the motivation for ER benefited more than the ones who did not), and listener characteristics (i.e. people benefited more when listeners showed agreement with the speakers). This study showed that ER occurs as a function of AM, yet it cannot be differentiated from other functions, and it can be considered as an outcome of remembering for self, social, or directive purposes (Pasupathi, 2003).

### **1.2.3 Directive Function**

Directive function has been defined as making plans and decisions in the present and for the future by using autobiographical memories (Bluck, 2003). The items in TALE converged in a way that people benefit from their memories to solve

problems and to decide on their current and future behaviors. Moreover, people integrate newly acquired information with their past experiences and recreate a meaning from them in terms of Directive function (Bluck et al., 2005). While considering age differences, younger adults reported greater use of AM for Directive function compared to older adults, similar to Self function. This finding might also show the role of life phase on AM functions. Specifically, younger adults having longer time perspectives might lead to the use of autobiographical memories more frequently to direct present and future behaviors (Bluck & Alea, 2009).

Pillemer (2003) argued that Directive function received less attention than Self and Social functions by the researchers, because conscious measures are not sufficient to assess it. When we are required to make a decision, we sometimes consciously remember our autobiographical memories about the related context, or sometimes our attitudes arise from our memories and unconsciously direct our decisions (Kuwabara & Pillemer, 2010). From an evolutionary perspective, remembering autobiographical memories for problem solving purposes occurs in a more automatic and unconscious way, and has greater survival value in case of danger (Pillemer, 2003). Therefore, assessing Directive function with implicit methods is important in order to gain a comprehensive understanding about this function, and those studies can be examined in two categories; *classroom context* and *social problem solving tasks* (Pillemer & Kuwabara, 2012).

For *classroom context*, there are several studies investigating students' episodic memories about learning moments (Conway, Gardiner, Perfect, Anderson, & Cohen, 1997; Elibol-Pekaslan & Sahin-Acar, 2018; Herbert & Burt, 2004; Nuthal & Alton-Lee, 1995). Students were asked about whether they remembered the specific moment that they had learned the information they used in the exams. There is a converging pattern from those studies that students frequently remembered their learning episodes, and they used those episodic memories while answering questions in the exams. Moreover, there was a positive association between episodic remembering and exam performance (i.e. students who reported that they had remembered the specific episode about learning performed better in the exams), and those episodic memories transferred to semantic memories through time in order to

develop an integrated and accumulated knowledge. The term episodic memory was used in those studies instead of autobiographical memory, since the focus was on episodic and semantic memory systems from a cognitive psychological perspective. Taken together, individuals use their autobiographical memories about learning episodes during exams, which include problem solving contexts, as an indicator of Directive function.

While considering *social problem solving tasks*, there are studies focusing on the groups who reported less autobiographical memory specificity (i.e. individuals with depression and Asperger syndrome). In one study, remembering more specific memories about the cue words was positively associated with better performance on problem solving tasks, both for depressed and control groups (Goddard, Dritschel, & Burton, 1996). In another study, the solutions for hypothetical problems in the Asperger group were less effective than the control group, since they retrieved less specific memories about the cue words (Goddard, Howlin, Dritschel, & Patel, 2007). Those studies showed that when seeking for solutions to the problems, remembering more specific memories is related to better outcomes. In addition to the studies with *social problem solving tasks*, Kuwabara and Pillemer (2010) examined the influence of prompting autobiographical memories and students' current donation behaviors with an experimental design. They found that when students remembered positive memories about college, they had more positive attitudes about donating money to college, and also reported more donation behaviors. Taken together, in addition to the use of self-reports, observing behavioral outcomes demonstrates the salience of using autobiographical memories by means of Directive function. Those studies revealed the need for developing new and more implicit methods for the assessment of functions of AM. Pillemer (2009) suggested that TALE, as a self-report focusing on the frequency of using the functions, might be insufficient to detect unintentional use of functions. In that sense, it would be fruitful to develop a coding scheme regarding the use of functions, since coding for the structure and content of reminiscing has been a widely used method by AM researchers. Developing and using a coding scheme for the functions would be essential to uncover more implicit and automatic ways of using them in daily life.

### **1.2.4 Emotion Regulation as a Separate Function or a Mechanism of the Functions**

Self, Social, and Directive functions cover many mechanisms, such as developing relationships, planning future behaviors, and ER. Yet, ER has not been consistently regarded as a mechanism or a separate function by researchers. On one hand, Bluck (2003) stated that it occurs as an interaction of Self and Social function, while it was assessed as a part of Directive function in other studies (Kulkofsky, Wang, & Koh, 2009). On the other hand, Wang, Koh, Song, and Hou (2015) argued that it should be evaluated as a separate function. They developed *Things about Memory Scale* in order to assess children's metacognitive knowledge about functions of AM and to compare with adults. "When a person is feeling bad, he/she thinks about things in the past in order to make himself/herself feel better" and "When a person is feeling bad, he/she shares memories with others to make himself/herself feel" are the items assessing ER function. Three findings of the study provided empirical evidence for the occurrence of ER as a separate function from a developmental perspective; 1) there were age differences for Self, Social, and Directive functions in favor of adults, 2) European American children reported greater use of AM for ER compared to European American adults, and 3) there was no age difference for ER among Asian American children and adults. Taken together, ER seems to be important for functional use of AM from a developmental perspective, and children benefit from reminiscing and their own remembering processes in terms of regulating their emotions. In the current study, we also wanted to explore the occurrence of ER as a function of AM.

### **1.3 Emotion Regulation**

Emotion regulation is defined as the emergence of emotions, their continuation and regulation, in terms of how intense they are felt, and how they are expressed through internal and external processes (Thompson, 1994). Internal processes can be considered as handling the emotions through individuals' own efforts, such as evaluating and changing the cognitions about the emotions, while external processes include the influence of other people, such as family members and peers (Morris, Silk, Steinberg, Myers, & Robinson, 2007).

### 1.3.1 The Family Context Model of Emotion Regulation

How children learn to regulate their emotions occurs as a way of socialization with caregivers. Morris and her colleagues (2007) proposed a model of family context in the development of ER. According to this model, children learn how to regulate emotions through three pathways; *observation, parenting practices and behaviors,* and *emotional climate of the family*. First of all, children internalize the acceptability of emotions and regulatory behaviors through observing/modeling their parents' ER strategies. For instance, children whose parents are emotionally more balanced were considered as more socially competent in the preschool context (Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997). Second of all, emotion-related parenting practices are important tools for the development of ER. Gottman, Katz, and Hooven (1996) introduced the term *parental meta-emotion philosophy*, which can be defined as an organization of the feelings and thoughts about parents' own and their children's emotions. Two types of meta-emotion philosophy were identified by the researchers; *emotion-coaching philosophy* and *dismissing philosophy*. On one hand, parents with emotion-coaching philosophy are aware of their own and their children's low intensity emotions, they give importance to children's negative emotions since they are important tools for intimacy, they validate children's emotions, they teach their children to name the emotions, and they solve problems with their children. On the other hand, parents with dismissing philosophy consider negative emotions as harmful and needed to be changed. Even though those parents could be sensitive to their children's emotions, they are unwilling to acknowledge negative emotions, and they might think that the best ER strategy is to get rid of negative emotions as soon as possible. The preliminary findings from this study suggested that parental meta-emotion philosophy is related to parenting behaviors and children's physiological regulatory responses at the age of five, and physiological responses at the age of five predicted ER abilities at the age of eight (Gottman et al., 1996).

When a child is feeling negative emotion, how his/her parents react to those emotions is another aspect of parental practices. Punitive reactions were found to be associated with externalizing negative emotions, and longitudinal analyses showed



that there was a bidirectional relationship between parental reactions and child ER (Eisenberg, Fabes, Shepard, Guthrie, Murphy, & Reiser, 1999). In addition to the acknowledgement of negative emotions and reactions to those emotions, teaching ER strategies is another aspect of parental practices. In a frustration task conducted with boys and their mothers, it was found that information seeking from mothers was related to lower levels of anger. Specifically, asking questions about how to overcome the obstacles to reach the goal is an important ER strategy for preschool children (Gilliom, Shaw, Beck, Schonberg, & Lukon, 2002).

In relation to observation and parenting practices and behaviors, emotional climate of the family includes parent-child attachment, parenting style, family expressivity, and marital relations. For the role of attachment, a longitudinal relationship was found showing that children's secure attachment at the age of one and a half predicted ER strategies at the age of three (Gilliom et al., 2002). For parenting style, children whose mothers had displayed higher support, reported a wider range of ER strategies (Hardy, Power, & Jaedicke, 1993). For family expressivity, the researchers suggested a curvilinear relationship between the expression of negative emotions and ER development. Specifically, expressing negative emotions in the family environment with moderate levels might be helpful for children to understand the nature of the emotions, and to develop strategies to regulate them, while higher levels of expression would lead to negative outcomes for the children (Morris et al., 2007). While considering marital relations, positive marital relationship quality predicted the ability to regulate jealousy between siblings (Volling, McElwain, & Miller, 2002). Moreover, there was a positive association between interparental hostility and adolescent hostility, and the strength of this association was found to be decreased with age, suggesting adolescents' becoming more emotionally competent individuals (Schulz, Waldinger, Hauser, & Allen, 2005).

In addition to these three pathways, child characteristics, such as temperament, gender, and developmental stage, as well as parental characteristics, such as parents' own attachment security and their mental health were found to be important factors in the development of ER, and all of these three pathways and

characteristics interact with each other (Morris et al., 2007). For instance, Fosco and Grych (2012) showed the role of interplay between those factors in ER in a more comprehensive way, and found that interparental conflict had an indirect effect on children's ER through emotionally less sensitive parenting and more negative family emotional climate. Taken together, emotion-related experiences in the family context is an important factor for children to develop ER strategies.

### **1.3.2 Emotion Regulation Strategies**

While facing an emotionally exhausting problem, individuals benefit from their repertoire of ER strategies that has been constituted by the developmental process of ER. Researchers created categories by the examination of the strategies, discovered age-related differences, and investigated their outcomes. Blanchard-Fields, Stein, and Watson (2004) conducted interviews with adolescents and adults from different age groups about everyday problems (i.e. how they felt about the problem, and how they coped with each emotion they had experienced). The strategies provided by the participants were categorized according to ER literature, and the researchers developed a coding scheme for ER strategies. Their initial focus was to differentiate between the problem causing negative emotion, or the emotion itself. *Instrumental strategies* (e.g. finding a way to solve a financial problem) focus on the solution of the problem without acknowledging and regulating the emotions. For the emotion-focused strategies, two types of ER have been identified. *Passive strategies* consist of having a motivation to get rid of the emotion and the problem that caused the emotion, not expressing the emotion, and passively expecting other people to solve the problem. For *proactive strategies*, people choose to express their emotions, try to understand other people's perspective about the problem, accept their own responsibilities, and seek social support if necessary. The researchers examined the interaction between ER strategy and age group, and found that middle-aged adults used more instrumental strategies compared to older adults, and older adults used more passive strategies compared to middle-aged adults (Blanchard-Fields et al., 2004). In another study using the same coding scheme, no age difference for instrumental strategies was found, suggesting that problem solving skills develop earlier than ER skills, and adolescents and adults show similar capacity to create

solutions to their problems. Moreover, researchers examined sadness and anger experiences of adolescents and adults. Older adults reported less experiences of anger compared to younger age groups, and this is partially explaining older adults' less use of proactive strategies (Blanchard-Fields & Coats, 2008). This finding is line with using more proactive strategies in case of anger, while using more passive strategies in case of sadness (Blanchard-Fields, 2007).

Another distinction for ER strategies has been made by Gross and John (2003), which is *antecedent-focused* and *response-focused* ER strategies. These strategies differed from each other by means of attempting to regulate emotions before or after emotion response tendencies are fully activated. *Reappraisal* is considered to be an antecedent-focused strategy, which means that individuals try to change their evaluations about the situation to decrease the intensity of negative emotions, and this process occurs in the early phase of ER. *Suppression* is considered to be a response-focused strategy that is after emotion response tendencies are fully activated, where individuals try to inhibit behavioral responses for negative emotions. Since suppression occurs in the late phase of ER, and behaviors are the focus instead of emotions, it leads to the endurance of negative emotions, and requires more cognitive resources. Researchers developed a scale based on this distinction, and tested it with diverse samples. It was found that reappraisal and suppression strategies are habitual characteristics. *Reappraisers* try to regulate both their feelings and behaviors, whereas *suppressors* focus only on their behaviors by avoiding the feelings. While considering the consequences of these strategies, reappraisers reported lower levels of depressive symptoms, higher levels of life satisfaction and self-esteem, and more optimism, and suppressors reported more depressive symptoms, lower life satisfaction and self-esteem, and less optimism (Gross & John, 2003).

Different research might reveal different perspectives for ER strategies, yet they have been converged in a way of acknowledging and avoiding emotional experiences, or adaptive and maladaptive strategies. Taken together, if individuals use more adaptive strategies as a result of better ER development, other developmental processes are also influenced in an enhancing way (Ochsner, Bunge,

Gross, & Gabrieli, 2002). However, if they use maladaptive strategies for ER frequently, negative outcomes would be possible (Gross, 2001). As previously mentioned, mother-child conversations mostly include the use of ER strategies. During mother-child interaction about emotions, one partner's emotions have an influence on the other partner's emotions and regulatory behaviors about emotions (Cole, Martin, & Dennis, 2004). Moreover, there are both internal and external processes during ER. In previous research, typically only one of the partners (i.e. either mother or the child) has been examined in terms of understanding the use of ER strategies in AM conversations. Investigating dyadic relationships between mothers' and their children's ER strategies would provide more comprehensive findings about the issue compared to examining only one partner's ER strategies, since dyadic relationships would cover both internal external processes about ER. Reminiscing about emotionally charged past events is an essential component of emotional mother-child interactions, and worthwhile to examine in terms of ER development.

#### **1.4 The Relationship between Autobiographical Memory and Emotion Regulation**

Reminiscing is a social way of autobiographical remembering, and most of the time those past events include emotional content. Literature on AM research suggests that different types of emotions have different functions. For instance, reminiscing about emotionally positive events creates social bonds, and children can learn how to cope with negative emotions through reminiscing about emotionally negative events (Fivush, 2007). Studies investigating the level of maternal attributions to the emotional aspects of emotionally charged events mostly focused on negative types of emotions. Fivush and Sales (2006) found that mothers who have more effective coping skills are more expressive and explanatory while talking about emotionally negative events, and their children have more flexible coping skills, in turn. Another study examined the functions of reminiscing about the events during which their children felt sad, angry and fearful separately, and it was found that mothers put more emphasis on coping skills in fearful events; self-in-relation (i.e. the way of expressing feelings to other people) and coping skills for sad events; and self-

definition (i.e. the kind of emotional person) for events during which their children felt angry (Fivush, Berlin, Sales, Mennuti-Washburn, & Cassidy, 2003). This study showed that mothers adopted a role of teaching emotional aspects about the self to their children while reminiscing about emotionally negative events, and they emphasized different aspects of emotional self for different set of emotions.

In addition to negative emotions, Laible (2004) found that mothers' discussing positive emotions during reminiscing was positively related to children's higher level of emotional understanding. Moreover, children whose mothers had higher levels of elaboration showed higher levels of emotional understanding. These findings showed that both structural (i.e. level of elaborativeness) and content (i.e. discussion about positive emotions) characteristics of maternal reminiscing were associated with children's emotional understanding. Similarly, in one experimental study, mothers received a training about elaborativeness and discussing emotions during reminiscing with their children. Children whose mothers had received the training showed better emotional knowledge compared to the control group (Bergen et al., 2009). Taken together, there are few studies examining the role of maternal reminiscing characteristics in children's emotional development, and most of them focused on emotional understanding. Moreover, to the best of our knowledge, there are no studies exploring this relationship for mother-adolescent pairs. Therefore, it would be fruitful to examine the role of mothers' use of emotional themes in ER development, especially among the understudied population of mother-adolescent pairs. In that sense, understanding the factors related to maternal reminiscing characteristics is essential, and culture has been identified as one of the most important factors for maternal reminiscing characteristics.

### **1.5 Cultural Perspectives on Autobiographical Memory**

Mother-child reminiscing as a way of socialization process, occurs as a function of culture. Nelson and Fivush (2004) argued that AM development should be examined from a Social Cultural Developmental Theory perspective, because our personal experiences occur within a social context that is shaped by culture. Similarly, Bluck (2015) suggested that culture has an influence both on internal

characteristics of an individual and external characteristics, which is our social environment.

Among cross-cultural studies focusing on AM development, Wang (2006) found that European American mothers had higher elaborations and evaluations than Chinese mothers. Accordingly, European American children reported a greater amount of memory details compared to Chinese children. Child self-concept is also affected by cultural values. European American children showed greater agentic self than Chinese children. Wang, Leichtman, and Davies (2000) found similar results that American mothers had highly elaborative and independently oriented conversational style during reminiscing with their children, whereas Chinese mothers had low elaborative and interdependently oriented conversational style. Consequently, high elaboration and independent orientation resulted in improvement in AM development compared to low elaboration and interdependent orientation. First childhood memories were found to belong to the earlier ages in individualistic cultures, as well. This finding has been systematically demonstrated in most of the studies comparing individualistic and collectivistic -mostly western and eastern-cultures (Pillemer, 1998; Wang, 2001; 2006; 2007).

Cross-cultural studies are important in terms of investigating the factors related to improvement in AM development. Yet, more recent literature did not remain limited to the comparison of individualistic and collectivistic cultures, and it has been revealed that self-construals of individuals living in the same culture differ, and lead to different patterns regarding AM development. Sahin and Mebert (2013) examined American and Turkish college students' earliest and significant memories from their childhood. They found that independent from culture, individuals who had high scores on both self-construal levels (i.e. relatedness and individuation) reported earlier "earliest childhood memories" and greater easiness while describing those memories. In another study examining mother-child dyads from US, Eastern Turkey and Western Turkey regarding their self-construals, it was found that mothers who were high in both individualism and relatedness dimensions had longer conversations with their children while making more context statements (Sahin-Acar & Leichtman, 2015). Taken together, cross-cultural differences in terms of AM development have

been reported by previous studies, yet these differences alone do not show the whole picture about the issue. Since culture influences both internal and external factors, and the interaction between them, it is essential to cover these mechanisms, such as gender and life phase, while investigating the role of culture in AM (Bluck, 2015).

One important aspect of studying culture is examining gender differences. For instance, gender was not associated with the functional use of AM among American and Trinidadian (from Trinidad and Tobago Island) adults (Alea, Bluck, & Ali, 2015). In another study, however, Japanese women reported greater use of autobiographical memories for Self and Social function compared to Japanese men, and this difference might occur due to having more clear and distinct gender roles in Japanese culture (Maki, Kawasaki, Demiray, & Janssen, 2015).

Another important aspect of studying culture is the life phase. In the study comparing American and Trinidadian adults, younger adults from both cultural groups reported greater use of autobiographical memories for Self, Social, and Directive functions than older adults did (Alea et al., 2015). While comparing adults and children in terms of metacognitive knowledge about the functional use of AM, both Asian-American and European-American adults had greater understanding about Self and Social functions compared to children. As previously mentioned, there were differences for two cultural groups in terms of ER as an AM function (Wang et al., 2015). The studies examining the functional use of AM mostly focused on Western cultures, and there are few studies examining different cultural groups such as Asian and Trinidadian individuals. The findings of those studies showed that the use of autobiographical memories for Self, Social, and Directive functions is a universal phenomenon, yet there are some cultural differences in terms of frequency and context. It is important to have more studies in different cultural groups in order to understand the functional use of AM in a more comprehensive way (Bluck, 2015). The current study would make a contribution to the related literature by examining functions of AM in Turkish cultural context. In addition to culture, life phase has been found to be associated with the functional use of AM, and individuals' characteristics and goals regarding their life phase, which has an influence on how they use their memories, should be taken into account while studying the functions.

## **1.6 Developmental Perspectives on Functions of Autobiographical Memory**

From the developmental and functional perspective, it is important to understand how individuals develop a sense of using autobiographical memories in a functional way. Wang et al. (2015) explained the concept of meta-autobiographical memory (MAM), which is the metacognitive knowledge about the functions of AM. The researchers stated that children can internalize the way that their parents reminisce, create an awareness about AM functions, and use this piece of information during the remembering process. However, metacognitive knowledge about memory functions cannot be fully developed until adolescence (Schneider, 2010). Wang et al. (2015) also found moderate effect sizes in their study for 6- to 8-year-old children, confirming the inadequacy in MAM for children. Moreover, as suggested by Habermas and Bluck (2000), it is during the adolescence period that individuals started to develop a life story, which is a coherent and integrated organization of personal memories. As previously mentioned, to the best of our knowledge, there are no studies focusing on mother-adolescent pairs. Consequently, it would be fruitful to examine how adolescents use their autobiographical memories in a functional way in relation to reminiscing with their mothers.

### **1.7 The Current Study**

In light of the literature, we aimed to investigate the functional use of AM with qualitative and quantitative methods. For the qualitative part of the study, we aimed to explore how AM functions occur during mother-adolescent reminiscing, and whether ER occurs as a separate function. This part of the study would make a contribution to the literature by developing a coding scheme for the functions, which could be considered as a gap in literature. For the quantitative part, there were two aims of the current study. The first aim of the current study was to examine the differences in the frequencies regarding type of emotion (sadness vs. anger vs. happiness), family member (adolescent vs. mother), adolescent gender (female vs. male) and AM function (Self vs. Social vs. Directive). For type of emotion, there would be more functional use of AM for negative emotions. For family member, we hypothesized that adolescents would emphasize more on Self and Directive functions



compared to their mothers. For gender, the conversations between female adolescents and their mothers would include greater amount of functions compared to the conversations between male adolescents and their mothers. For AM function, since reminiscing is a social way of remembering, we expected greater emphasis on Social function compared to other functions. As an interaction between type of emotion and AM function, we hypothesized that there would be greater emphasis on Social function for happy events, and more emphasis on Directive functions for sad and angry events. We did not have any specific hypotheses for ER as a function, and would explore whether it occurs as a separate function through content analysis. Taken together, examining these variables together should make a contribution to the literature by investigating their unique roles and the interaction between them, which might allow us to understand the occurrence of functions during reminiscing in a comprehensive way.

The second aim of the current study was to examine the dyadic relationships between mothers' and adolescents' use of ER themes as an AM function and their ER strategies (i.e. reappraisal and suppression). Specific hypotheses were finalized after the content analysis, since the occurrence of ER as a separate function or a mechanism of other functions would be determined through content analysis. Since reminiscing is a reciprocal process, and the occurrence of functions is influenced by several characteristics of the context, it is important to examine dyadic relationships in terms of functional use of AM and its outcomes. Moreover, functions of AM have been mostly studied by self-reports among adults and reminiscing between mothers and their children. However, adolescence is a critical period in the development of functional use of AM. Therefore it is important examine their own and their mothers' use of autobiographical memories in a social context, from a developmental perspective. Finally, there are few studies examining the relationship between functions of AM and ER, which were not conclusive. This study would make an important contribution to the literature by figuring out how ER occurs during reminiscing as an AM function, and how these emotional themes predict individuals' own and their conversational partners' ER strategies.

## CHAPTER 2

### CONTENT ANALYSIS

#### 2.1 Introduction

Functions of autobiographical memory (AM) have been mostly assessed by self-reports, and there are a few studies examining the use of autobiographical memories for the purpose of directing behavior with more implicit measures. Since reminiscing is an essential aspect of autobiographical remembering, it is important to investigate how these functions occur during reminiscing. To the best of our knowledge, there is only one study examining AM functions during reminiscing through coding. The researchers coded for the utterances of ten married couples during reminiscing. They came up with four main themes, named as *memory regulatory*, *interpretative*, *directive*, and *rhetorical*, and some of these themes showed consistency with the literature (Pasupathi, Lucas, & Coombs, 2002). Since this study was conducted with a relatively small sample, the themes that occurred might be specific to the selected sample. Moreover, the occurrence of functions during reminiscing between romantic couples might be quite different than mother-child and mother-adolescent reminiscing. In order to understand the occurrence of functions during mother-adolescent reminiscing in a comprehensive way, and to develop a coding scheme for the main study, we conducted a content analysis. We expected to observe emotion regulation (ER) as a separate function. Therefore, there would be four main themes regarding four AM functions, named as Self, Social, Directive, and ER.

#### 2.2 Method

##### 2.2.1 Participants

Data have been collected from 30 mother-adolescent pairs. The age range for adolescents was determined to be between 14 and 16, which corresponds to middle adolescence. The specific age range for adolescents was 13.19 - 16.81 years ( $M =$

15.19,  $SD = 1.11$ ). No age range for mothers had been specified, and it was 31 – 58 years ( $M = 46.20$ ,  $SD = 6.31$ ). There were 18 female (60%) and 12 male (40%) adolescents. Twelve mothers (40%) were elementary school graduates, five (16.7%) mothers were secondary school graduates, four (13.3%) mothers were high school graduates, eight (26.7%) mothers were university graduates, and one (3.3%) mother had a graduate degree.

### **2.2.2 Measurements and Procedure**

Ethical approval was obtained from Human Subjects Ethics Committee in Middle East Technical University. We conducted home visits for the data collection process. The main researcher and an undergraduate volunteer student, who took training about the data collection process, carried out home visits. First of all, reminiscing task was applied, then mothers filled out a demographic information form.

#### **2.2.2.1 Mother-Adolescent Reminiscing**

Mother-adolescent pairs were asked to reminisce about emotionally charged events during home visits. Specifically, we asked participants to reminisce about past events during which the adolescent felt sad, angry, and happy. Before choosing the events that they were going to talk about, they were given the instruction that they should consider shared events (i.e. whether they experienced the event together or they talked about it before, and created a shared memory from the event), and one-point-in-time events rather than routines. There was no restriction about the time of the occurrence of the events. Then, mothers and adolescents discussed about which events they were going to talk about, and chose the events through discussing. There was no interference during the event selection process, unless participants chose an event that did not meet the criteria of the study. After choosing the events, participants were given the following instructions: While talking about the events, they could mention about how the event had occurred, what had happened, and how they had felt about it. They should also talk about the events in a specific order, which had been determined by the researchers through counterbalancing. We asked them to talk about each event approximately for five to ten minutes. Yet, they could feel free to talk how much they wanted. While switching between the events, they were asked to

state that they were going to talk about the next event. Finally, they went to a separate room and talked about those three events. The conversations were audio recorded, and then were transcribed.

The duration of the conversations for sadness, ranged between 1 minute 20 seconds and 7 minutes 6 seconds ( $M = 3$  minutes 25 seconds). The duration for anger ranged between 1 minute and 9 minutes 56 seconds ( $M = 3$  minutes 14 seconds). The duration for happiness ranged between 50 seconds and 7 minutes 33 seconds ( $M = 2$  minutes 52 seconds).

### **2.2.2.2 Demographic Information Form**

At the end of the conversations, mothers filled out a demographic information form, which included questions about their own and their children's age, children's gender, marital status, education level, income, and whether they have a family member who was diagnosed with chronic or psychological health problems.

### **2.2.2.3 Coding**

Initially, we used *inductive analysis procedure*, which is empirically driven content analysis, since there is no coding scheme for functions of autobiographical memory (Stemler, 2015). In other words, any utterance that taps into the functional use of autobiographical memory has been coded as a sub-theme, and sub-themes were identified by the nature of the data. However, there is also a theoretical background about the functions, and our aim was to develop a coding scheme for these functions. Therefore, the main themes were constituted based on the functions that have been identified in the literature (i.e. Self, Social, Directive, and ER). In order to create a connection between empirically driven sub-themes and theoretically driven main themes, we created mid-themes from the sub-themes that have similar functions. Overall, we used *emergent coding model*, which is in between empirically and theoretically driven models (Stemler, 2015).

The frequency of each theme was based on the number of utterances that belonged to the related theme. An utterance, which was a coding unit, was determined by propositions (i.e. subject-verb constructs). For instance, the sentence of "I am happy that you are happy" constitutes two utterances. However, if the same utterance repeats (e.g. I cried and cried), then it constitutes one utterance. This procedure was

used in previous studies (Fivush, Haden, & Adam, 1995; Wang, 2001; Wang & Fivush, 2005). In addition to propositions, if there was only an answer such as “yes”, “no”, “a-ha”, “uh-huh”, and “of course”, those utterances were also coded for the related theme. The coding procedure was mutually exclusive.

## **2.3. Results**

### **2.3.1 Social Function**

The most frequently ( $f = 1233$ ,  $N = 30$ ) mentioned function was Social function. Mid-themes were *attempt to nurture relationship*, *sharing own perspective*, and *relationships with others*. The first two mid-themes included relationships with the conversational partner (i.e. the relationship between mothers and adolescents), the final one included other people.

While mothers and adolescents were reminiscing about emotionally charged events, they usually gave attention to and took care of each other. They also wanted to express this attention and care in order to improve the quality of the relationship between them. Therefore, related utterances were coded as *attempt to nurture relationship*. While considering examples for this mid-theme, in one conversation about a happy event, the adolescent was thankful to her mother that they went shopping together to buy her boyfriend a present. She said that “You came with me to buy a present” and “We chose the present together”. Sometimes there were empathic reactions to each other in case of negative emotions. One adolescent was talking about the argument with her friend. The mother said: “You were very influenced by that event”, “You loved her so much”, and “You were very sad”. Asking questions about the event was also a part of this mid-theme since partners tried to understand each other while asking questions. For instance, one mother had a surgery and asked her daughter some questions like “What did you do when I was in the surgery?”, “How did the process influence you?”, and “Were you scared when I was having an operation?”.

Contrary to *attempt to nurture relationship* mid-theme, conversations also included arguments between mothers and adolescents, and they wanted to justify themselves. They tried to explain the situation from their own perspective, and sometimes accused each other. Those utterances were coded as *sharing own*

*perspective*. In one conversation, an adolescent became sad because her mother did not give her permission to meet with her friends. The following utterances were coded for this mid-theme:

A: You didn't allow me to go. You said "you can't go".

M: But it was too late to go.

A: No, it wasn't.

M: You misinformed me about the meeting time, so you made me angry.

Some utterances for this mid-theme show resemblance to Self function. However, when individuals had a motivation to give information about the situation that included a social relationship with their conversational partner, then those utterances were coded for this mid-theme. For instance, *expressing emotion about conversational partner* is a sub-theme of Social function, because the motivation for expressing emotion was more socially oriented than self-oriented. However, when individuals had a motivation to give information about themselves, then those utterances were coded for Self function. More detailed information and examples would be provided in the following section.

Finally, the events that mothers and adolescents were talking about also included other people such as family members, friends, and teachers. Recognizing those people's emotions and behaviors in that specific event was coded as *relationships with others*. One adolescent mentioned his complaints about his teacher. "She was forcing me about having a better handwriting", "She accused me in front of my classmates", and "She was angry at me" were the examples for this mid-theme.

### **2.3.2 Self Function**

The second most frequently ( $f = 625$ ,  $N = 30$ ) mentioned function was Self function. Mid-themes were *expressing emotions*, *personal thoughts and interests*, and *physical self*. While talking about emotionally salient events, both mothers and adolescents gave information about how they felt and thought during those events. As a mechanism of the Self function, they also shared their current feelings and thoughts about the event, and created a connection between past, present, and future.

The utterances like "I became very happy when we bought a cat", "I felt very sad", "It was the last time that I was happy", and "I am still sad" were the examples

Table 1

*Examples for Social function*

<b>Mid-theme</b>	<b>Sub-theme</b>	<b>Example</b>
Attempt to nurture relationship	Asking situational questions to understand conversational partner	What did we do at the end of the day?
	Asking emotional questions to understand conversational partner	Were you mad at your friends or at yourself?
	Recognizing own fault	I was unfair to you.
	Empathy	You concentrated on your homework.
	Recognizing emotion	You were very sad when you came home.
	Concern about conversational partner	I was worried about your health.
	Planning future with conversational partner	I hope you can go to the college you want.
	Reminding past events with conversational partner	You were making cookies, I don't forget.
	Giving advice about the relationship	Our relationship should be based on trust.
	Recognizing conversational partner's good behavior	You're always effortful.
	Recognizing own good behavior	Your father and I appreciated you.
Complimenting	You were so beautiful as a baby.	

Table 1 (continued)

Sharing own perspective	Giving information about the situation	I didn't swear at school.
	Recognizing conversational partner's fault	You never spent time on studying.
	Asking questions about the situation	Do you spend as much time on your phone when you are with your friends?
	Expressing emotion about conversational partner	It makes me angry when you intervene my life.
Relationship with others	Recognizing others' fault	Your father should have warned you differently.
	Recognizing others' good behavior	Your father has always supported you.
	Recognizing others' emotion	Your friend was also sad about that fight.



for *expressing emotion* mid-theme. An utterance was coded for this mid-theme only if there was an explicit way of expressing emotions.

If individuals mentioned about behaviors corresponding to emotions, such as crying and laughing, then those utterances were coded as *personal thoughts and interests*. Additionally, one adolescent was talking about the time she went to see her cousins, and said that “I wanted to go away from Ankara. I don’t like Ankara. I like travelling.” Another adolescent was mentioning about his thoughts about his teacher: “I think it was ridiculous to be accused. I felt uncomfortable due to this accusation. I thought it was unfair.”

For the mid-theme of physical self, individuals’ utterances about their age or physical characteristics were coded. “I was very little”, “I was six years old”, and “I was beautiful” were the examples for this mid-theme.

### **2.3.3 Directive Function**

The least frequently ( $f = 425$ ,  $N = 29$ ) mentioned function was Directive function. *Taking lesson from past*, *giving lesson from past*, *increasing positive emotions*, and *decreasing negative emotions* occurred as the mid-themes of Directive function. For *taking lesson from past* mid-theme, participants expressed a metacognitive awareness about how past events have a reflection on their current situation or future. For *giving lesson from past* mid-theme, participants, especially mothers, tried to give advice to the conversational partner. These two mid-themes did not include emotional content, or they were independent from the event that participants were talking about. For instance, a mother and her son became happy since the adolescent won the high school he wanted. After they were talking about that event and their happiness, the mother started to talk about her son’s not studying adequately, and said that “When you lose a person's trust, you win it hard” and “Please keep your promises”. Those utterances did not include emotional content and were coded as *giving lesson from past*. Sometimes adolescents gave advice to their mothers about the event that they were talking about. However, those utterances might not include the motivation to regulate emotions. For instance, an adolescent became angry at her mother since she did not keep her promise. The adolescent said that “You shouldn’t promise what you can’t do”. In that case, the adolescent did not

try to regulate her anger, but she tried to change the situation that caused anger. Those utterances were also coded as *giving lesson from past*.

Individuals also took lessons for themselves. For instance, an adolescent was happy because he went to a school trip due to his success in mathematics. In this trip, he spent time with people from different countries, and mentioned that his thoughts changed after that trip. He said that “I got out of that political mentality” and “I realized certain things”. Those utterances were the examples for *taking lesson from past*. Since participants reminisced about emotionally charged events, those two mid-themes occur less frequently. While participants mentioned about the lessons, they usually included emotional content or the lesson arose from the event that caused the related emotion.

While considering Directive function with emotional content, individuals either tried to increase the level of their positive emotions or decrease the level of their negative emotions. For instance, one mother-adolescent pair was talking about the adolescent’s grandfather’s illness, and both of them had the motivation to decrease the adolescent’s sadness. The following utterances were coded as *decreasing negative emotions*:

M: You should keep calm in these situations. You lose your control.

A: Should I control myself?

M: Yes, you should. You have other responsibilities at that time.

A: I should be calmer.

M: Yes, you should. I told you that it was important for you to go to bed and have some rest.

In some cases, only one partner tried to decrease the level of negative emotions. For instance, one adolescent became angry at his mother since she forced him to visit their relatives. Mother gave moral lessons to decrease her son’s anger, but the adolescent did not take lesson from this conversation to decrease his anger.

A: I don’t want to go to my aunts on Sundays.

M: But they are our family. It is important to strengthen the relationships with relatives.

A: I love my relatives, but I also want to spend time with my friends.

Table 2

*Examples for Self function*

<b>Mid-theme</b>	<b>Sub-theme</b>	<b>Example</b>
Expressing emotion	Happiness	I remember that I was happy that day.
	Sadness	I felt sorry about fighting with my friend.
	Anger, etc.	That's why I felt angry.
Personal thoughts and interests	Expressing himself/herself	I was thinking it is ridiculous to be accused.
	Giving information about present interests	I like when you make surprises for me.
	Giving information about past interests	I remember that I did not like my elementary school teacher.
Physical self	Giving information about past age	I was very young at that time.
	Giving information about physical characteristics	I looked very ugly in that photo.

M: You can meet with your friends at another time.

A: But you occupy all of my Sundays. When should I meet with my friends?

M: Sundays are the only available days to visit relatives. You will understand me when you become older and have your own children.

In this example, all the mother's utterances were coded as *decreasing negative emotions* while the adolescent's utterances were mostly self-oriented, and he did not try to regulate his emotions. This example also showed that even though the utterances did not include an explicit emotional content, the mother gave lessons about the event that caused negative emotion. Therefore, these utterances were coded for this mid-theme.

Sometimes individuals mentioned about their own ER strategies (e.g. "I should have a plan to solve the problem") and they reassured themselves or their partner that the negative emotion has resolved (e.g. "This event happened and passed"). Those utterances were also coded as *decreasing negative emotions*.

While considering the mid-theme of *increasing positive emotions*, individuals sometimes emphasized about how positive that specific event was, they made expectations for future, and they gave or took lessons from that positive event. For instance, a mother bought her daughter a present, and the following utterances could be examples for this mid-theme.

M: It was a beautiful day.

A: Yes, it was.

M: Mothers always think about their daughters. I hope you will save it for a lifetime.

A: I hope so.

M: I hope you will remember this day as a happy memory.

#### **2.3.4 Emotion Regulation (ER)**

Self, Social, and Directive functions of autobiographical memory have been well-documented in the literature. In the current study, we aimed to examine whether ER occurs as a separate function. Initially, we coded the utterances that would tap into ER as a separate main theme. However, each utterance for ER represented one of the Self, Social, and Directive functions, as well. Therefore, the main themes were

determined based on these three functions. In these functions, some of the utterances represented direct or indirect ways of ER. Specifically, ER themes in Self and Social functions were also coded as indirect ER; ER themes in Directive function were also coded as direct ER. While determining ER themes, we used the coding scheme for ER in mother-child reminiscing, which has been used in previous research (Wang, 2001; Wang & Fivush, 2005). *Attributions* included stating or asking about child's emotions. For instance, when the mother states that her child is sad or when the child states that s/he is sad, those utterances were coded as *attributions*. *Explanations* included discussing or asking about the causes of child's emotion. For instance, when the mother asks about why her child became sad or when the child explains the reason of being sad, those utterances were coded as *explanations*. There is also *emotional resolutions*, which is constituted of three sub-categories. For *reassurance*, mothers try to comfort the child that there is no problem or the problem is solved (e.g. "Despite all these things, you are a happy child"). For *re-establishment of relationship*, mothers try to improve the relationship between the child and who caused negative emotions (e.g. "Your brother didn't want to upset you"). For *moral lesson*, mothers try to give information about appropriate experience and behaviors about negative emotions (e.g. "Sometimes we're having a sad incident, but then it is forgotten"). The coding scheme for ER was based only on children's side. In order to examine the dyadic relationship between mothers and adolescents, we planned to code for both sides.

#### **2.3.4.1 Emotion Regulation in Social Function**

While considering ER themes that occurred in Social function ( $f = 319$ ,  $N = 29$ ), the utterances that belonged to *asking emotional questions to understand conversational partner*, *recognizing emotion*, and *recognizing own fault* sub-themes in the mid-theme of *attempt to nurture relationship*, and the sub-theme of *expressing emotion about conversational partner* in the mid-theme of *sharing own perspective* were also coded as ER themes.

When individuals asked about how and why their conversational partner felt that specific emotion (i.e. the sub-theme of *asking emotional questions to understand conversational partner*), it represents *attributions* or *explanations* categories in the ER coding scheme. "Why were you angry?" and "Were you happier when we went

Table 3

*Examples for Directive function*

<b>Mid-theme</b>	<b>Sub-theme</b>	<b>Example</b>
Taking lesson from past	Making decision/problem solving	We will be careful for emergencies.
	Giving information about the lesson	I realized that it was wrong.
Giving lesson from past	Making decision/problem solving	I will not give permission in a similar event.
	Asking questions about the lesson	Did you realize that it was wrong?
	Giving advice about the situation	Given your age, you shouldn't exaggerate.
	Didactic talk	Leave that phone!
Increasing positive emotions	Reminding good memories	We spent a beautiful day.
	Future expectation	There will be more good memories in our lives.
	Asking questions to increase positive emotions	Wasn't it a beautiful day?
	Taking lesson to increase positive emotions	I will remember that day for the rest of my life.
	Giving lesson to increase positive emotions	I hope you will remember that day as a good memory.

Table 3 (continued)

Decreasing negative emotions	Asking questions to decrease negative emotions	Isn't it enough for you to take lesson from this event?
	Taking lesson to decrease negative emotions	I won't cry for something like that.
	Giving lesson to decrease negative emotions	Sometimes we're having a sad incident, but then it is forgotten.
	ER strategies	I don' become angry usually, I am more focused on problem solving.
	Reassurance	Despite all these things, you are a happy child.

on holiday?” were the examples of Social ER for this sub-theme. Individuals also recognize their conversational partner’s emotions. Those utterances also represented *attributions* or *explanations* categories. The examples of Social ER for this sub-theme were “You were very sad”, “You became very happy when I said I was pregnant”, and “It makes you angry”. Any utterance that belonged to these sub-themes also coded as Social ER since all of these utterances included emotional content.

Utterances for *recognizing own fault* sub-theme were regarded as ER theme, if the individual was the cause of negative emotion. Therefore, it represents *re-establishment of relationship* category. For instance, an adolescent was angry because his mother slapped him, and mother apologized for the slap (e.g. “I am sorry, I shouldn’t have slapped you”). In that sense, those utterances were coded as Social ER, since she implied to resolve the negative emotion. However, if one individual recognizes his/her own fault but it was not related to the negative emotion, then it was only coded for Social function.

When individuals express their emotions for social purposes (i.e. the sub-theme of *expressing emotion about conversational partner* in the mid-theme of *sharing own perspective*), those utterances also represented *attributions* or *explanations* categories. For instance, an adolescent said “When you interfere with my decisions, I became angry at you”. All utterances for this sub-theme also had emotional content, therefore coded as Social ER.

For *relationships with others* mid-theme, the utterances could be regarded as ER theme, if they indicated the person who caused negative emotion. In that sense, this mid-theme represents *re-establishment of relationship* category. For instance, an adolescent was angry at her sister. Her mother explained the situation from her sister’s perspective in order to decrease her daughter’s anger. She said that “You know, your sister is in adolescence. She sometimes gets angry easily”. Those utterances were coded as Social ER, since they included information about social relationships and a desire to resolve the negative emotion.

#### **2.3.4.2 Emotion Regulation in Self Function**

All utterances for the mid-theme of *expressing emotion* in Self function, were coded as Self ER ( $f = 330, N = 25$ ), since they represented *attributions* or *explanations*



categories. In other words, when individuals explicitly express their emotions, then those utterances belonged to ER themes in Self function.

#### **2.3.4.3 Emotion Regulation in Directive Function**

While considering ER as a function of autobiographical memory, researchers focused on the ways of increasing positive emotions and decreasing negative emotions (Wang et al., 2015). These are also regarded as Directive function in other research (Bluck et al., 2005; Kulkofsky et al., 2009). In the current study, ER did not occur as a separate function, and those direct ways of regulating emotions were coded in Directive function ( $f = 372, N = 28$ ). When a lesson was taken or given, it represented *moral lesson* category in the ER coding scheme. Moreover, all utterances for the mid-themes of *increasing positive emotions* and *decreasing negative emotions* were coded as Directive ER, in the current study.

#### **2.4 Discussion**

Each utterance of mother-adolescent pairs during reminiscing was examined to see whether it had a function, then which function it belonged to, and whether it included ER information. The sub-themes and mid-themes converged in a way that is consistent with the literature. Participants talked about past events that served for Self, Social, and Directive functions. Moreover, ER did not occur as a separate function, but an utterance including emotion-related information also belonged to one of the three functions.

Social function occurred as the most frequently used function during reminiscing. When we asked mother-adolescent dyads to talk about three different types of shared past events, almost all nominated topics concerned an interpersonal event that was centered on the adolescent's social encounters. Moreover, reminiscing is a social way of remembering autobiographical memories. Examining Social function in social remembering settings instead of individual remembering yields more comprehensive understanding about it, since social settings include several characteristics and the interaction between them (Alea & Bluck, 2003). These two factors might constitute the reasons why Social function emerged as the most frequently used one. The utterances that belonged to Social function showed that individuals tried to increase the intimacy between them, tried to give advice about

relationships, and developed empathy while reminiscing, all of which constitute three mechanisms of Social function (Alea & Bluck, 2003).

While considering Self function, as it was suggested in the literature, individuals shared information about their past, current, and possible future selves that creates a sense of self-continuity (Bluck, 2003). It occurred as a second frequently used function. Adolescence is the period when they acquire cognitive skills and socioemotional needs in order to create their life story/autobiography (Fivush & Waters, 2014). Similarly, adolescence has been regarded as the time of emergence of the life story (Habermas & Bluck, 2000). We also asked the participants to talk about shared past events, in which both mothers and adolescents had experiences. These might be the reasons for observing Self function as the second frequently mentioned one.

The frequency of the directive function was lower compared to Social and Self functions. Pillemer (2003) suggested that the use of autobiographical memories for Directive function occurs in an automatic and unconscious manner, speaking from the evolutionary perspective. Therefore, it might be difficult to observe a frequent use of Directive function during conversations. While considering the utterances, individuals tried to take a lesson from past, which would lead their current or future behaviors. Directive function shows resemblance to Self function in a way that individuals try to understand themselves or to direct their behaviors, while connecting past to the present and to the future. These two functions are also combined in previous research (Harris et al., 2014). However, since reminiscing occurs in a social context, individuals tried to direct their conversational partners' behaviors, as well. Therefore, not only taking but also giving a lesson became two prominent features of Directive function during reminiscing.

The utterances including ER themes showed that ER occurs as a mechanism of Self, Social, and Directive functions, which is in line with most of the previous studies (Bluck, 2003). Individuals expressed their emotions as a way of regulating them, while they were providing self-related information. They recognized their conversational partners' emotions, and tried to solve the problem causing negative emotion in terms of focusing on social relationships. Their problem solving attempts

usually included emotional content, since we asked them to talk about emotionally charged events. Therefore, directing their behaviors demonstrated emotion-regulatory behaviors.

## **2.5 Conclusion**

The results of the content analysis showed that there is a consistency with the literature about the occurrence of Self, Social, and Directive functions while ER occurs as a mechanism of all three functions. While considering the coding scheme for the functions, *expressing emotion*, *personal thoughts and interests*, and *physical self* would be the categories of Self function; *attempt to nurture relationship*, *sharing own perspective*, and *relationships with others* would be the categories of Social function; *taking lesson from past*, *giving lesson from past*, *decreasing negative emotions*, and *increasing positive emotions* would be the categories of Directive function. Utterances in *expressing emotion* category would be coded as both Self function and Self ER. Utterances in *decreasing negative emotions* and *increasing positive emotions* would be coded as both Directive function and Directive ER. For Social function, utterances in all categories would be coded both as Social function and Social ER if they include emotional content. To conclude, as coding proceeded further, the emerging themes happened to be the same as some of the existing coding schemes in the literature.

The content analysis study would make an important contribution to the literature, since most of the previous studies used self-reports to assess functions of AM, or they focused only on mothers' use of functions during reminiscing. Through the examination of each utterance in detail, identifying the occurrence of ER themes in each function, and developing a coding scheme for the functions, the understanding about the occurrence of functions of AM during reminiscing has been improved.

Regarding the coding scheme based on the content analysis, the hypotheses for the second aim were finalized. Mother-adolescent pairs' use of ER themes in each function would be examined in an Actor-Partner Interdependence Model (APIM) to see whether they predict their own and their partners' reappraisal and suppression levels. Since there are no studies focusing on mother-adolescent pairs and family interactions in terms of AM and ER, APIM analyses are necessary to explore the

expected relationships. In other words, APIM analyses should provide an opportunity to see family-level similarities, as well as how ER themes in each function of family members would predict their own and their partner’s reappraisal and suppression levels. We hypothesized that mothers’ use of ER themes in Self, Social and Directive functions would predict their own and their partners’ reappraisal levels in a positive direction and suppression levels in a negative direction. There would be only actor effects for adolescents’ use of ER themes in Self and Directive functions, while there would be both actor and partner effects for their use of ER themes in Social function.

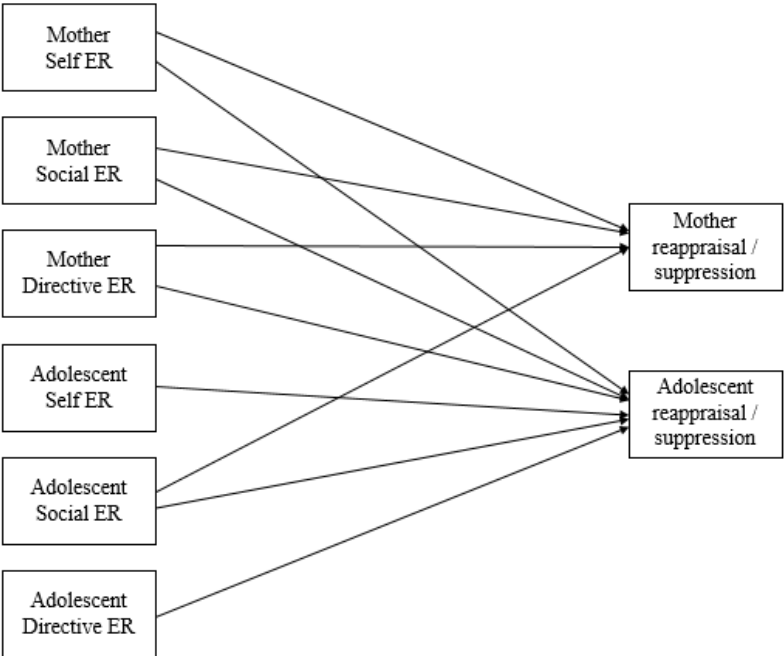


Figure 1. Hypothesized dyadic relationships between mothers’ and adolescents’ use of ER themes in AM functions and their ER strategies

## CHAPTER 3

### METHOD

#### 3.1 Participants

Data have been collected from another sample of 130 mother-adolescent pairs due to having slightly different methodology in the main study. We used depression level as an exclusion criteria. Depression level was found to be associated with autobiographical memory (AM) functioning, and this relationship especially occurs among the people who had depression diagnosis (Farina, Barry, van Damme, van Hie, & Raes, 2019). Mothers' depression scores ( $M = 11.077$ ,  $SD = 6.115$ ) were assessed by Beck Depression Inventory. Cut-off point was determined by adding one standard deviation to the mean. There were 21 mothers who had higher depression scores than the cut-off point, and those mother-adolescent pairs were excluded from the study. For adolescents, we checked whether they were diagnosed with depression from the demographic information form, and none of the adolescents had a depression diagnosis. Moreover, the conversations of one mother-adolescent pair did not meet the criteria for the reminiscing task (i.e. there was one conversational turn for each of the family member instead of having a dialogue), and this pair was excluded from the study. Therefore, there were 108 mother-adolescent pairs in the current study. Kenny and Cook (1999) suggested that when there are no latent variables, analyzing distinguishable dyads with Structural Equation Modeling requires the same sample size criteria for multiple regression analyses. Sample size calculation for multiple regression analyses with six variables revealed the sample size of 97, and the sample size of the current study met this criteria.

The age range for adolescents was determined to be between 14 and 16 years, which corresponds to middle adolescence. The specific age range for adolescents was 13.41 - 16.98 ( $M = 15.06$ ,  $SD = .85$ ). No specific age range was predetermined for mothers before the study was conducted, and it was 32 - 60 years ( $M = 43.51$ ,  $SD =$

5.25). There were 52 female (48.1%) and 56 male (51.9%) adolescents. Twenty-six of the adolescents (24.1%) were going to private school and seventy-nine of them (73.1%) were going to public school. Twenty mothers (18.5%) were elementary school graduates, eight (7.4%) mothers were secondary school graduates, thirty-two (29.6%) mothers were high school graduates, forty-two (38.9%) mothers were university graduates, and six (5.6%) mothers had a graduate degree. Fifteen fathers (13.9%) were elementary school graduates, eleven (10.2%) fathers were secondary school graduates, twenty-one (19.4%) fathers were high school graduates, forty-four (40.7%) fathers were university graduates, and thirteen (12%) fathers had a graduate degree. While considering monthly income level of the families, three (2.8%) families had an income level below 1500 Turkish Liras (TL), eleven (10.2) families had an income level between 1500-2000 TL, twenty (18.5%) families had an income level between 2000-3000 TL, seventeen (15.7%) had an income level between 3000-5000 TL, and fifty-six (51.9%) families had an income level above 5000 TL.

### **3.2 Measurements and Procedure**

After ethical approval was obtained from Human Subjects Ethics Committee in Middle East Technical University, we developed an intensive training about the data collection process, and applied it to 50 volunteer undergraduate students, who were majoring in Psychology. The training consisted of how to recruit participants, general instructions about the nature and requirements of home visits, and specific instructions about the application of the current study. There were also role-play and feedback sessions about home visits. Students received feedback both before and during the data collection process throughout one academic semester. They recruited participants through convenience sampling, yet they did not conduct home visits with their own relatives. Each student was expected to apply the study to 2-4 participants with a gender counterbalance. The criteria for finding the participants were that there would be one adolescent aged between 14 and 16, and mothers should be literate. There was no other criteria for the recruitment of the participants.

The following steps were applied during home visits: First, researchers introduced the study, and collected consent forms, then they gave instructions about the reminiscing task. After the reminiscing task was completed, participants filled out

the same questionnaires, separately. Both of them received the demographic information form in the beginning, and the order of the rest of the questionnaires was randomly determined. Finally, a debriefing form was given, and the study was completed for one mother-adolescent pair.

### **3.2.1 Mother-Adolescent Reminiscing**

The reminiscing task for the main study was similar to the reminiscing task used in the content analysis study. Participants were asked to reminisce about shared and one-point-in-time events during which the adolescents specifically felt sad, angry, and happy. However, there was a difference during the event selection process. In the content analysis study, mother-adolescent pairs discussed about the events that they were going to choose. In the main study, they separately wrote two possible events for each emotion without talking. Then, they compared the events that they wrote. If the same event was mentioned, then they chose that event to talk about. If it was not the same event, then they chose one of the events that they wrote down. We chose this method that was previously used in the literature (Sahin-Acar & Leichtman, 2015) so that the negotiation process did not include much talking, and the reminiscing task would be more intact. Similar to the content analysis, there was no interference during the event selection process, unless participants chose an event that did not meet the criteria of the study or they started to talk about the event. The same instructions were given after the selection process (i.e. mentioning about how the event had occurred, what had happened, and how they had felt). The counterbalancing process for three emotions was also applied. However, in the main study, we asked participants to stop the audio recorder after talking about each emotion, and the same instructions were given before each emotion. By doing so, the reminiscing process for each emotion became more intact. The conversations were audio recorded, and then were transcribed verbatim.

The total number of utterances for the conversations ranged between 19 and 658 for sadness ( $M = 147.234$ ,  $SD = 107.167$ ), 32 and 563 for anger ( $M = 147.234$ ,  $SD = 107.167$ ), and 26 and 414 for happiness ( $M = 147.234$ ,  $SD = 107.167$ ).

### **3.2.2 Demographic Information Form**

The demographic information form was different for mothers and adolescents. Mothers' demographic information form included questions about their own and their children's age, children's gender, marital status, their own and their husbands' education level, income, and whether they have a family member who was diagnosed with chronic or psychological health problems. Moreover, there were follow-up questions about the memories that they talked about. We asked them when the sad, angry, and happy events had occurred, and how much those events were important to them with a 5-point Likert scale ranging from *not important at all* (1) to *very important* (5). Adolescents' demographic information form included questions about their grade, school type, and the same follow-up questions about the memories (see Appendix A for mother demographic information form and Appendix B for adolescent demographic information form).

### **3.2.3 Beck Depression Inventory (BDI)**

This scale was used to assess participants' depression scores, and to use depression as an exclusion criteria, as previously mentioned. The scale was originally developed by Beck, Rush, Shaw, and Emery (1979). There are 21 items in the questionnaire, and each item has four options about depressive symptoms. The four options correspond to scores ranging from 0 to 3. An individual can get a score between 0 and 63 from the scale, and higher scores indicate higher depressive symptoms. The scale was adapted to Turkish by Hisli (1988), and the Cronbach's alpha value was .84 for the adapted version of the scale (see Appendix C).

### **3.2.4 Emotion Regulation Questionnaire (ERQ)**

Participants were given The Emotion Regulation Questionnaire to assess their ER strategies, as the dependent variables of the study. This questionnaire was developed by Gross and John (2003). It consists of 10 items with a 7-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (7). First six items assess reappraisal, which can be defined as changing the way of thinking about the emotions (e.g. When I want to feel less negative emotion, I change the way I'm thinking about the situation) and the last four items assess suppression, which can be defined as not expressing the emotions (e.g. I control my emotions by not expressing them). Both



subscales have at least one question about negative emotions and one question about positive emotions. Reliability of the scale was assessed with four samples, which consisted of undergraduate students. Cronbach's alpha scores were ranging from .75 to .82 for reappraisal, and .68 to .75 for suppression. The scale was adapted to Turkish by Ulaşan Özgüle (2011). The Turkish version of the scale used a 6-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (6). Adaptation study was conducted with adolescents. Reliability scores were .78 for reappraisal and .64 for suppression (see Appendix D).

### **3.2.5 Coding**

All of the data were coded by the main researcher. A trained undergraduate student coded 20% of the data (22 mother-adolescent pairs). Intraclass correlation coefficients (ICC) were calculated in order to assess interrater reliability.

#### **3.2.5.1 Functions of Autobiographical Memory**

All of the data were coded based on the coding scheme developed through content analysis by the main researcher. There were three main themes named as self, social, and directive. All utterances were coded for these three functions in a mutually exclusive way. The utterances were also evaluated about whether they included ER themes, and if so they were coded as self ER, social ER, or directive ER. Two raters showed high rate of consistency for most of the themes (.640 for mother self, .944 for mother social, .911 for mother directive, .955 for mother self ER, .780 for mother social ER, .899 for mother directive ER, .941 for adolescent self, .922 for adolescent social, .975 for adolescent directive, .954 for adolescent self ER, .568 for adolescent social ER, .295 for adolescent directive ER). Interrater reliability was insufficient for mother Self, adolescent Social ER, and adolescent Directive ER. Therefore, another undergraduate volunteer student was trained for the coding of these themes. ICC values were calculated again, and the values were .893 for mother Self, .831 for adolescent Social ER, and .476 for adolescent directive ER.

While coding for the conversations, one conversation for anger and four conversations for happiness were not coded, since they did not meet the criteria for having a dialogue (i.e. they tried to explain the situation as if the researcher was listening to them instead of talking in a natural way). Although, those mother-

adolescent pairs were not totally excluded from the analyses since their other conversations met the criteria of the other tasks.

### **3.2.5.2 The Total Number of Utterances**

The total number of utterances -with or without corresponding to functions- was coded in order to use as a control variable in the analyses. Two raters showed high consistency for the total number of utterances (.982 for mother utterances, .977 for adolescent utterances). The definition of an utterance was the same with the content analysis. Moreover, conversational turns were also considered as an utterance even if they did not include a subject-verb construct due to interruption (e.g. “but you...”).

## **CHAPTER 4**

### **RESULTS**

#### **4.1 Descriptive Statistics**

There were two aims of the current study. First of all, we aimed to examine the differences in the functional use of autobiographical memory (AM) regarding emotion type, family member, adolescent gender, and AM function. Second of all, we aimed to examine how emotion regulation (ER) themes in AM functions are related to individuals' own and their partners' ER strategies (i.e. reappraisal and suppression). The frequencies of Self, Social, and Directive functions for each family member (i.e. mother and adolescent) and for each type of emotion (i.e. sadness, anger, and happiness) were calculated for the first aim of the study. The frequencies of ER themes in each AM function (i.e. Self ER, Social ER, and Directive ER) were also calculated for each family member, and for each type of emotion for the second aim of the study. The descriptive statistics for the frequencies of the functions showed that they were not normally distributed. Therefore, we checked the distribution of the residuals in regression analyses, and the residuals showed normal distribution. The total number of utterances were calculated in order to use as a control variable. The frequencies based on the coding scheme as well as participants' reappraisal and suppression levels based on the related scale constituted the variables in the study. Raw values for the calculated frequencies were used in the analyses.

#### **4.2. The Results of the First Aim of the Study**

The first aim of the current study was to investigate the differences in the frequencies regarding type of emotion (sadness vs. anger vs. happiness), family member (mother vs. adolescent), adolescent gender (female vs. male), and AM function (Self vs. Social vs. Directive). We ran a Linear Mixed Model by using SPSS 23. The dependent variable was the frequency of utterances that tap onto functional use of AM, and the independent variables were type of emotion, family member,

Table 4

*Descriptive statistics for mothers and adolescents' reappraisal and suppression levels*

	<i>M</i>	<i>SD</i>	Range	N
Mother reappraisal	4.184	.872	1.83-6	108
Mother suppression	3.451	1.208	1-6	108
Adolescent reappraisal	4.167	.904	1.83-6	108
Adolescent suppression	3.465	1.177	1-6	108

Table 5

*Descriptive statistics for the frequencies AM functions*

	<i>M</i>	<i>SD</i>	Range	N
<b>Sadness</b>				
Mother Self	5.047	5.734	0-38	107
Mother Social	16.608	11.923	1-61	107
Mother Directive	13.383	18.415	0-115	107
Adolescent Self	16.449	16.205	0-88	107
Adolescent Social	8.514	10.919	0-60	107
Adolescent Directive	6.851	10.204	0-62	107
<b>Anger</b>				
Mother Self	3.732	5.000	0-19	108
Mother Social	22.037	15.058	0-72	108
Mother Directive	13.130	15.568	0-91	108
Adolescent Self	12.556	13.482	0-85	108
Adolescent Social	16.694	17.196	0-88	108
Adolescent Directive	6.630	11.347	0-85	108
<b>Happiness</b>				
Mother Self	5.365	6.777	0-32	104
Mother Social	15.510	11.086	0-64	104

Table 5 (continued)

Mother Directive	7.298	9.659	0-57	104
Adolescent Self	15.452	11.301	1-55	104
Adolescent Social	5.000	5.937	0-34	104
Adolescent Directive	5.192	7.407	0-53	104

Table 6

*Descriptive statistics for the frequencies of ER themes in AM functions*

Sadness	<i>M</i>	<i>SD</i>	Range	N
Mother Self ER	1.598	2.858	0-25	107
Mother Social ER	3.505	3.533	0-18	107
Mother Directive ER	12.514	18.218	0-115	107
Adolescent Self ER	2.673	2.565	0-12	107
Adolescent Social ER	.355	.827	0-4	107
Adolescent Directive ER	5.991	9.465	0-62	107
<b>Anger</b>				
Mother Self ER	1.093	1.743	0-11	108
Mother Social ER	5.333	5.675	0-38	108
Mother Directive ER	12.417	15.073	0-91	108
Adolescent Self ER	3.111	3.154	0-15	108
Adolescent Social ER	.741	1.531	0-9	108
Adolescent Directive ER	5.537	8.973	0-55	108
<b>Happiness</b>				
Mother Self ER	1.846	2.534	0-13	104
Mother Social ER	3.298	3.159	0-13	104
Mother Directive ER	5.558	7.570	0-49	104
Adolescent Self ER	3.548	2.942	0-14	104
Adolescent Social ER	.308	.684	0-4	104
Adolescent Directive ER	4.269	6.535	0-45	104

Table 7  
*Correlations for sadness*

	1	2	3	4	5	6	7	8	9	10
1	1									
2	.123	1								
3	-.026	.011	1							
4	.274**	.354**	.044	1						
5	.221*	.074	-.054	.002	1					
6	-.007	.154	.645**	.197*	.080	1				
7	-.036	.024	.050	-.019	-.192*	.105	1			
8	-.046	-.197*	-.256**	-.041	-.200*	-.167	.225**	1		
9	-.301**	.016	.053	-.133	-.228*	.003	.145	.143	1	
10	.064	.017	-.168	-.075	-.083	-.186	-.030	.261**	-.039	1

1: Mother Self ER, 2: Mother Social ER, 3: Mother Directive ER, 4: Adolescent Self ER, 5: Adolescent Social ER,  
 6: Adolescent Directive ER, 7: Mother reappraisal, 8: Mother suppression, 9: Adolescent reappraisal, 10: Adolescent suppression

\*  $p < .05$ , \*\*  $p < .01$

Table 8  
*Correlations for anger*

	1	2	3	4	5	6	7	8	9	10
1	1									
2	-.112	1								
3	.095	.028	1							
4	-.058	.477**	-.158	1						
5	-.005	.109	.058	-.040	1					
6	.028	.078	.462**	.036	.186	1				
7	.032	.077	-.107	.150	.059	-.029	1			
8	.032	-.101	-.027	-.022	-.036	-.023	.225*	1		
9	.028	-.096	-.014	-.087	-.045	-.032	.145	.143	1	
10	.096	-.166	-.116	-.194*	-.080	-.101	-.030	.261**	-.039	1

1: Mother Self ER, 2: Mother Social ER, 3: Mother Directive ER, 4: Adolescent Self ER, 5: Adolescent Social ER,  
 6: Adolescent Directive ER, 7: Mother reappraisal, 8: Mother suppression, 9: Adolescent reappraisal, 10: Adolescent suppression  
 \*  $p < .05$ , \*\*  $p < .01$

Table 9  
*Correlations for happiness*

	1	2	3	4	5	6	7	8	9	10
1	1									
2	.000	1								
3	.246**	-.029	1							
4	.144	.345**	.258**	1						
5	.207*	.155	.182	.253**	1					
6	.122	-.106	.595**	.363**	.105	1				
7	.054	.052	.095	.124	-.057	.082	1			
8	-.067	.050	-.168	-.132	.029	-.048	.225*	1		
9	.033	.057	.106	-.005	.007	-.016	.145	.143	1	
10	-.074	.067	-.149	-.177	-.069	-.108	-.030	.261**	-.039	1

1: Mother Self ER, 2: Mother Social ER, 3: Mother Directive ER, 4: Adolescent Self ER, 5: Adolescent Social ER,  
 6: Adolescent Directive ER, 7: Mother reappraisal, 8: Mother suppression, 9: Adolescent reappraisal, 10: Adolescent suppression  
 \*  $p < .05$ , \*\*  $p < .01$



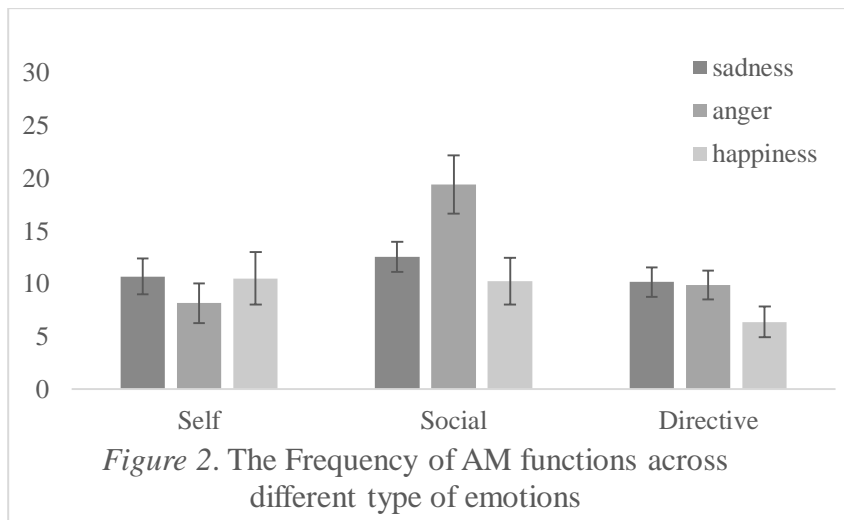
adolescent gender, and AM function. *Mother-adolescent pair id* was the clustering variable. Type of emotion, family member, and AM function were repeated measures, and all independent variables were analyzed as fixed factors, since their levels were the same across different mother-adolescent pairs. The post hoc interpretations for the interaction effects were based on the confidence intervals; if confidence intervals did not overlap, then it implied significant difference. Error bars in the figures showed confidence intervals.

#### 4.2.1 Linear Mixed Model without Control Variables

The main effect of emotion was significant,  $F(2,106.084) = 14.071, p < .001$ . The frequency of AM functions for sadness (estimated marginal mean = 11.139,  $p = .004$ ) was significantly higher than happiness (estimated marginal mean = 9.059), and the frequency of AM functions for anger (estimated marginal mean = 12.495,  $p < .001$ ) was also significantly higher than happiness. The frequencies for sadness and anger were not significantly different from each other ( $p = .087$ ). The main effect of family member was not significant,  $F(1,106.423) = 3.133, p = .080$ . In other words, the frequency of mothers' and adolescents' functional use of AM was similar. The main effect of gender was marginally significant,  $F(1,106.049) = 3.944, p = .050$ . Female adolescents and their mothers (estimated marginal mean = 12.122) used greater amount of AM functions compared to male adolescents and their mothers (estimated marginal mean = 9.673). Finally, the main effect of AM function was significant,  $F(2,106.282) = 28.426, p < .001$ . Participants used Social function (estimated marginal mean = 14.076) more frequently than both Self (estimated marginal mean = 9.794,  $p < .001$ ) and Directive (estimated marginal mean = 8.823,  $p < .001$ ) functions. The use of Self and Directive functions were not significantly different from each other ( $p = .732$ ).

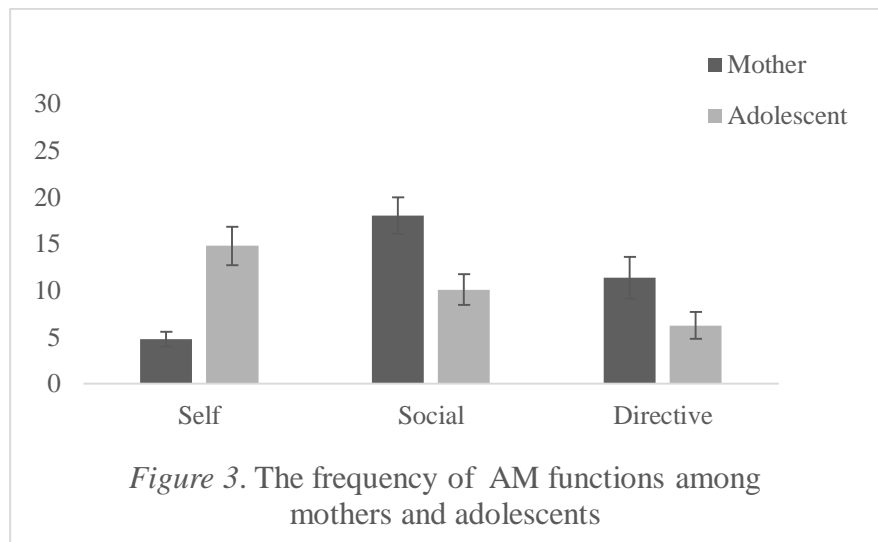
While considering two-way interactions, the interaction between emotion and function was significant,  $F(4,106.120) = 14.336, p < .001$ . There was no significant difference for the use of Self function among all types of emotions (estimated marginal mean<sub>sadness</sub> = 10.696; estimated marginal mean<sub>anger</sub> = 8.169; estimated marginal mean<sub>happiness</sub> = 10.516). For Social function, there was more frequent use for anger compared to sadness and happiness (estimated marginal mean<sub>sadness</sub> =

12.554; estimated marginal mean  $_{\text{anger}} = 19.413$ ; estimated marginal mean  $_{\text{happiness}} = 10.263$ ), but there was no significant difference between sadness and happiness. There was no significant difference for the use of Directive function among all types of emotions (estimated marginal mean  $_{\text{sadness}} = 10.167$ ; estimated marginal mean  $_{\text{anger}} = 9.904$ ; estimated marginal mean  $_{\text{happiness}} = 6.398$ ).



Another significant two-way interaction was between family member and function,  $F(2,106.241) = 100.873$ ,  $p < .001$ . On one hand, adolescents used greater amount of Self function (estimated marginal mean = 14.803) compared to their mothers (estimated marginal mean = 4.785). On the other hand, mothers used greater amount of Social and Directive functions (estimated marginal mean  $_{\text{social}} = 18.044$ ; estimated marginal mean  $_{\text{directive}} = 11.393$ ) than their adolescent children did (estimated marginal mean  $_{\text{social}} = 10.108$ ; estimated marginal mean  $_{\text{directive}} = 6.253$ ).

While considering three-way interactions, only the interaction between emotion, family member and function was significant,  $F(4,106.181) = 7.364$ ,  $p < .001$ . For all emotions, the frequencies of adolescents' Self function (estimated marginal mean  $_{\text{sadness}} = 16.345$ ; estimated marginal mean  $_{\text{anger}} = 12.578$ ; estimated marginal mean  $_{\text{happiness}} = 15.486$ ) were higher than their mothers' (estimated marginal mean  $_{\text{sadness}} = 5.048$ ; estimated marginal mean  $_{\text{anger}} = 3.759$ ; estimated marginal mean  $_{\text{happiness}} = 5.546$ ).



For sadness and happiness, the frequencies of mothers' use of Social function (estimated marginal mean  $_{\text{sadness}} = 16.538$ ; estimated marginal mean  $_{\text{happiness}} = 15.505$ ) were higher than their adolescent children's (estimated marginal mean  $_{\text{sadness}} = 8.569$ ; estimated marginal mean  $_{\text{happiness}} = 5.020$ ). There was no difference between mothers' (estimated marginal mean = 22.090) and adolescents' (estimated marginal mean = 16.736) use of Social function for anger.

For sadness and anger, mothers used greater amount of Directive function (estimated marginal mean  $_{\text{sadness}} = 13.479$ ; estimated marginal mean  $_{\text{anger}} = 13.178$ ) than their adolescent children did (estimated marginal mean  $_{\text{sadness}} = 6.856$ ; estimated marginal mean  $_{\text{anger}} = 6.629$ ). There was no significant difference between mothers' and adolescents' use of Directive function for happiness (estimated marginal mean  $_{\text{mother}} = 7.524$ ; estimated marginal mean  $_{\text{adolescent}} = 5.273$ ). Finally, the four-way interaction between all variables was not statistically significant,  $F(4,106.181) = 1.689, p = .158$ .

#### **4.2.2 Linear Mixed Model after Controlling for the Total Number of Utterances**

We also conducted the same analysis while the total number of utterances was used as a covariate, and it was analyzed as a random factor. Most of the effects were similar to the analysis without any control variable. While considering different results, the main effect of gender, which was marginally significant without any control variable,

became significant after controlling for the total number of utterances,  $F(1,1362.251) = 7.552, p = .006$ . The frequency of functions used by female adolescents and their mothers (estimated marginal mean = 3.474) was higher than the frequency of functions used by male adolescents and their mothers (estimated marginal mean = 2.303). Furthermore, the three-way interaction between family member, gender, and function, which was nonsignificant in the previous analysis, became marginally significant in the current analysis,  $F(2,884.362) = 2.964, p = .052$ .

Table 10

*Parameter estimates for the fixed effects of Linear Mixed Model*

	df 1	df 2	<i>F</i>	<i>p</i>
Emotion	2	106.084	14.071	.000
Family member	1	106.423	3.133	.080
Gender	1	106.049	3.944	.050
Function	2	106.282	28.426	.000
Emotion x Family member	2	105.422	.029	.972
Emotion x Gender	2	106.084	1.099	.337
Emotion x Function	4	106.120	14.336	.000
Family member x Gender	1	106.423	.173	.678
Family member x Function	2	106.241	100.873	.000
Gender x Function	2	106.282	.340	.713
Emotion x Family member x Gender	2	105.422	.360	.699
Emotion x Family member x Function	4	106.181	7.364	.000
Emotion x Gender x Function	4	106.120	1.110	.356
Family member x Gender x Function	2	106.241	2.765	.068
Emotion x Family member x Gender x Function	4	106.181	1.689	.158

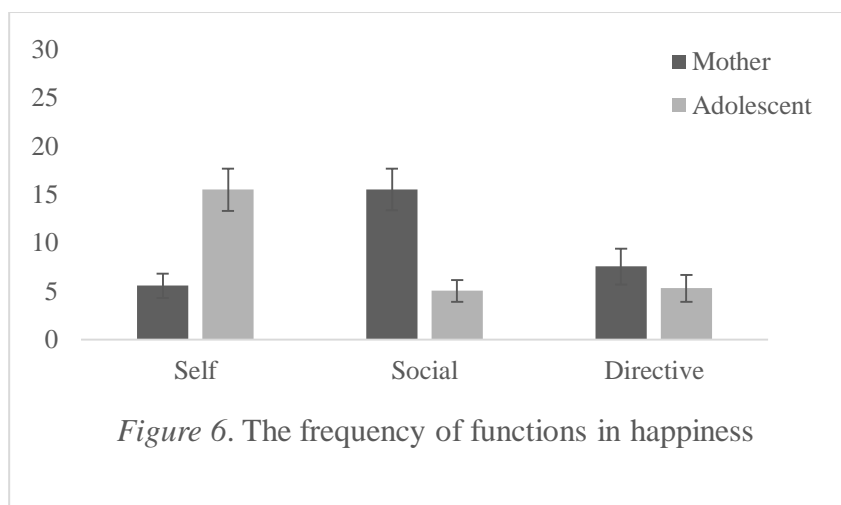
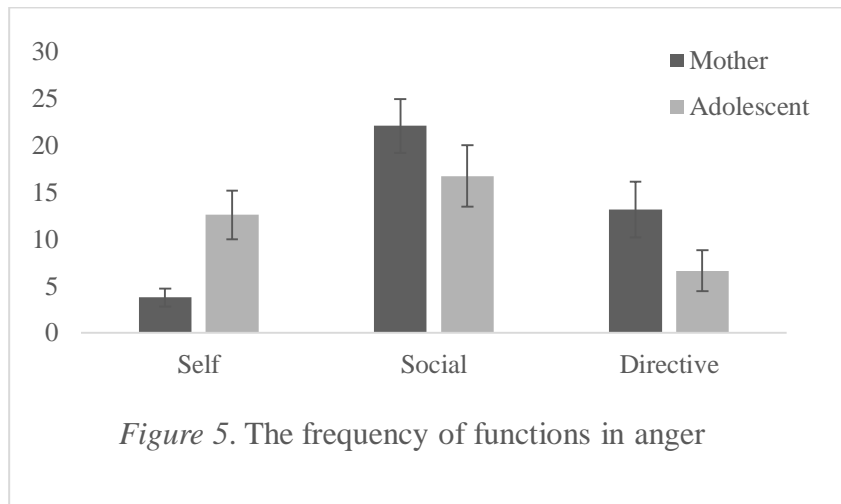
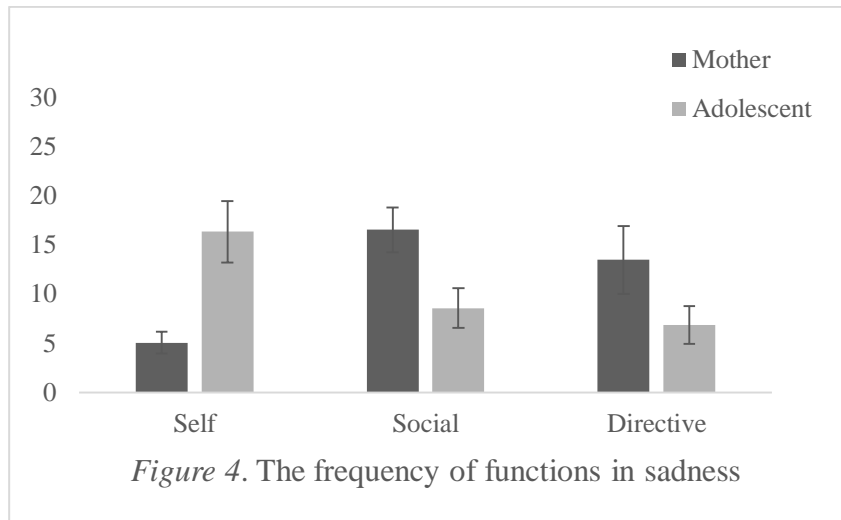


Table 11

*Parameter estimates for the fixed effects of Linear Mixed Model after controlling for the total number of utterances*

	df 1	df 2	<i>F</i>	<i>p</i>
Emotion	2	1186.980	6.460	.002
Family member	1	1352.180	2.575	.109
Gender	1	1362.251	7.552	.006
Function	2	884.362	55.767	.000
Emotion x Family member	2	1182.872	.341	.711
Emotion x Gender	2	1182.958	.304	.738
Emotion x Function	4	808.716	23.452	.000
Family member x Gender	1	1353.346	.367	.545
Family member x Function	2	884.362	186.161	.000
Gender x Function	2	884.362	.927	.396
Emotion x Family member x Gender	2	1182.626	.121	.886
Emotion x Family member x Function	4	808.716	4.963	.001
Emotion x Gender x Function	4	808.716	1.008	.402
Family member x Gender x Function	2	884.362	2.964	.052
Emotion x Family member x Gender x Function	4	808.716	1.184	.316

#### **4.3. The Results of the Second Aim of the Study**

The second aim of the current study was to examine the dyadic relationships between mothers' and adolescents' use of ER themes, and their own and their partners' ER strategies by using Actor-Partner Interdependence Model (APIM) through Structural Equation Modeling (SEM) by using SPSS AMOS 22. The frequency of ER themes occurred in Self, Social, and Directive functions were the exogenous variables (refers to independent variable in SEM). Mothers' and adolescents' level of reappraisal and suppression, as two types of ER strategies, were the endogenous variables (refers to dependent variable in SEM). We had the same

hypotheses for sadness and anger. Specifically, we hypothesized that mothers' use of ER themes in Self, Social, and Directive function would predict their own (i.e. actor effect) and their adolescent children's (i.e. partner effect) ER strategies, while there would be only actor effects for adolescents' use of ER themes in Self and Directive functions; both actor and partner effects for their use of ER themes in Social function. All expected relationships would be hypothesized to be in a positive direction for reappraisal, and in a negative direction for suppression. For sadness, APIM analyses were conducted both for reappraisal and suppression. For anger, APIM analyses were conducted only for suppression, since only adolescent suppression was negatively correlated with adolescents' use of Self ER. For happiness, which is a positive type of emotion, we did not have specific hypotheses. We conducted the analyses for exploratory purposes, because in the previous literature there were no such results about mother-adolescent memory conversations about happy past experiences. None of the variables for happiness was significantly correlated with reappraisal and suppression levels. Therefore, no further analysis was conducted for happiness.

While considering fit indices in SEM to determine whether the model showed good fit to the data, researchers have reported several cut-off points both for absolute and incremental fit indices. Hooper, Coughlan, and Mullen (2008) reviewed these perspectives about fit indices, and reported more recently accepted values. Specifically, Chi-square value should be non-significant, Root Mean Square Error of Approximation (RMSEA) value should be lower than .06, Goodness-of-Fit statistic (GFI), Adjusted Goodness-of-Fit statistic (AGFI), Non-normed Fit Index (NNFI), and Comparative Fit Index (CFI) values should be higher than .95.

### **4.3.1 APIM Analysis for Reappraisal in Sadness**

#### **4.3.1.1 The Results of the Analysis without Control Variables**

While considering the fit indices for reappraisal, the model showed good fit to the data,  $\chi^2(2, N = 107) = 2.027, p = .363$ , GFI = .995, AGFI = .915, NNFI = .983, CFI = 1.00, RMSEA = .011, and no modification was suggested. Mothers' use of ER themes in Self function ( $\beta = -.248, p = .011$ ) negatively predicted adolescents' reappraisal levels, and adolescents' use of ER themes in Social function ( $\beta = -.193, p = .048$ ) marginally and negatively predicted mothers' reappraisal levels. There was

also a trend that adolescent' use of ER themes in Social function ( $\beta = -.175, p = .065$ ) negatively predicted their own reappraisal levels.

Table 12

*Estimates for reappraisal in sadness*

	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
Regression weights for mother reappraisal				
Mother Self ER	.001	.030	.003	.976
Mother Social ER	.009	.024	.038	.694
Mother Directive ER	.002	.005	.040	.677
Adolescent Social ER	-.203	.103	-.193	.048
Regression weights for adolescent reappraisal				
Mother Self ER	-.078	.031	-.248	.011
Mother Social ER	.024	.025	.095	.329
Mother Directive ER	.003	.006	.057	.637
Adolescent Self ER	-.033	.036	-.093	.362
Adolescent Social ER	-.191	.103	-.175	.065
Adolescent Directive ER	-.003	.012	-.026	.832

#### **4.3.1.2 The Results of the Analysis after Controlling for the Total Number of Utterances**

The results of the analysis for reappraisal after controlling for the total number of utterances were similar to the results of the analysis without any control variables. The model showed good fit to the data,  $\chi^2 (2, N = 107) = 2.150, p = .341$ , GFI = .996, AGFI = .890, NNFI = .992, CFI = .999, RMSEA = .027, and no modification was suggested. The frequency of mothers' Self ER ( $\beta = -.249, p = .011$ ) negatively predicted adolescents' reappraisal levels, and the frequency of adolescents' Social ER ( $\beta = -.193, p = .048$ ) marginally and negatively predicted mothers' reappraisal



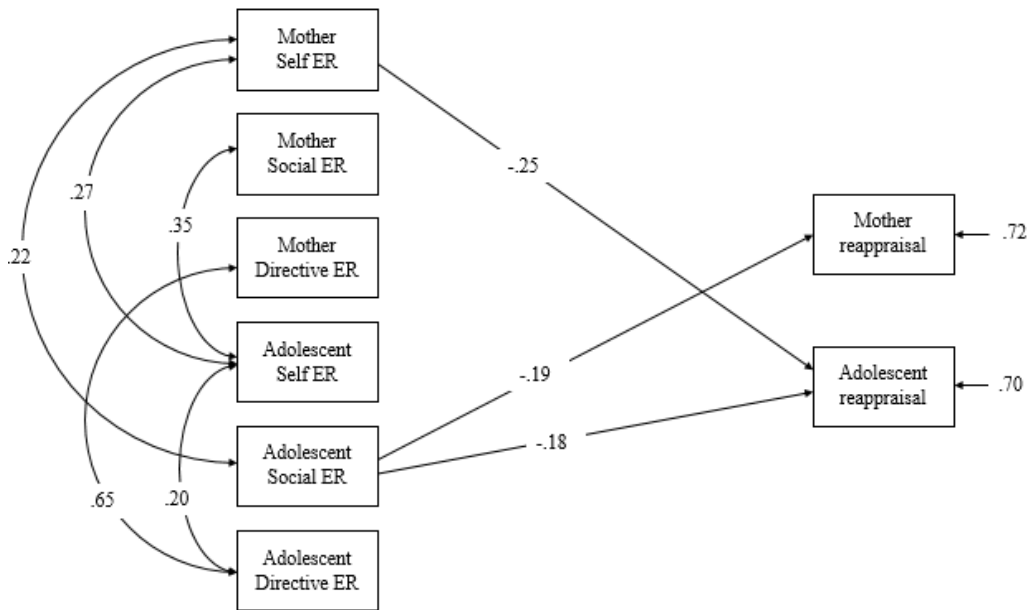


Figure 7. Actor and Partner Effects in Predicting Reappraisal for Sadness

Table 13

*Estimates for reappraisal in sadness after controlling for the total number of utterances*

	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Regression weights for mother reappraisal</b>				
Mother total utterance	.001	.002	.045	.749
Mother Self ER	-.001	.030	-.004	.970
Mother Social ER	.007	.024	.029	.768
Mother Directive ER	.002	.007	.006	.825
Adolescent total utterance	.000	.002	.019	.871
Adolescent Social ER	-.203	.103	-.193	.048
<b>Regression weights for adolescent reappraisal</b>				
Mother total utterance	.000	.002	.025	.854
Mother Self ER	-.079	.031	-.249	.011
Mother Social ER	.024	.025	.094	.337
Mother Directive ER	.002	.007	.031	.825

Table 13 (continued)

Adolescent total utterance	-.002	.002	-.115	.424
Adolescent Self ER	-.026	.037	-.073	.482
Adolescent Social ER	-.196	.103	-.180	.057
Adolescent Directive ER	.005	.015	.052	.735

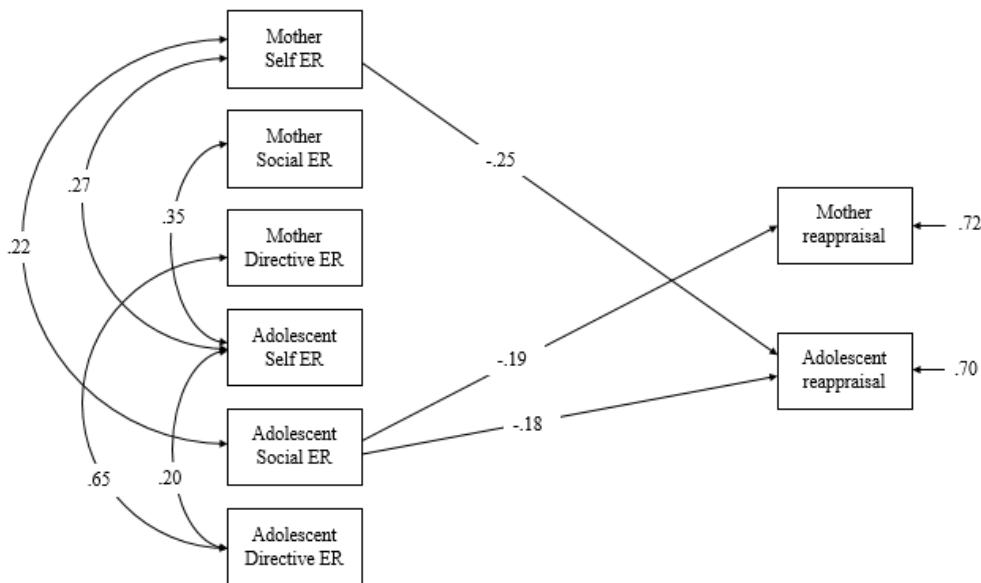


Figure 8. Actor and Partner Effects in Predicting Reappraisal for Sadness after Controlling for the Total Number of Utterances

levels. There was also a trend that the frequency of adolescent’ Social ER ( $\beta = -.180$ ,  $p = .057$ ) negatively predicted their own reappraisal levels.

### 4.3.2 APIM Analysis for Suppression in Sadness

#### 4.3.2.1 The Results of the Analysis without Control Variables

The model showed good fit to the data,  $\chi^2 (2, N = 107) = .584$ ,  $p = .747$ , GFI = .999, AGFI = .975, NNFI = .995, CFI = 1.00, RMSEA = .00, and no modification was suggested. There was a marginally significant and negative relationship between mothers’ use of ER themes in Social function and their suppression levels ( $\beta = -.181$ ,  $p = .046$ ). Moreover, mothers’ use of ER themes in Directive function ( $\beta = -.265$ ,  $p = .003$ ), and adolescents’ use of ER themes in Social function ( $\beta = -.204$ ,  $p = .027$ ) negatively predicted mothers’ suppression levels.

Table 14

*Estimates for suppression in sadness*

	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
Regression weights for mother suppression				
Mother Self ER	.006	.039	.015	.873
Mother Social ER	-.061	.031	-.181	.046
Mother Directive ER	-.017	.006	-.265	.003
Adolescent Social ER	-.294	.133	-.204	.027
Regression weights for adolescent suppression				
Mother Self ER	.043	.105	.132	.296
Mother Social ER	.023	.033	.070	.487
Mother Directive ER	-.006	.008	-.087	.480
Adolescent Self ER	-.050	.046	-.109	.285
Adolescent Social ER	-.150	.139	-.106	.280
Adolescent Directive ER	-.015	.015	-.123	.318



Figure 9. Actor and Partner Effects in Predicting Suppression for Sadness

### 4.3.2.2 The Results of the Analysis after Controlling for the Total Number of Utterances

The results of the analysis for suppression after controlling for the total number of utterances were also similar to the results of the analysis without any control variables. The model showed good fit to the data,  $\chi^2 (2, N = 107) = .222, p = .895$ , GFI = 1.00, AGFI = .989, NNFI = .999, CFI = 1.00, RMSEA = .00, and no modification was suggested. Mothers' use of Social ER ( $\beta = -.182, p = .048$ ) marginally, mothers' use of Directive ER ( $\beta = -.232, p = .042$ ), and adolescents' use of Social ER ( $\beta = -.206, p = .025$ ) negatively predicted mothers' suppression levels.

Table 15

*Estimates for suppression in sadness after controlling for the total number of utterances*

	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Regression weights for mother reappraisal</b>				
	-.002	.003	-.107	.419
Mother Self ER	.010	.039	.025	.790
Mother Social ER	-.061	.031	-.182	.048
Mother Directive ER	-.015	.007	-.232	.042
Adolescent total utterance	.002	.002	.088	.428
Adolescent Social ER	-.296	.132	-.206	.025
<b>Regression weights for adolescent reappraisal</b>				
Mother total utterance	-.001	.003	-.043	.758
Mother Self ER	.044	.042	.109	.287
Mother Social ER	.023	.034	.070	.491
Mother Directive ER	-.004	.009	-.067	.643
Adolescent total utterance	.001	.003	.065	.656
Adolescent Self ER	-.053	.048	-.116	.269
Adolescent Social ER	-.148	.139	-.105	.285

Table 15 (continued)

Adolescent Directive ER	-.018	.019	-.149	.333
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Figure 10. Actor and Partner Effects in Predicting Suppression for Sadness after Controlling for the Total Number of Utterances

### 4.3.3 APIM Analysis for Suppression in Anger

#### 4.3.3.1 The Results of the Analysis without Control Variables

The model showed good fit to the data,  $\chi^2 (2, N = 108) = .055, p = .973$ , GFI = .1.00, AGFI = .998, NNFI = .999, CFI = 1.00, RMSEA = .00, and no modification was suggested. However, none of the predicted relationships were significant; there was only a trend showing that adolescents' use of ER themes in Self function ( $\beta = -.195, p = .064$ ) was negatively associated with their own suppression levels.

Table 16

*Estimates for suppression in anger*

	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
Regression weights for mother suppression				
Mother Self ER	.017	.067	.024	.804
Mother Social ER	-.020	.021	-.095	.329

Table 16 (continued)

Mother Directive ER	-.002	.008	-.026	.792
Adolescent Social ER	-.019	.076	-.024	.801
Regression weights for adolescent suppression				
Mother Self ER	.063	.063	.093	.322
Mother Social ER	-.010	.022	-.050	.643
Mother Directive ER	-.011	.008	-.145	.176
Adolescent Self ER	-.073	.039	-.195	.064
Adolescent Social ER	-.055	.073	-.071	.456
Adolescent Directive ER	-.002	.014	-.012	.905

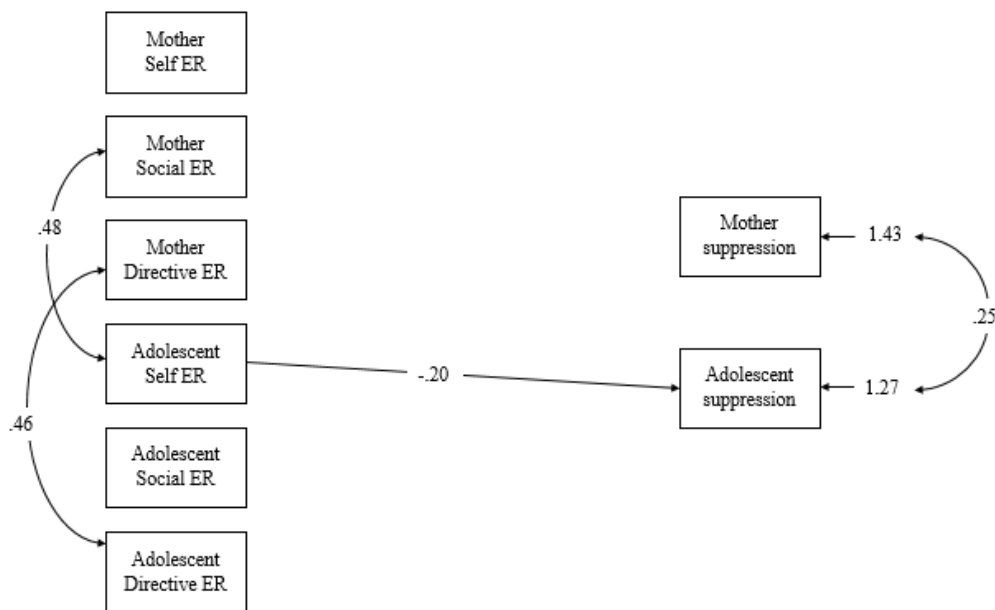


Figure 11. Actor and Partner Effects in Predicting Suppression for Anger

#### 4.3.3.2 The Results of the Analysis after Controlling for the Total Number of Utterances

The model showed good fit to the data,  $\chi^2(2, N = 108) = .360, p = .835$ , GFI = .999, AGFI = .982, NNFI = .999, CFI = 1.00, RMSEA = .00, and no modification was suggested. Similar to the model without control variables, none of the predicted relationships were significant. There was only a trend that adolescents' use of ER

themes in Self function ( $\beta = -.215, p = .063$ ) was negatively associated with their own suppression levels.

Table 17

*Estimates for suppression in anger after controlling for the total number of utterances*

	<i>B</i>	<i>SE</i>	$\beta$	<i>p</i>
<b>Regression weights for mother reappraisal</b>				
Mother total utterance	-.006	.003	-.300	.056
Mother Self ER	.044	.068	.064	.516
Mother Social ER	-.013	.022	-.062	.548
Mother Directive ER	.012	.011	.145	.291
Adolescent total utterance	.002	.002	.118	.316
Adolescent Social ER	-.015	.078	-.019	.850
<b>Regression weights for adolescent reappraisal</b>				
Mother total utterance	-.002	.003	-.074	.640
Mother Self ER	.070	.065	.104	.280
Mother Social ER	-.010	.023	-.049	.661
Mother Directive ER	-.008	.011	-.105	.462
Adolescent total utterance	.002	.003	.102	.548
Adolescent Self ER	-.080	.043	-.215	.063
Adolescent Social ER	-.063	.076	-.082	.407
Adolescent Directive ER	-.008	.019	-.060	.681

#### **4.3.4 Exploratory APIM Analysis while Comparing for Gender**

We tested the same models while comparing for adolescent gender in an exploratory way. While considering sadness, the models for females and males were not significantly different from each other for reappraisal,  $\Delta\chi^2(10, N = 107) = 7.211, p = .705$ , or for suppression,  $\Delta\chi^2(10, N = 107) = 10.021, p = .439$ . For anger, the results were similar to sadness that the models for females and males did not

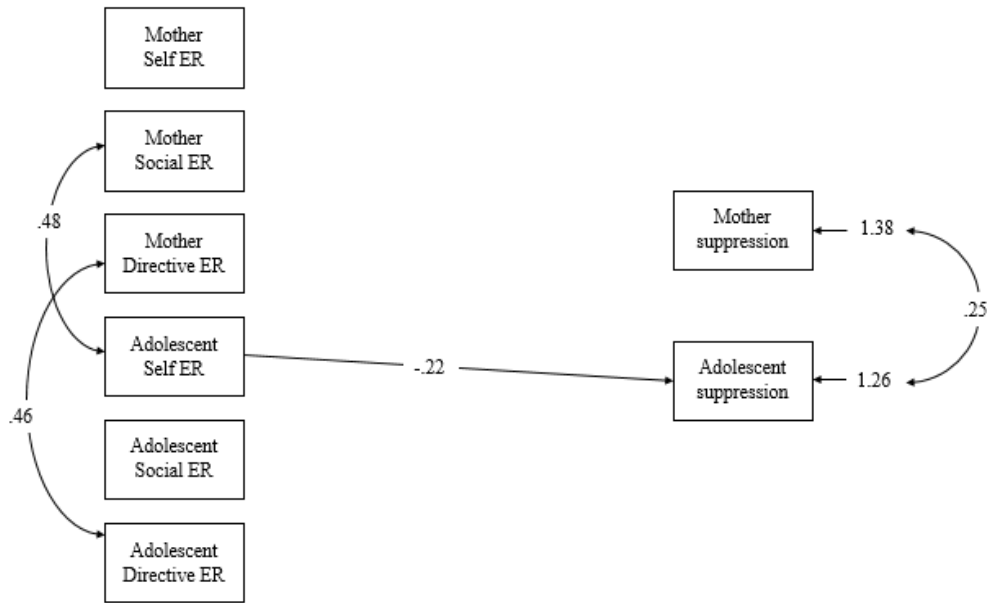


Figure 12. Actor and Partner Effects in Predicting Suppression for Anger after Controlling for the Total Number of Utterances

significantly differ from each other neither for reappraisal,  $\Delta\chi^2(10, N = 108) = 10.607, p = .389$ , nor for suppression,  $\Delta\chi^2(10, N = 108) = 8.581, p = .572$ .

#### 4.3.5 Exploratory APIM Analysis while Comparing for Maternal Education Level

We also tested the models while comparing for the level of maternal education for exploratory purposes. The models for low and high maternal education levels were not significantly different from each other in sadness neither for reappraisal,  $\Delta\chi^2(10, N = 107) = 8.125, p = .617$ , nor for suppression,  $\Delta\chi^2(10, N = 107) = 10.462, p = .401$ . While considering anger, there was also no significant difference between the models of low and high maternal education level for reappraisal,  $\Delta\chi^2(10, N = 108) = 13.538, p = .195$ , or for suppression,  $\Delta\chi^2(10, N = 108) = 7.192, p = .707$ .



## **CHAPTER 5**

### **DISCUSSION**

The current dissertation aimed to investigate the functional use of autobiographical memory (AM) during mother-adolescent reminiscing with a mixed method. We conducted a content analysis for the qualitative part of the study to examine whether emotion regulation (ER) occurs as a separate function. As a second and the quantitative part, there were two aims. For the first aim, we expected to observe differences in the frequencies of the functional use of AM in terms of type of emotion, family member, adolescent gender, and type of function. We conducted Linear Mixed Model analyses to examine the hypothesized differences. For the second aim, we examined dyadic relationships between mothers' and adolescents' use of ER themes in each function and their ER strategies. Actor-Partner Interdependence Model (APIM) analyses were carried out for sadness and anger, separately. All analyses were run with and without the control variable that was the total number of utterances, in order to investigate whether findings would change according to the length of the conversations.

#### **5.1 Findings Regarding the First Aim of the Current Study**

While considering the first aim, the hypothesized main effects were confirmed for the most part. First of all, there were more functions for negative emotions (i.e. sadness and anger) compared to happiness. Parents discussed about emotions more frequently while reminiscing about negative emotions with their children compared to reminiscing about positive emotions (Sales et al., 2003). Furthermore, younger adults' lower levels of self-concept clarity predicted higher levels of Self function, which indicates the functional use of AM in case of self-threatening situations (Bluck & Alea, 2008; 2009). From an evolutionary perspective, in case of life-threatening situations, individuals automatically create solutions by remembering similar episodes from their past (Pillemer, 2003). This line of research

show the salience of negative emotions and situations in terms of functional use of AM. Second of all, there was more frequent use of Social function compared to Self and Directive functions. Since reminiscing is a social way of remembering, individuals mostly used socially oriented utterances in order to initiate and maintain the dialogue between them. Moreover, Social function was found to be salient for all life phases different from other functions (Bluck & Alea, 2009), which demonstrates the significance of Social function. Third of all, for the main effect of gender, it was marginally significant without the covariate, and it became significant after controlling for the total number of utterances. Specifically, the conversations between female adolescents and their mothers included more AM functions than male adolescents and their mothers did. This finding was also in line with previous studies that while talking with their daughters, parents emphasized more about their emotions, compared to their sons (Fivush et al., 2003).

For the hypotheses regarding two-way interactions, we expected an interaction between family member and function type, which was partially confirmed. Adolescents reported more frequent use of Self function, which occurred in an expected way, yet mothers reported more frequent use of Social and Directive functions, which was not an expected finding. Younger adults use their autobiographical memories for Self and Directive purposes more frequently than older adults do (Bluck & Alea, 2008; 2009). In the current study, the finding for Self function was in line with the previous literature. Adolescence is an important period for autonomy and identity development, throughout which they start to create coherent life stories (Habermas & Bluck, 2000). Previous studies partially provided support about the findings of mothers' use of AM functions. These studies assessed age-related differences with self-reports, and Directive function included directing individuals' own behaviors. In the current study, individuals' attempts to direct both their own and their conversational partners' behaviors were coded as Directive function. Kulkofsky and her colleagues (2009) examined mothers' reports about why they reminiscence with their children, and they mostly reported social reasons, such as teaching their children to establish and maintain relationships. They also reported the reasons for teaching their children to solve problems, to regulate behaviors and

emotions. Talking about self-related purposes, to assist the child for developing identity, was the least frequently reported reason by the mothers. Hence, mothers' greater use of Social and Directive functions could be explained by the developmental perspective that mothers mostly used their autobiographical memories to teach their children about directing behaviors and social relationships.

We also hypothesized that Social function would occur more frequently for happiness, and Directive function would occur more frequently for sadness and anger. We found a significant two-way interaction between emotion type and function, yet some of the differences did not occur in an expected way. First of all, there was no significant difference for the frequency of Self function. We also did not expect a significant difference for Self function, since there was no study examining the role of different types of emotion in Self function, to the best of our knowledge. Second of all, Social function occurred more frequently for anger, compared to sadness and happiness, which was contrary to our expectations. Previous studies focused on the social bonding aspect of Social function, and suggested that it occurs more frequently while talking about emotionally positive events (Fivush, 2007). However, we also coded for individuals' own perspective about the experience in a social context. Therefore, the conversational turns between mothers and adolescents might become more frequent in an angry experience, and this situation might lead to the more frequent use of Self function for anger. Last of all, there was no significant difference for Directive function. This unexpected finding could be explained by the role of family member, since there was a three-way interaction between emotion type, family member, and function.

In the current study, we did not have any specific hypothesis either about the three-way or the four-way interactions, because this study was the first one to examine all these variables simultaneously. There was only one significant three-way interaction between emotion type, family member, and function. First of all, adolescents reported greater amount of Self function compared to their mothers, for all emotions. This finding demonstrates the essential role of Self function for adolescents, and even for all types of emotions. Second of all, the frequency of mothers' use of Social function was higher than adolescents for sadness and

happiness, but there was no difference for anger. As previously mentioned, mothers' more frequent use of Social function might be due to their instructive motivations. However, the frequency of Social function was similar among mothers and adolescents for anger. Turkish mothers were more encouraging about their children's sadness expressions than anger expressions (Corapci, Aksan, & Yagmurlu, 2012). While talking about anger, focusing on social aspects might be more challenging for mothers, and they might have had a more didactic focus. Last of all, mothers reported more frequent use of Directive function compared to their children for sadness and anger, yet there was no difference for happiness. This finding was in line with the previous literature that parents have more guiding role while reminiscing about emotionally negative events compared to positive emotions (Fivush, 2007; Wang & Fivush, 2005). The results for the first aim were similar with or without the covariate, except for the main effect of gender. These findings could be considered as a strength of the current study, because the differences in the frequency of functional use of AM were independent from the total number of utterances.

### **5.2 Findings Regarding the Second Aim of the Current Study**

While considering the second aim, we hypothesized that mothers' use of ER themes in Self, Social, and Directive functions would positively predict their own and their adolescent children's reappraisal levels, and negatively predict suppression levels. Adolescents' use of ER themes in Self and Directive functions would positively predict their own reappraisal and negatively predict their own suppression levels. There would be both actor and partner effects for their use of ER themes in Social function. These hypothesized relationships would occur similarly for sadness and anger, yet we did not have any specific hypotheses for happiness, and investigated the role of happiness in an exploratory way. Our hypotheses were partially confirmed, and some the relationships occurred in the opposite direction of what we expected. While considering the findings for sadness, the frequency of mothers' Self ER negatively predicted adolescents' reappraisal levels. The frequency of adolescents' Social ER marginally and negatively predicted their own reappraisal levels, and there was a trend that adolescents' Social ER was negatively associated with their mothers' reappraisal levels. The frequency of mothers' Social ER

marginally and negatively predicted their own suppression levels, and the frequency of mothers' Directive ER and adolescents' Social ER negatively predicted mothers' suppression levels. While considering anger, there was only a trend that the frequency of adolescents' Self ER was negatively associated with their own suppression levels. All analyses showed similar results with or without controlling for the total number of utterances, which is a strength of the current study that the actor and partner effects between the frequency of ER themes and ER strategies are independent from the overall length of the conversations.

While considering that only a few of the expected relationships have been observed, the role of the coding scheme could be taken into account. We focused on which function each utterance belongs to, but the utterances in the same function might have different influences. A mother could try to decrease the intensity of the negative emotion for her child, with or without acknowledging the importance of that emotion. For instance, on one hand, one adolescent was sad, because her mother did not buy the book she wanted. The mother said that it was ridiculous to be sad about it, since there are lots of hungry people in the world. On the other hand, another mother was giving a lesson to her daughter about not to be sad about small things with more warmth and acceptance. Both of the mothers' utterances were coded as Directive ER, since they tried to give advice about ER. Sometimes, even the same words can imply and underline different concepts for different people. Therefore, the coding scheme might be insufficient to detect more implicit features. After determining which function each utterance belongs to, the emotional valence (i.e. positive or negative) of that utterance could be considered. Moreover, we focused on the frequency of the functions, as in the previous studies based on coding schemes. However, repetitive mothers might ask the similar questions or give the same piece of information, repeatedly. Therefore, the intensity for each function could be coded in addition to the frequency in the future studies. For instance, one sentence, which is elaborative and rich in emotional content, might have a stronger effect compared to less intense repeated sentences. Taken together, the coding scheme might be insufficient to cover all characteristics of mother-adolescent pairs, which might have led to exploring fewer relationships than expected.

We developed the coding scheme through content analysis, and even though inter-rater reliability was assessed, coding still includes subjective judgment. Adding new levels to the coding scheme would increase the subjectivity, and influence the relationships. Therefore, we concluded that examining the role of possible moderators or mediators in the relationships should reveal more accurate findings. For instance, emotional valence and intensity of the utterances might change as a function of relationship characteristics. As suggested by Alea and Bluck (2003), Social function should be examined while considering several characteristics and the interactions among them. Conversational partners' individual characteristics, their relationship characteristics, and their orientations during reminiscing might have an influence on the occurrence of Social function for both partners. Similarly, while retelling past events, individuals reported better ER when their conversational partners show agreement with them (Pasupathi, 2003). Taken together, there might be moderating or mediating roles about individuals and their relationships, which might avoid exploring the expected relationships.

The quality of mother-adolescent relationship might be an important factor for the association between the functional use of AM and ER strategies. While reminiscing about one-point-in-time events in a single time point, mothers and adolescents might not exhibit their general conversational characteristics. Most of the AM research has been focused on reminiscing, and previous research have shown that reminiscing characteristics reflect individuals' own characteristics. However, we can speculate that there are still event-specific or time-specific characteristics while conducting studies. For instance, a mother could be insensitive to her child's emotions in general, but the event that they chose might be an emotionally intense, or even a traumatic event (e.g. loss of a loved one). While reminiscing about that event, the mother might display more acceptance and empathic reactions compared to daily stressors, which have been found to be related to well-being and physiological symptoms (Almeida, 2005). Consequently, general relationship quality could be considered as a key factor in mother-adolescent reminiscing characteristics, and related to the findings of the study.

Maternal education level might be another factor that contributes into the nature of these conversations. The associations between ER themes in AM functions and ER strategies might be different for people from different socioeconomic backgrounds. For instance, Turkish mothers with higher education levels reported less minimizing and punitive reactions to their children's sadness. However, they also reported more distress about their children's sadness, which might be due to considering their parenting skills as less efficient (Corapci et al., 2012). These findings showed that Turkish mothers with higher education levels show more positive reactions to their children, yet their own experiences are more negative in case of sadness, compared to mothers with lower education levels. The participant characteristics of the current study showed heterogeneity for the most part in terms of maternal education level. We conducted multiple group comparison analysis in order to explore the possible role of maternal education in the hypothesized relationships. The models for mothers with low and high education levels were not significantly different from each other. However, the sample size was insufficient in the analyses, since it was divided into two groups, and the analysis had less power to detect significant effects. In summary, maternal education level might be an important factor regarding the associations between AM functions and ER strategies, and it should be considered in future studies.

Coding for the ER themes in each function in the current study was based on the coding scheme for ER in mother-child reminiscing in previous research. The related coding scheme focused on mothers' and children's discussions about emotional aspects of the event, and ER was conceptualized as both emotional understanding and regulation (Wang & Fivush, 2005). Therefore, some of the ER themes in Self and Social functions might not reflect emotion regulatory attempts, and might be regarded as emotional talk instead of ER. We can speculate that talking about emotions is the opposite of suppression by its nature; thus, the relationships for suppression were in a negative direction, as hypothesized. Specifically, mothers who emphasized emotions for social and directive purposes reported lower levels of suppression. Moreover, adolescents' focus on emotions in a socially oriented way

predicted lower levels of maternal suppression. These findings indicate reciprocal relationships between mothers and adolescents in terms of ER (Cole et al., 2004).

We also found negative relationships for reappraisal, on the contrary to the hypotheses. There was a trend that adolescents' use of ER themes in Social function was negatively associated with mothers' reappraisal levels. According to most of the research on ER, reappraisal was found to be related to better psychological outcomes, while suppression was found to be related to worse outcomes (Gross & John, 2003; Moore, Zoellner, & Mollenholt, 2008). However, mothers' reappraisal and suppression levels were found to be positively correlated in the current study. In that sense, the role of culture should be considered. In one study comparing German and Turkish women living in Germany, a significant difference was found between German and Turkish women in terms of ER balance (i.e. using both strategies in a similar extent) indicating that German women reported greater use of reappraisal, while Turkish women reported ER balance. Moreover, suppression was found to be negatively associated with mental well-being outcomes, such as negative affect, loneliness, and dysfunctional attitudes for healthy Turkish women, but not for depressed Turkish women. These findings suggested that for healthy Turkish women, using reappraisal in addition to suppression leads to more positive outcomes, yet for depressed Turkish women, who used suppression superior to reappraisal, suppression leads to more negative outcomes (Arens, Balkir, & Barnow, 2012). One might speculate that suppression does not always imply a maladaptive way of ER, and its conceptual framework in different cultural contexts might influence the outcomes. In a similar vein, we can speculate that reappraisal might not always imply positive outcomes. More recent research suggests that instead of differentiating between adaptive and maladaptive ER as trait-like, considering different contexts reveal more accurate findings. For instance, Brockman, Ciarrochi, Parker, and Kashdan (2017) used a daily diary method, and found that half of the participants reported decreased level of negative affect, while the other half reported increased level of negative affect in case of using cognitive reappraisal. Consequently, the adaptiveness of ER strategies should be considered as context dependent, and discussing about emotions might not always lead to more frequent use of reappraisal for mothers or adolescents.



Regarding adolescents' reappraisal, mothers' Self ER and adolescents' Social ER were found to be negatively associated with reappraisal levels. As suggested by Morris and her colleagues (2007), how emotions are experienced in the family context is important for ER development, and we expected that mothers' talking about their own emotions would positively predict adolescents' reappraisal. However, once adolescents become able to understand and interpret emotions more appropriately, the role of mothers' talking about their own emotions might also disappear. On another note, we asked mother-adolescent pairs to talk about the events during which the adolescents felt sad, angry, and happy. In that sense, mothers' focus on their own emotions and adolescents' focus on the emotions in a socially oriented way instead of on their own emotions might have indicated more problematic ER skills for mothers. In one study (Saritaş & Gençöz, 2012) examining Turkish adolescents' and mothers' reports about adolescents' ER difficulties, a discrepancy was found showing that adolescents reported more ER difficulties for themselves compared to their mothers' reports about them. This discrepancy was higher for the mothers, who reported ER difficulties for themselves. Throughout childhood, parental reports about children' ER abilities are important measuring tools, yet the objectivity of parental reports decreases during adolescence, especially for the mothers who have been experiencing ER difficulties themselves (Saritaş & Gençöz, 2012). In the current study, mothers' less awareness about their adolescent children's emotions might have led to lower levels of reappraisal for adolescents.

The findings revealed that adolescent suppression was not significantly predicted by any of the independent variables in the model, and there was only a trend showing that their ER themes in Self function was negatively associated with their suppression. These findings can be explained by the developmental characteristics of adolescence. Bariola, Gullone, and Hughes (2011) reviewed the studies about ER development in childhood and adolescence. Brain development (i.e. limbic system and prefrontal cortex) leads adolescents to have more cognitive capacities, as well as experiencing psychosocial changes, such as social relationships, educational challenges, and pushing for autonomy, enables the adolescents to have more competent ER skills. Previous research examining the role of socialization with

parents in ER were mostly conducted with infants and children, and there are a few studies included adolescents. Parental role was found to be still important in adolescence, but its effect might have decreased (see Bariola et al., 2011 for a review).

The nature of the relationship with parents also changes throughout adolescence. Even though the current research suggests that it is not characterized by difficulty and negativity, as earlier literature suggested, parent-adolescent relationship usually marks a transition stage in terms of autonomy, and negotiation becomes important for this transition (Steinberg, 2001). Taken together, developmental changes in adolescence might be the reason for the lack of significant relationships for the adolescent suppression, and potential factors could be investigated in future studies.

The role of different types of emotions is also salient to understand the different patterns of AM functions used for different emotions. Specifically, all significant relationships in the current research were observed for sadness, there was only a trend for anger, and there was no significant relationship for happiness. While considering the distinction of positive and negative types of emotions, most of the research focused on negative emotions in terms of ER, which might also be because of the lack of significant outcomes for positive emotional memories. It was suggested that talking about negative emotions has the function of teaching emotion regulatory abilities to children, while people are more likely to talk about positive emotions for social purposes (Fivush, 2007; Wang & Fivush, 2005). Similarly, parents emphasized the causes and outcomes of the emotions while talking about negative emotions with their children compared to the times that they talk about positive emotions (Sales et al., 2003). We examined happiness for exploratory purposes, and the lack of a significant relationships was in line with previous literature. For the distinction between sadness and anger, Turkish mothers were found to be more encouraging for the expression of sadness than they were for the expression of anger, for their children. Moreover, mothers' minimizing reactions for their children's anger was found to be associated with lower levels of aggression (Corapci et al., 2012). The researchers argued that anger might be considered as inappropriate to express in Turkish cultural context by the parents. In a caring environment, children may not

interpret their mothers' minimizing reactions for anger as disregarding their emotions, but they may evaluate the anger inducing event as less important, and showed lower levels of aggression, in turn (Corapci et al., 2012). These findings suggest that talking about anger might not be as beneficial as talking about sadness, in terms of the ER in Turkish cultural context. One strength of the current research was that the associations remained the same even after controlling for the total number of utterances, which might be considered to indicate the robustness of these associations.

### **5.3 Limitations, Contributions, and Implications**

There are some limitations to the current study. First of all, even though researchers received an intensive training in addition to the constant feedback provided for each student and each week for a semester, the instructions for the reminiscing task might have shown differences for different researchers. Second of all, interrater reliability between the main coder and second and third coders for adolescent Directive ER remained low. This finding indicates that it is difficult to determine adolescents' attempts for directing their behaviors for ER purposes, and to differentiate them from other functions. Therefore, the findings regarding adolescent Directive ER should be interpreted cautiously, and this issue should be considered in future studies. Third of all, the mother-adolescent reminiscing task might not be evaluated as a purely naturalistic context. The frequency of AM conversations in families varies in different families and cultural contexts. These conversations are usually measured through structured observations, in which researchers asked the participants to talk about a certain past event. Even though the frequency of talking about past events between family members varies, it usually occurs naturally in the daily conversations of families. Thus, memory researchers usually evaluate this kind of research as mostly naturalistic. Last of all, even though the coding scheme developed through the content analysis could be considered as a comprehensive one, the type of tasks and different questions might have yielded better variance in revealing the AM functions.

This study also made important contributions to the existing literature. While considering that most of the previous research on functions of AM have been

conducted with self-reports, which might be regarded as insufficient to cover more automatic and unconscious use of memories, conducting a mixed-method study enabled us to examine how functions of AM occurs in a conversational and naturalistic context with an in-depth analysis. It also enabled us to see how functional use of AM with the emphasis on ER themes would be related to ER strategies in a dyadic setting. The qualitative part of the study showed that mother-adolescent pairs' use of AM functions are in tune with the literature, and ER themes occurred in Self, Social, and Directive functions. The same themes occurred in the content analysis were also observed in the main study, which indicates the validity of the functional themes. Moreover, there are some studies examining mother-child reminiscing while focusing on development-specific functions (i.e. how mothers' reminiscing characteristics influence their children developmental processes). However, adolescence could be considered as a critical period, because adolescents can use their memories to create a coherent life story, and also the interactions with their mothers become more reciprocal. Since there are no studies conducted with mother-adolescent pairs, to the best of knowledge, investigating the functions that occur during mother-adolescent reminiscing would make an important contribution to the literature both in terms of understanding the developmental effects of mothers on their adolescent children, and examining how individuals manage their own remembering processes.

While considering the quantitative part, there are some studies examining the role of several factors in the functional use of AM, yet we examined how different type of emotions, different family members, gender, and type of functions interact with each other in a more comprehensive way. For instance, adolescents' greater emphasis on Self function occurred for all types of emotions, yet mothers' greater emphasis on Social and Directive functions showed differences across different emotions. We also examined the dyadic relationships for the functional use of AM and ER strategies, both for mothers and adolescents. Reminiscing is a social way of remembering, and both partners' characteristics influence the way they reminisce, and also the outcomes. Previous studies mostly examined individuals' own remembering processes or their beliefs and attitudes about reminiscing. To the best of our knowledge, there was no study examining the dyadic relationships between

conversational partners' remembering processes in a relatively naturalistic context, and by using model testing analysis through Actor-Partner Interdependence Model (APIM). Finding actor and partner effects both for mothers and adolescents demonstrated the importance of the dyadic relationships in a social context. Moreover, using APIM enabled us to control for the covariance between mothers' and adolescents' use of functions, which were assumed to be interrelated due to having conversational turns between them. The reason why some the expected relationships turned out to be in the opposite direction might be due to the dyadic nature of the current study. However, these conversations take place in daily life between dyads, therefore APIM analyses that we applied might have increased the ecological validity of this study.

Previous studies about functions of AM mostly examined the factors related to the reasons why we use our memories. However, it is also important to understand the outcomes of functional use of AM. This study should make a contribution to the literature by revealing individuals' ER strategies that are predicted by emotion-focused functional use of AM, which represents the significance of AM functions on psychological health. Finally, the current study was the first one to examine the functional use of AM in a conversational context, and its relation to ER strategies in Turkish cultural context, to the best of our knowledge. Regarding the role of cultural context in functions of AM and ER strategies, the current study would make an important contribution to the literature, considering that findings both from qualitative and quantitative parts also provides a validation of the findings from previous literature in a non-western cultural context.

There are intervention programs to improve the structural and content characteristics of mother-child reminiscing. Yet, new intervention programs to improve the functional use of AM during reminiscing and its outcomes should be designed regarding the findings of the study. First of all, the conversations between male adolescents and their mothers consisted of less frequent use of AM functions. Previous studies (Fivush et al., 2003) showed that parents have a more elaborative style, and more frequently discuss emotions while reminiscing with their daughters. The current study showed that these stylistic differences also occur for the functional

use of AM, and intervention studies should create an understanding and awareness about these gender differences. Second of all, mothers' emphasis on their own emotions was negatively associated with adolescents' reappraisal levels. Talking about emotions has been found to be an important factor in children's ER development. However, the findings of the current study demonstrated that mother-child interactions and mother-adolescent interactions might have different requirements. When children become adolescents, as individuals capable of understanding and regulating emotions, it might be more important to focus on adolescents' emotions instead of mothers' emotions. Therefore, intervention programs should inform parents about the fact that not just talking about emotions is important, but the focus should be more on the adolescents. Last of all, we found more significant associations for sadness compared to anger and happiness, which might indicate that talking about sadness has a greater role in ER development.

#### **5.4 Directions for Future Research**

Autobiographical memory functions have been extensively studied, yet both the methodology and the existing coding schemes could be improved in order to examine its use in different contexts. Future studies could improve the coding schemes by adding new levels for the themes, such as emotional valence and intensity. Since life phase is an important characteristic of the functional use of AM, it would be fruitful to examine the reminiscing between mothers and children from different age groups. Functions in reminiscing between siblings and peers would also be worthwhile to investigate, since they have greater reciprocity, and their influence increases throughout lifespan. Last but not least, longitudinal studies are essential to explore the developmental changes in the issue. The current study gives information about one specific time period among mother-adolescent interactions, which might be a limitation of the study, as well.

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Wilson, A., & Ross, M. (2003). The identity function of autobiographical memory: Time is on our side. *Memory*, 11, 137-149. doi: 10.1080/741938210

## A. MOTHER DEMOGRAPHIC INFORMATION FORM

1. Doğum tarihiniz (lütfen gün/ay/yıl olarak yazınız) ve yaşınız:

\_\_\_\_\_

2. Araştırmaya katılan çocuğunuzun doğum tarihi ve yaşı:

\_\_\_\_\_

3. Araştırmaya katılan çocuğunuzun cinsiyeti:

\_\_\_\_\_

4. Araştırmaya katılan çocuğunuz kaçınıcı çocuk:

\_\_\_\_\_

5. Varsa diğer çocuklarınızın yaşı ve cinsiyeti:

\_\_\_\_\_

6. Medeni durumunuz (lütfen kaç yıldır evli veya ayrı olduğunuzu belirtiniz):

\_\_\_\_\_

7. Eğitim Durumunuz:

- İlkokul mezunu  
 Ortaokul mezunu  
 Lise mezunu  
 Üniversite mezunu  
 Yüksek lisans/doktora mezunu

8. Eşinizin Eğitim Durumu:

- İlkokul mezunu  
 Ortaokul mezunu  
 Lise mezunu  
 Üniversite mezunu  
 Yüksek lisans/doktora mezunu

9. Ailenizin aylık geliri:

- 0-1500 TL
- 1500- 2000 TL
- 2000-3000 TL
- 3000-5000 TL
- 5000 TL ve üzeri

10. Sizde ya da ailenizde teşhis edilmiş herhangi bir kronik rahatsızlık var mı?  
Varsa lütfen kimde olduğunu ve rahatsızlığı belirtiniz.

---

11. Sizde ya da ailenizde teşhis edilmiş herhangi bir psikolojik rahatsızlık var mı?  
Varsa lütfen kimde olduğunu ve rahatsızlığı belirtiniz.

---

12. Az önce çocuğunuzla konuştuğunuz üzgün olay ne kadar zaman önce gerçekleşmişti?

---

13. Bu olay sizin için ne kadar önemliydi?

Çok önemsiz	Biraz önemsiz	Ne önemli ne önemsiz	Biraz önemli	Çok önemli
1	2	3	4	5

14. Az önce çocuğunuzla konuştuğunuz kızgın olay ne kadar zaman önce gerçekleşmişti?

---

15. Bu olay sizin için ne kadar önemliydi?

Çok önemsiz	Biraz önemsiz	Ne önemli ne önemsiz	Biraz önemli	Çok önemli
1	2	3	4	5

**16.** Az önce çocuđunuzla konuřtuđunuz mutlu olay ne kadar zaman önce gerekleřmiřti?

---

**17.** Bu olay sizin iin ne kadar nemliydi?

ok nemsiz	Biraz nemsiz	Ne nemli ne nemsiz	Biraz nemli	ok nemli
1	2	3	4	5

## B. ADOLESCENT DEMOGRAPHIC INFORMATION FORM

1. Kaçınıcı sınıfa gidiyorsunuz?

---

2. Okulunuz devlet okulu mu özel okul mu?

---

3. Az önce annenizle konuştuğunuz üzgün olay ne kadar zaman önce gerçekleşmişti?

---

4. Bu olay sizin için ne kadar önemliydi?

Çok önemsiz	Biraz önemsiz	Ne önemli ne önemsiz	Biraz önemli	Çok önemli
1	2	3	4	5

5. Az önce annenizle konuştuğunuz kızgın olay ne kadar zaman önce gerçekleşmişti?

---

6. Bu olay sizin için ne kadar önemliydi?

Çok önemsiz	Biraz önemsiz	Ne önemli ne önemsiz	Biraz önemli	Çok önemli
1	2	3	4	5

7. Az önce annenizle konuştuğunuz mutlu olay ne kadar zaman önce gerçekleşmişti?

---

8. Bu olay sizin için ne kadar önemliydi?

Çok önemsiz	Biraz önemsiz	Ne önemli ne önemsiz	Biraz önemli	Çok önemli
1	2	3	4	5

## C. BECK DEPRESSION INVENTORY

Bu form son bir (1) hafta içerisinde kendinizi nasıl hissettiğinizi araştırmaya yönelik 21 maddeden oluşmaktadır. Her maddenin karşısındaki dört cevabı dikkatlice okuduktan sonra, size en çok uyan, yani sizin durumunuzu en iyi anlatanı işaretlemeniz gerekmektedir.

1-

0. Kendimi üzüntülü ve sıkıntılı hissetmiyorum.
1. Kendimi üzüntülü ve sıkıntılı hissediyorum.
2. Hep üzüntülü ve sıkıntılıyım. Bundan kurtulamıyorum.
3. O kadar üzüntülü ve sıkıntılıyım ki artık dayanamıyorum.

2-

0. Gelecek hakkında mutsuz ve karamsar değilim.
1. Gelecek hakkında karamsarım.
2. Gelecekte beklediğim hiçbir şey yok.
3. Geleceğim hakkında umutsuzum ve sanki hiçbir şey düzelmeyecekmiş gibi geliyor.

3-

0. Kendimi başarısız bir insan olarak görmüyorum.
1. Çevremdeki birçok kişiden daha çok başarısızlıklarım olmuş gibi hissediyorum.
2. Geçmişe baktığımda başarısızlıklarla dolu olduğunu görüyorum.
3. Kendimi tümüyle başarısız biri olarak görüyorum.

4-

0. Birçok şeyden eskisi kadar zevk alıyorum.
1. Eskiden olduğu gibi her şeyden hoşlanmıyorum.
2. Artık hiçbir şey bana tam anlamıyla zevk vermiyor.
3. Her şeyden sıkılıyorum.

5-

0. Kendimi herhangi bir şekilde suçlu hissetmiyorum.
1. Kendimi zaman zaman suçlu hissediyorum.
2. Çoğu zaman kendimi suçlu hissediyorum.
3. Kendimi her zaman suçlu hissediyorum.

6-

0. Bana cezalandırılmışım gibi gelmiyor.
1. Cezalandırılabilceğimi hissediyorum.
2. Cezalandırılmayı bekliyorum.
3. Cezalandırıldığımı hissediyorum.

7-

0. Kendimden memnunum.
1. Kendi kendimden pek memnun değilim.
2. Kendime çok kızıyorum.
3. Kendimden nefret ediyorum.

8-

0. Başkalarından daha kötü olduğumu sanmıyorum.
1. Zayıf yanların veya hatalarım için kendi kendimi eleştiririm.
2. Hatalarımdan dolayı ve her zaman kendimi kabahatli bulurum.
3. Her aksilik karşısında kendimi hatalı bulurum.

9-

0. Kendimi öldürmek gibi düşüncelerim yok.
1. Zaman zaman kendimi öldürmeyi düşündüğüm olur. Fakat yapmıyorum.
2. Kendimi öldürmek isterdim.
3. Fırsatını bulsam kendimi öldürürdüm.

10-

0. Her zamankinden fazla içimden ağlamak gelmiyor.
1. Zaman zaman içinden ağlamak geliyor.
2. Çoğu zaman ağlıyorum.
3. Eskiden ağlayabilirdim şimdi istesem de ağlayamıyorum.

11-

0. Şimdi her zaman olduğumdan daha sinirli değilim.
1. Eskisine kıyasla daha kolay kızıyor ya da sinirleniyorum.
2. Şimdi hep sinirliyim.
3. Bir zamanlar beni sinirlendiren şeyler şimdi hiç sinirlendirmiyor.



12-

0. Başkaları ile görüşmek, konuşmak isteğimi kaybetmedim.
1. Başkaları ile eskiden daha az konuşmak, görüşmek istiyorum.
2. Başkaları ile konuşma ve görüşme isteğimi kaybettim.
3. Hiç kimseyle konuşmak görüşmek istemiyorum.

13- 0. Eskiden olduğu gibi kolay karar verebiliyorum.

1. Eskiden olduğu kadar kolay karar veremiyorum.
2. Karar verirken eskisine kıyasla çok güçlük çekiyorum.
3. Artık hiç karar veremiyorum.

14-

0. Aynada kendime baktığımda değişiklik görmüyorum.
1. Daha yaşlanmış ve çirkinleşmişim gibi geliyor.
2. Görünüşümün çok değiştiğini ve çirkinleştiğimi hissediyorum.
3. Kendimi çok çirkin buluyorum.

15-

0. Eskisi kadar iyi çalışabiliyorum.
1. Bir şeyler yapabilmek için gayret göstermem gerekiyor.
2. Herhangi bir şeyi yapabilmek için kendimi çok zorlamam gerekiyor.
3. Hiçbir şey yapamıyorum.

16-

0. Her zamanki gibi iyi uyuyabiliyorum.
1. Eskiden olduğu gibi iyi uyuyamıyorum.
2. Her zamankinden 1-2 saat daha erken uyanıyorum ve tekrar uyuyamıyorum.
3. Her zamankinden çok daha erken uyanıyor ve tekrar uyuyamıyorum.

17-

0. Her zamankinden daha çabuk yorulmuyorum.
1. Her zamankinden daha çabuk yoruluyorum.
2. Yaptığım her şey beni yoruyor.
3. Kendimi hemen hiçbir şey yapamayacak kadar yorgun hissediyorum.

18-

0. İştahım her zamanki gibi.
1. İştahım her zamanki kadar iyi değil.
2. İştahım çok azaldı.
3. Artık hiç iştahım yok.

19-

0. Son zamanlarda kilo vermedim.
1. Zayıflamaya çalışmadığım halde iki kilodan fazla kilo verdim.
2. Zayıflamaya çalışmadığım halde dört kilodan fazla kilo verdim.
3. Zayıflamaya çalışmadığım halde altı kilodan fazla kilo verdim.

20-

0. Sağlığım beni fazla endişelendirmiyor.
1. Ağrı, sancı, mide bozukluğu veya kabızlık gibi rahatsızlıklar beni endişelendiriyor.
2. Sağlığım beni endişelendirdiği için başka şeyleri düşünmek zorlaşıyor.
3. Sağlığım hakkında o kadar endişeliyim ki başka hiçbir şey düşünmüyorum.

21-

0. Son zamanlarda cinsel konulara olan ilgimde bir değişme fark etmedim.
1. Cinsel konularla eskisinden daha az ilgiliyim.
2. Cinsel konularla şimdi çok daha az ilgiliyim.
3. Cinsel konular olan ilgimi tamamen kaybettim.

## D. EMOTION REGULATION QUESTIONNAIRE

Aşağıda insanların duygularını kontrol etmekte kullandıkları bazı yöntemler verilmiştir. Lütfen her durumu dikkatlice okuyunuz ve her birinin sizin için ne kadar doğru olduğunu içtenlikle yanıtlayınız.

- 1- Hiç doğru değil
- 2- Çok az doğru değil
- 3- Bazen doğru
- 4- Kısmen doğru
- 5- Oldukça doğru
- 6- Tamamen doğru

1. Duygularımı içinde bulunduğum durum hakkındaki düşüncelerimi değiştirerek kontrol ederim.	1	2	3	4	5	6
2. Hissettiğim olumsuz duyguları azaltmak istediğimde, içinde bulunduğum durum hakkındaki düşüncelerimi değiştiririm.	1	2	3	4	5	6
3. Hissettiğim olumlu duyguları arttırmak istediğimde, içinde bulunduğum durum hakkındaki düşüncelerimi değiştiririm.	1	2	3	4	5	6
4. Hissettiğim olumlu duyguları (sevinç veya eğlence/coşku gibi) arttırmak istediğimde, düşündüğüm şeyleri değiştiririm.	1	2	3	4	5	6
5. Hissettiğim olumsuz duyguları (üzüntü veya kızgınlık gibi) azaltmak istediğimde, düşündüğüm şeyleri değiştiririm.	1	2	3	4	5	6
6. Stres yaratan bir durumla karşılaştığımda, sakin kalmama yardımcı olacak şekilde düşünmeye çalışırım.	1	2	3	4	5	6
7. Duygularımı onları belli etmeyerek kontrol ederim.	1	2	3	4	5	6
8. Olumsuz duygular hissettiğimde, onları belli etmemek için elimden geleni yaparım.	1	2	3	4	5	6
9. Duygularımı kendime (içimde) saklarım.	1	2	3	4	5	6
10. Olumlu duygular hissettiğimde, onları belli etmemeye özen gösteririm.	1	2	3	4	5	6

## E. HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL FORM

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
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Sayı: 28620816 / 118

08 ŞUBAT 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAER)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Başak Şahin ACAR ;

Danışmanlığınızı yaptığımız Nur Elibol PEKASLAN'ın "*Otobiyografik Belleğin İşlevleri: Annelerin ve Ergenlerin Perspektifi*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-SOS-007 protokol numarası ile 15.02.2018 - 30.06.2019 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

  
Prof. Dr. Ş. Halil TURAN  
Başkan V

  
Prof. Dr. Ayhan SOL  
Üye

  
Prof. Dr. Ayhan Gürbüz DEMİR  
Üye

  
Doç. Dr. Yeşar KONDARCI  
Üye

  
Doç. Dr. Zana ÇITAK  
Üye

  
Yrd. Doç. Dr. Pınar KAYGAN  
Üye

  
Yrd. Doç. Dr. Emre SELÇUK  
Üye

## F. CURRICULUM VITAE

**Name-Surname** : Nur Elibol Pekaslan  
**Address** : Aziziye mah. Şair Nedim sk. 8/2 Çankaya/ANKARA  
**Phone number** : +90 (554) 447 23 05  
**Mail** : [nurelibol@gmail.com](mailto:nurelibol@gmail.com)  
**Date of Birth** : 10.11.1988  
**Education** :

Degree	Program	University	Year
Bachelor	Psychology	Middle East Technical University	2012
Masters	Developmental Psychology	Middle East Technical University	2014
Ph.D.	Developmental Psychology	Middle East Technical University	2019

### Employment History

Research Assistant at Ankara Yıldırım Beyazıt University (2013 - present)

- Current and past responsibilities
  - Academic advisor of senior students
  - Making clerical work of the department
  - Membership of the Regulatory and Scientific Board of AYBÜ Psikoloji Kongresi Deneyim Oluşturma ve Aktarımı III & IV
  - Teaching assistant of Research Methods, Statistics for Psychology, Developmental Psychology, and Psychology of Aging courses

Intern at Akvaryum Yuva Çocuk Klubü (June 2011 - July 2011)

- Responsibilities
  - Taking care of children in terms of eating, playing and sleeping
  - Taking special care of a children with high functioning autism
  - Making observations about children's development and discussing with the psychologist
  - Creating and applying tasks for children which have social and cognitive stimulators

## Volunteer Work

- Volunteer worker at Toplum Gönüllüleri Vakfı, Sokak Lambası Projesi (January 2007 - December 2007)

## Awards and Scholarship

- Receiving scholarship from The Scientific and Technological Research Council of Turkey since 2013

## Competencies

- Language skills: Fluent in English
- Computer skills: Fluent in Microsoft Office Programs, SPSS, EQS, LISREL, and HLM

## Academic Research Projects

### Published articles

- Bayram-Gülaçtı, H. G., **Elibol-Pekaslan, N.**, ve Şahin-Acar, B. (2016). Üniversite öğrencilerinin sünnet olma deneyimlerine dair otobiyografik anılarının içerik analizi. *Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Dergisi*, 56, 355-373. doi: 10.1501/Dtcfder\_0000001477
- **Elibol-Pekaslan, N.** & Sahin-Acar, B. (2018). The Use of Episodic and Semantic Memory Systems in Classroom Context Regarding Time Delay and College Experience Level. *Applied Cognitive Psychology*, 1-13. doi: [10.1002/acp.3447](https://doi.org/10.1002/acp.3447)

### Articles in preparation

- **Elibol-Pekaslan, N.**, Kara, D., & Sahin-Acar, B. (in preparation). How Do Different Life Events Change the Relationship between Self-Concept Clarity and Self-Continuity Function?
- **Elibol-Pekaslan, N.**, Alsancak-Akbulut, C., & Sahin-Acar, B. (in preparation). Emotion Regulation Strategies of Mothers, Fathers and Children in Turkey: A Mixed-Method Study.

### Poster and oral presentations presented at conferences, congresses, symposiums

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## G. TURKISH SUMMARY / TÜRKÇE ÖZET

### Giriş

Bu çalışmanın amacı, anne-ergen çiftlerinin geçmiş yaşantılar hakkında konuşmaları sırasında otobiyografik bellek (OB) işlevlerinin oluşumunu nitel yöntemle ve bu işlevlerin annelerin ve ergenlerin duygu düzenleme (DD) stratejileriyle nasıl ilişkili olduğunu nicel yöntemle incelemektir.

Diğer insanlarla birlikte, özellikle annelerle birlikte, geçmiş yaşantılar hakkında konuşmanın OB gelişiminde önemli bir faktör olduğu ve bu sayede çocukların tutarlı anılar geliştirdiği bilinmektedir (Nelson ve Fivush, 2004). Çocuklar kendi hatırlama süreçleri hakkında düşünmeye başlamadan önce, annelerinin hatırlatma sürecindeki tutum ve davranışlarından yararlanırlar. Bir dizi çalışma, annelerin geçmiş yaşantılar hakkında konuşurken *yüksek ayrıntılı* veya *tekrarlayan/düşük ayrıntılı* olarak adlandırılan iki tarzdan birine sahip olduğundan bahsetmektedir. Bu çalışmalar sistematik olarak bu tarzların OB gelişimini etkilediğini göstermektedir (Reese, Haden ve Fivush, 1993; Reese, Haden ve Fivush, 1996; Fivush ve Vasudeva, 2002; Sales, Fivush ve Peterson, 2003).

### Otobiyografik Belleğin İşlevleri

OB gelişiminin nasıl gerçekleştiği ve bu gelişim sürecinde hangi faktörlerin önemli olduğu OB araştırmacıları tarafından sıklıkla incelenmiştir. Bir dizi araştırma, günlük yaşamımızda OB'nin işlevlerine odaklanmıştır. Evrimsel açıdan bakıldığında, OB'nin işlevlerini anlamak önemlidir (Nelson, 2003) çünkü bu işlevler insanların kişisel geçmişlerini nasıl ve niçin hatırladıklarına ışık tutmaktadır ve bu yaklaşım OB'nin günlük yaşamda nasıl çalıştığını anlamamıza yardımcı olmaktadır (Bluck, 2003). Basit bir ifadeyle, işlev terimi, anıları kullanma amacına atıfta bulunur ve bireylerin kendi hatırlama süreçlerini ve diğer insanlarla birlikte hatırlatmayı kapsar (Bluck ve Alea, 2002). Gelişimsel perspektiften bakıldığında, anne-çocuk geçmiş



yaşantılar hakkında konuşmanın işlevlerini incelemek önemlidir çünkü OB gelişimi için ilk adımdır.

Bu alanda yapılan çalışmalar, geçmiş yaşantılar hakkında konuşmanın gelişimsel işlevleri olduğunu göstermiştir. Bununla birlikte, hatırlatmanın bazı işlevleri gelişimsel sonuçlar açısından çocukluğa özgü sayılabilir (Kulkofsky ve Koh, 2009). OB'nin ergenler ve yetişkinler için işlevlerini göz önüne aldığımızda, otobiyografik anıların kullanımı, Benlik işlevi, Sosyal işlev ve Yönlendirici işlev olarak üç ana kategoride sınıflandırılmıştır.

Benlik işlevi, geçmişte kendimizi hatırlayarak ve şimdiki zamanla ve hatta gelecekle bağlantı kurarak benlik sürekliliğini tanımlamak olarak kavramsallaştırılmıştır (Bluck, 2003; Bluck vd., 2005). Çalışmalar, insanların daha az net bir benlik kavramı olduğunda, benlik sürekliliği oluşturmak için otobiyografik anılarını daha sık kullandıklarını göstermiştir. Başka bir deyişle, insanlar düşük benlik netliği seviyelerinin üstesinden gelmek için Benlik işlevinden faydalanırlar. Bu çalışmalar yaşın bu ilişkide aracı rolü olduğunu da göstermektedir. Düşük benlik netliği, daha genç yaşlarla ilişkilidir ve genç yetişkinler daha yüksek benlik sürekliliği işlevi rapor etmektedir (Bluck ve Alea, 2008; 2009). Neden genç yetişkinler daha az net benlik kavramına sahiptir ve benlik sürekliliği işlevi yaşlı yetişkinlere göre onlar için daha önemli hale gelmektedir? Habermas ve Bluck'a (2000) göre ergenlik, bireylerin *yaşam öyküsü* geliştirmeye başladığı dönemdir ve bu görevin önemi yetişkinliğin erken dönemlerinde de devam etmektedir. Yaşam öyküsü, bireylerin yaşamlarını nasıl anlattıkları, hatırladıkları ve düşündükleriyle ilgili öznel deneyimler olarak tanımlanabilir. Bir çocuk tarafından hatırlanan ayrı ve tekil geçmiş olaylardan farklı olarak, insanlar ergenlikten başlayarak kendileri hakkında bir anlayış oluşturmak için anılarını tematik ve zamansal bir organizasyon aracılığıyla birleştirirler (Habermas ve Bluck, 2000).

Sosyal işleve baktığımızda, anıları diğer insanlarla paylaşmak ve buna karşılık sosyal ilişkileri geliştirmekten bahsedilmektedir (Cohen, 1998). Sosyal işlevin üç mekanizması bulunmaktadır; ilişkilerde samimiyeti başlatmak ve sürdürmek, ilişkiler hakkında tavsiyeler vermek ve empati oluşturmak (Alea ve Bluck, 2003). Sosyal işlev ile ilgili geliştirilen kavramsal modele göre yaşam boyu

bağlam, bellek özellikleri, konuşmacı ve dinleyici özellikleri, bellek paylaşım süreci ve ilişki özellikleri Sosyal işlevin bileşenleridir (Alea ve Bluck, 2003).

Yönlendirici işlev, otobiyografik anıları kullanarak günümüz ve gelecek için plan yapmak ve karar vermek olarak tanımlanmıştır (Bluck, 2003). Yaş farkları göz önünde bulundurulduğunda, daha genç yetişkinler daha yaşlı yetişkinlere kıyasla Yönlendirici işlev için daha fazla OB kullandığını bildirmiştir. Bu bulgu, yaşam evresinin OB işlevleri üzerindeki rolünü de göstermektedir. Spesifik olarak, daha genç yetişkinlerin daha uzun zaman perspektifine sahip olması, mevcut ve gelecekteki davranışları yönlendirmek için otobiyografik anıların daha sık kullanılmasına yol açabilir (Bluck ve Alea, 2009).

Pillemer (2003), Yönlendirici işlevin araştırmacılar tarafından Benlik işlevi ve Sosyal işleve göre daha az dikkate alındığını, çünkü açık ölçme yöntemlerinin yeterli olmadığını belirtmektedir. Evrimsel bakış açısına göre, problem çözme amaçları için otobiyografik anıları hatırlamak daha otomatik ve bilinçsiz bir şekilde gerçekleşir ve tehlike durumunda daha yüksek hayatta kalma değerine sahiptir (Pillemer, 2003). Bu nedenle, Yönlendirici işlevin örtük yöntemlerle değerlendirilmesi, bu işlev hakkında kapsamlı bir anlayış kazanmak için önemlidir ve bu çalışmalar iki kategoride incelenebilir; sınıf içi bağlam ve sosyal problem çözme görevleri (Pillemer ve Kuwabara, 2012).

Benlik işlevi, Sosyal işlev ve Yönlendirici işlev, ilişki geliştirme, gelecekteki davranışları planlama ve DD gibi birçok mekanizmayı kapsar. Ancak DD araştırmacılar tarafından tutarlı olarak bir mekanizma veya ayrı bir işlev olarak görülmemiştir. Bluck (2003), Benlik işlevi ve Sosyal işlevin etkileşimi olarak ortaya çıktığını belirtmektedir; diğer çalışmalarda ise Yönlendirici işlevin bir parçası olarak değerlendirilmektedir (Kulkofsky, Wang ve Koh, 2009). Öte yandan, Wang, Koh, Song ve Hou (2015) ayrı bir işlev olarak değerlendirilmesi gerektiğini savunmaktadır ve çalışmanın bulguları DD'nin gelişimsel bir perspektiften ayrı bir işlev olarak ortaya çıktığını göstermektedir.

### **Duygu Düzenleme**

Duygu düzenleme, duyguların ortaya çıkışı, devam etmesi ve düzenlenmesi, ne kadar yoğun hissedildiği ve içsel ve dışsal süreçlerle nasıl ifade edildikleri şeklinde

tanımlanır (Thompson, 1994). İçsel süreçler, bireylerin duyguları ile ilgili bilişleri değerlendirme ve değiştirme gibi kendi çabalarıyla ele alma olarak değerlendirilirken, dışsal süreçler aile üyeleri ve akranlar gibi diğer insanların etkilerini içerir (Morris, Silk, Steinberg, Myers ve Robinson, 2007).

Çocukların duygularını düzenlemeyi nasıl öğrendikleri bakım verenlerle sosyalleşmenin bir yolu olarak ortaya çıkar. Morris ve arkadaşları (2007), DD gelişiminde *aile bağlamı modeli* önermiştir. Bu modele göre çocuklar duyguları üç yoldan nasıl düzenleyeceğini öğrenmektedir; *gözlem, ebeveynlik uygulamaları ve davranışları* ve *ailenin duygusal iklimi*. İlk olarak, çocuklar ebeveynlerinin DD stratejilerini gözlemleyerek/modelleyerek duyguların ve düzenleyici davranışların kabul edilebilirliğini içselleştirir. İkinci olarak, duygularla ilgili ebeveynlik uygulamaları DD gelişimi için önemlidir. Gottman, Katz ve Hooven (1996), ebeveynlerin ve çocuklarının duygular hakkındaki düşüncelerinin bir organizasyonu olarak tanımlanabilen ebeveyn *meta-duygu felsefesi* terimini geliştirmiştir. Araştırmacılar tarafından iki tür meta-duygu felsefesi belirlenmiştir; *duygu-koçluk felsefesi* ve *reddedici felsefe*. Duygu-koçluk felsefesine sahip ebeveynler, kendilerinin ve çocuklarının düşük yoğunluklu duygularının farkındadırlar, yakınlık için önemli araçlar oldukları için çocuklarının olumsuz duygularına önem verirler, çocuklarının duygularını doğrularlar, çocuklarına duyguları adlandırmayı öğretirler ve çocukları ile birlikte sorunları çözerler. Öte yandan, reddedici felsefeye sahip ebeveynler, olumsuz duyguları zararlı olarak görür ve bu duyguların değiştirilmesi gerektiğini düşünür. Son olarak, ailenin duygusal iklimi, ebeveyn-çocuk bağlanması, ebeveynlik tarzı ve evlilik ilişkilerini içerir. Bağlanmanın rolü için, çocukların bir buçuk yaşında güvenli bir şekilde bağlanmalarının üç yaşında DD stratejilerini yordadığını gösteren boylamsal bir ilişki bulunmuştur (Gilliom vd., 2002). Ebeveynlik tarzı için, anneleri daha fazla destek göstermiş olan çocuklar, daha geniş DD stratejileri yelpazesi rapor etmektedir (Hardy, Power ve Jaedicke, 1993). Bu üç yola ek olarak, mizaç, cinsiyet ve gelişim evresi gibi çocuk özelliklerinin yanı sıra ebeveynlerin kendi bağlanma güvenliği ve zihinsel sağlıkları gibi ebeveyn özelliklerinin de DD gelişiminde önemli faktörler olduğu bulunmuştur (Morris vd., 2007).

Duygusal olarak yorucu bir sorunla karşı karşıya kalırken, bireyler DD stratejilerinden yararlanmaktadır. Bir dizi çalışmaya göre DD stratejileri *yeniden değerlendirme* ve *bastırma* olmak üzere ikiye ayrılmaktadır (Gross ve John, 2003). Yeniden değerlendirme, bireylerin olumsuz duyguların yoğunluğunu azaltmak için durum hakkındaki değerlendirmelerini değiştirmeye çalışması olarak tanımlanmaktadır. Bastırma ise bireylerin olumsuz duyguların yarattığı davranışsal tepkileri engellemeye çalışması olarak kabul edilmektedir. Yeniden değerlendirme stratejilerini kullananlar hem duygularını hem de davranışlarını düzenlemeye çalışırlar, bastırma stratejilerinin kullananlar ise duygularından kaçınarak sadece davranışlarına odaklanırlar. Yeniden değerlendirme stratejileri daha düşük depresif belirtiler, daha yüksek düzeyde yaşam doyumu, benlik saygısı ve iyimserlik ile ilişkili bulunmuştur. Bastırma stratejileri ise daha fazla depresif semptom, daha az düzeyde yaşam doyumu, benlik saygısı ve iyimserlik ile ilişkili bulunmuştur (Gross ve John, 2003).

### **Otobiyografik Bellek ve Duygu Düzenleme Arasındaki İlişki**

Geçmiş yaşantılar hakkında konuşmak otobiyografik belleğin sosyal bir yönüdür ve bu geçmiş olayların çoğu duygusal içeriğe sahiptir. Bu alanda yapılan çalışmalar, farklı duygu türlerinin farklı işlevlere sahip olduğunu göstermektedir. Örneğin, duygusal olarak olumlu olayları hatırlatmak sosyal bağlar yaratır ve duygusal olarak olumsuz olaylar hakkında konuşmak çocuklara olumsuz duygularla baş etmeyi öğretir (Fivush, 2007). Annelerin geçmiş yaşantılar hakkında konuşma tarzlarının çocukların duygusal gelişimi üzerindeki rolünü inceleyen az sayıda çalışma bulunmaktadır. Bu nedenle, annelerin geçmiş yaşantılar hakkında konuşurken duygusal temaları kullanmalarının DD gelişimindeki rolünü incelemek önemli olacaktır. Kültür bu bağlamda, geçmiş yaşantılar hakkında konuşma tarzları ile ilgili önemli bir faktör olarak tanımlanmıştır.

### **Otobiyografik Bellek Üzerine Kültürel ve Gelişimsel Perspektifler**

OB'nin işlevsel kullanımını inceleyen çalışmalar çoğunlukla Batı kültürlerine odaklanmıştır ve farklı kültürel grupları inceleyen az sayıda çalışma bulunmaktadır. Bu çalışmaların bulguları, Benlik işlevi, Sosyal işlev ve Yönlendirici işlev için otobiyografik anıların kullanımının evrensel bir fenomen olduğunu, sıklık ve bağlam

açısından bazı kültürel farklılıklar olduğunu göstermektedir (Alea, Bluck ve Ali, 2015; Maki, Kawasaki, Demiray ve Janssen, 2015; Wang vd., 2015). OB'nin işlevsel kullanımını daha kapsamlı bir şekilde anlamak için farklı kültürel gruplarda daha fazla çalışmaya sahip olmak önemlidir (Bluck, 2015). Mevcut çalışmanın, OB'nin Türk kültürü bağlamındaki işlevlerini inceleyerek ilgili literatüre katkı sağlaması beklenmektedir. Kültüre ek olarak, yaşam evresinin OB'nin işlevsel kullanımı ile ilişkili olduğu bulunmuştur.

Gelişimsel ve işlevsel açıdan bakıldığında, bireylerin otobiyografik anıları işlevsel bir şekilde kullanma bilgisini nasıl geliştirdiğini anlamak önemlidir. Wang ve arkadaşları (2015), çocukların ebeveynleriyle geçmiş yaşantılar hakkında konuşurken ebeveynlerinin hatırlama şeklini içselleştirdiklerini ve bu sayede OB işlevlerini hatırlama sürecinde nasıl kullanacaklarını öğrendiklerini belirtmektedir. Ancak 6-8 yaş arası çocuklarla gerçekleştirilen çalışmada OB işlevlerine dair orta büyüklükte etki bulunmuştur ve işlevlere dair üstbilişsel bilgilerin çocuklarda yetersiz olduğu vurgulanmıştır. Benzer olarak, Schneider (2010) bellek işlevleri ile ilgili üstbilişsel bilgilerin ergenliğe kadar tam olarak gelişmediğini öne sürmektedir. Habermas ve Bluck (2000) tarafından önerildiği gibi, bireylerin yaşam öyküsü geliştirmeye başladıkları dönem de ergenlik dönemi olarak karşımıza çıkmaktadır. Sonuç olarak, ergenlerin otobiyografik anılarını anneleri ile geçmiş yaşantılar hakkında konuşurken nasıl kullandıklarını işlevsel bir şekilde incelemek önemlidir.

### **Çalışmanın Amacı ve Araştırma Soruları**

Bu çalışmanın amacı OB'nin işlevsel kullanımını nitel ve nicel yöntemlerle incelemektir. Çalışmanın nitel kısmı için, OB işlevlerinin anne-ergen geçmiş yaşantılar hakkında konuşma esnasında nasıl oluştuğu ve DD'nin ayrı bir işlev olup olmadığı incelenecektir. Ayrıca, nitel kısımdan elde edilen bulgularla OB işlevleri için bir kodlama şeması geliştirilecektir. Nicel kısım için, bu çalışmanın iki amacı bulunmaktadır. İlk amaç, duygu türü (üzüntü, öfke ve mutluluk), aile üyesi (anne ve ergen), ergen cinsiyeti (kadın ve erkek) ve OB işlevi (Benlik, Sosyal ve Yönlendirici) ile ilgili sıklıklardaki farklılıkları incelemektir. Duygu türü için, olumsuz duygularda OB'nin daha işlevsel kullanılması; aile üyesi için, ergenlerin annelerine kıyasla Benlik işlevi ve Yönlendirici işlevi daha fazla kullanması; cinsiyet için, kadın

ergenler ve anneleri arasındaki konuşmaların, erkek ergenler ve anneleri arasındaki konuşmalara kıyasla daha fazla işlev içermesi; OB işlevi için, Sosyal işlevin diğer işlevlerden daha fazla kullanılması beklenmektedir. Duygu türü ile OB işlevi arasındaki etkileşim olarak, mutlu olaylar için Sosyal işleve, üzgün ve kızgın olaylar için Yönlendirici işleve daha fazla vurgu yapılması beklenmektedir. DD işlevi için hipotez kurulmamıştır, öncelikle içerik analizi yoluyla DD'nin ayrı bir işlev olarak ortaya çıkıp çıkmadığı incelenecektir. Birlikte ele alındığında, bu değişkenlerin bir arada incelenmesi ve aralarındaki etkileşimin araştırılması literatüre katkıda bulunacaktır.

Bu çalışmanın ikinci amacı, annelerin ve ergenlerin DD temalarını OB işlevi olarak kullanmaları ve DD stratejileri (yeniden değerlendirme ve baskılama) ile arasındaki ikili ilişkilerin incelenmesidir. Hipotezlerin içerik analizinden sonra netleşmesi planlanmaktadır. Geçmiş yaşantılar hakkında konuşma karşılıklı bir süreç olduğundan OB'nin işlevsel kullanımı ve sonuçları açısından ikili ilişkilerin incelenmesi önemlidir. Ayrıca, OB işlevleri çoğunlukla yetişkinlerle ve anne-çocuk geçmiş yaşantılar hakkında konuşma sırasında incelenmiştir. Ancak ergenlik OB'nin işlevsel kullanımının gelişiminde kritik bir dönemdir. Bu nedenle, ergenlerin ve annelerinin otobiyografik anılarını sosyal bir bağlamda ve gelişimsel bir bakış açısıyla incelemek önemlidir. Son olarak, DD ve OB işlevleri arasındaki ilişkiyi inceleyen az sayıda çalışma bulunmaktadır. Bu çalışma, DD'nin bir OB işlevi olarak geçmiş yaşantılar hakkında konuşma sırasında nasıl ortaya çıktığını ve bu duygusal temaların DD stratejilerini nasıl yordadığını inceleyerek literatüre önemli bir katkı sağlayacaktır.

## **İçerik Analizi**

### **Giriş**

OB işlevleri çoğunlukla kişisel raporlar aracılığıyla değerlendirilmiştir ve davranışları daha örtük yöntemlerle ölçmek amacıyla otobiyografik belleğin kullanımını inceleyen az sayıda çalışma bulunmaktadır. Geçmiş yaşantılar hakkında konuşma, otobiyografik belleğin önemli bir yönü olduğundan, bu işlevlerin geçmiş yaşantılar hakkında konuşma sırasında nasıl ortaya çıktığını araştırmak önemlidir. Bildiğimiz kadarıyla, kodlama yoluyla geçmiş yaşantılar hakkında konuşma sırasında

OB işlevlerini inceleyen sadece bir çalışma bulunmaktadır. Araştırmacılar, geçmiş yaşantılar hakkında konuşma sırasında on evli çiftin ifadelerini kodlamıştır. Bellek düzenleyici, yorumlayıcı, yönlendirici ve retorik olarak adlandırılan dört ana tema belirlenmiştir ve bu temaların bazıları literatürle tutarlılık göstermektedir (Pasupathi, Lucas ve Coombs, 2002). Bu çalışma nispeten küçük bir örneklem ile gerçekleştirildiğinden, ortaya çıkan temalar bu örnekleme özgü olabilir. Ayrıca, romantik çiftlerin geçmiş yaşantılar hakkında konuşmaları, anne-çocuk ve anne-ergen geçmiş yaşantılar hakkında konuşmalarından oldukça farklı olabilir. Dolayısıyla anne-ergen geçmiş yaşantılar hakkında konuşma sırasında işlevlerin oluşumunu kapsamlı bir şekilde incelemek ve ana çalışma için bir kodlama şeması geliştirmek amacıyla içerik analizi gerçekleştirilmiştir.

### **Yöntem**

30 anne-ergen çiftinden veri toplanmıştır. Ergenler için yaş aralığı, orta ergenliğe karşılık gelen 14-16 olarak belirlenmiştir. Çalışmaya 18 kadın (%60) ve 12 erkek (%40) ergen ile anneleri katılmıştır. Anne-ergen çiftlerinden ev ziyaretleri sırasında ergenin üzgün, kızgın ve mutlu hissettiği ve ortak yaşadıkları geçmiş olaylar hakkında konuşmaları beklenmiştir. Olayların meydana geldiği zaman konusunda herhangi bir kısıtlama belirlenmemiştir. Daha sonra anneler ve ergenler hangi olaylar hakkında konuşacaklarını tartışarak belirlemiştir. Katılımcılar araştırmanın kriterlerini karşılamayan bir olayı seçmedikleri sürece, olay seçimi sürecinde herhangi bir müdahale olmamıştır. Belirleme süreci tamamlandıktan sonra olaylar hakkında konuşurken, olayın nasıl gerçekleştiği, neler olduğu ve nasıl hissettikleri hakkında konuşabilecekleri yönergesi verilmiştir. Her olay hakkında yaklaşık 5-10 dakika konuşmaları istenmiştir ancak istedikleri kadar konuşabilecekleri yönergesi de verilmiştir. Anne-ergen çiftleri, yönergeler tamamlandıktan sonra ayrı bir odaya geçerek bu üç olay hakkında konuşmuştur, ses kayıtları alınmıştır ve ses kayıtları deşifre edilmiştir.

Başlangıçta, otobiyografik belleğin işlevleri için kodlama şeması olmadığı için ampirik olarak içerik analizi yapan tümevarım analiz yöntemi kullanılmıştır (Stemler, 2015). Başka bir deyişle, otobiyografik belleğin işlevsel kullanımına giren herhangi bir ifade, alt tema olarak kodlanmış ve alt temalar verilerin niteliği ile

tanımlanmıştır. Ancak, işlevlerle ilgili kuramsal bir arka plan da bulunmaktadır. Çalışmanın amacı işlevler için kodlama şeması geliştirmek olduğu için, ana temalar literatürde tanımlanmış olan işlevlere dayanarak oluşturulmuştur. Ampirik olarak geliştirilen alt temalar ile kuramsal olarak belirlenen ana temalar arasında bir bağlantı oluşturmak için, benzer işlevlere sahip alt temalardan orta temalar oluşturulmuştur.

### **Bulgular**

En sık bahsedilen ( $f = 1233$ ,  $N = 30$ ) işlev Sosyal işlev olarak bulunmuştur. Orta temalar *ilişkiyi geliştirme girişimi*, *kendi bakış açısını paylaşma* ve *başkalarıyla ilişkiler* olarak ortaya çıkmıştır. İlk iki orta tema, konuşma partneriyle olan ilişkileri (anneler ve ergenler arasındaki ilişki), sonuncusu da diğer insanları içermektedir. Anneler ve ergenler duygusal olarak yüklü olayları hatırlatırken, genellikle dikkatlerini birbirlerine vermekte ve birbirleriyle ilgilenmektedir. Ayrıca, aralarındaki ilişkinin kalitesini artırmak için bu ilgiyi ve özeni ifade etmektedir. Bu nedenle, ilgili ifadeler ilişkiyi geliştirme girişimi olarak kodlanmıştır. Bu temanın aksine, konuşmalar aynı zamanda anneler ve ergenler arasındaki tartışmaları da içermektedir ve kendilerini haklı çıkarmak istedikleri durumlar bulunmaktadır. Bu nedenle, durumu kendi bakış açılarından anlatmaya çalıştıkları ve bazen birbirlerini suçladıkları gözlemlenmiştir. Bu ifadeler kendi bakış açısını paylaşma olarak kodlanmıştır. Son olarak, annelerin ve ergenlerin bahsettiği olaylar, aile üyeleri, arkadaşlar ve öğretmenler gibi diğer insanları da içermektedir. Bu insanların olaylardaki duygu ve davranışlarının farkına varmak, başkalarıyla ilişkiler olarak kodlanmıştır.

İkinci olarak en sık bahsedilen ( $f = 625$ ,  $N = 30$ ) işlev Benlik işlevi olarak bulunmuştur. Orta temalar *duyguları ifade etme*, *kişisel düşünceler* ve *ilgi alanları* ve *fiziksel benlik* olarak bulunmuştur. Duygusal içerikli olaylar hakkında konuşurken, hem anneler hem de ergenler bu olaylar sırasında nasıl hissettikleri ve düşündükleri hakkında bilgi vermektedir. Benlik işlevinin bir mekanizması olarak, olaylar hakkındaki mevcut duygularını ve düşüncelerini de paylaşmaktadır ve geçmiş, şimdi ve gelecek arasında bir bağlantı kurmaktadır.

En az sıklıkta ( $f = 425$ ,  $N = 29$ ) bahsedilen işlev Yönlendirici işlev olarak bulunmuştur. *Geçmişten ders alma*, *geçmişten ders verme*, *olumlu duyguları artırma*



ve *olumsuz duyguları azaltma* Yönlendirici işlevin orta temaları olarak ortaya çıkmıştır. Geçmişten ders alma teması kapsamında katılımcılar, geçmiş olayların şu anki durumlarına veya geleceklerine nasıl bir yansıması olduğuna dair üstbilişsel bir farkındalık ifade etmektedir. Geçmişten ders verme teması kapsamında katılımcılar, özellikle anneler, konuşma partnerine tavsiyelerde bulunmaya çalışmaktadır. Bu iki orta tema duygusal içerik içermemekte ya da katılımcıların konuştukları olaydan bağımsız dersleri içermektedir. Duygusal içerikli Yönlendirici işlev göz önüne alındığında, bireyler ya olumlu duygularının seviyesini yükseltmeye ya da olumsuz duygularının seviyesini azaltmaya çalışmaktadır.

Benlik işlevi, Sosyal işlev ve Yönlendirici işlev literatürde tutarlı bir şekilde gösterilmektedir. Bu çalışmada, DD'nin ayrı bir işlev olarak ortaya çıkıp çıkmadığını incelemek amaçlanmıştır. Başlangıçta, DD ile ilgili ifadeler ayrı bir ana tema olarak kodlanmıştır. Ancak DD içeren her ifadenin, Benlik işlevi, Sosyal işlev ve Yönlendirici işlevden birini de temsil ettiği gözlemlenmiştir. Bu nedenle, ana temalar bu üç işleve dayanarak belirlenmiştir.

Sosyal işlevde DD temaları göz önüne alındığında ( $f = 319, N = 29$ ), ilişkiyi geliştirme orta temasında bulunan *konuşma ortağını anlamak için duygusal sorular sorma, duyguları tanıma ve kendi hatasını fark etme* alt temaları ile kendi bakış açısını paylaşma orta temasında bulunan *konuşma ortağı ile ilgili duyguları ifade etme* alt teması DD temaları olarak kodlanmıştır. Başkalarıyla ilişkiler orta temasındaki ifadeler olumsuz duyguya sebep olan kişileri içeriyorsa bu ifadeler de Sosyal DD olarak kodlanmıştır. Benlik işlevinde duyguları ifade etme orta temasındaki tüm ifadeler Benlik DD olarak kodlanmıştır ( $f = 330, N = 25$ ). Olumlu duyguları artırma ve olumsuz duyguları azaltma orta temalarına yönelik tüm ifadeler de Yönlendirici DD olarak kodlanmıştır ( $f = 372, N = 28$ ).

### **Tartışma**

Sosyal işlev, geçmiş yaşantılar hakkında konuşma sırasında en sık kullanılan işlev olarak ortaya çıkmıştır. Geçmiş yaşantılar hakkında konuşmak otobiyografik anıları hatırlamanın sosyal bir yoludur. Bireysel hatırlama yerine, sosyal hatırlama bağlamında sosyal işlevi incelemek daha kapsamlı bir anlayış sağlamaktadır (Alea ve Bluck, 2003). Sosyal işleve ait ifadeler, bireylerin aralarındaki samimiyeti arttırmaya

çalıştıklarını, ilişkiler hakkında tavsiyelerde bulunmaya çalıştıklarını ve empati geliştirdiklerini göstermektedir.

Benlik işlevi literatürde önerildiği gibi, bireylerin geçmiş, şimdiki ve gelecek benlikleri arasında benlik sürekliliği duygusu yaratan bilgileri içermektedir (Bluck, 2003). Ergenlik, yaşam öyküsü oluşturmak için bilişsel beceri ve sosyo-duygusal gereksinimlerin geliştiği dönemdir (Fivush ve Waters, 2014). Benzer şekilde ergenlik, yaşam öyküsünün ortaya çıkmasında kritik bir dönem olarak kabul edilmiştir (Habermas ve Bluck, 2000). Ayrıca katılımcılardan hem annelerin hem de ergenlerin yaşadığı ortak geçmiş olaylardan bahsetmeleri istenmiştir. Dolayısıyla Benlik işlevinin ikinci en sık kullanılan işlev olarak ortaya çıkması bu nedenlere bağlanabilir.

Yönlendirici işlevin sıklığı, Sosyal işlev ve Benlik işlevine göre daha düşük olarak bulunmuştur. Pillemer (2003), Yönlendirici işlev için otobiyografik anıların kullanılmasının evrimsel bir bakış açısıyla, otomatik ve bilinçsiz bir biçimde gerçekleştiğini önermektedir. Bu nedenle, konuşma sırasında Yönlendirici işlevin sık kullanıldığını gözlemlemek zor olabilir. Bu işleve dair ifadeleri göz önüne aldığımızda, bireylerin şimdiki ya da gelecekteki davranışlarına öncülük edecek şekilde geçmişten ders almaya çalıştığı gözlemlenmektedir. Yönlendirici işlev, geçmişi günümüze ve geleceğe bağlarken, bireylerin davranışlarını yönlendirmeye çalışması nedeniyle Benlik işlevine benzerlik göstermektedir. Bu iki işlev önceki araştırmalarda da birlikte ortaya çıkmıştır (Harris vd., 2014). Bununla birlikte, geçmiş yaşantılar hakkında konuşma sosyal bir bağlamda gerçekleştiğinden, bireyler konuşma partnerlerinin davranışlarını da yönlendirmeye çalışmaktadır. Bu nedenle, hem ders almak hem de ders vermek Yönlendirici işlevin iki önemli özelliği olarak ortaya çıkmaktadır.

DD temalarını içeren ifadeler önceki çalışmaların çoğuyla tutarlı olarak DD'nin Benlik işlevi, Sosyal işlev ve Yönlendirici işlevin bir mekanizması olarak ortaya çıktığını göstermiştir (Bluck, 2003). Bireyler, benlikleri ile ilgili bilgi sağlarken, onları düzenlemenin bir yolu olarak duygularını ifade etmektedir. Sosyal ilişkiler bağlamında, konuşma partnerlerinin duygularını tanımakta ve olumsuz duygulara neden olan kişiyle olan sorunu çözmeye çalışmaktadır. Son olarak, anne-

ergen çiftlerinin konuştukları olaylar duygusal içerikli olduğu için davranışlarını yönlendirmeye çalıştıkları ifadeler çoğunlukla duygu düzenleyici ifadeleri içermektedir.

İçerik analizinin sonuçları, Benlik işlevi, Sosyal işlev ve Yönlendirici işlevin literatürle tutarlı olduğunu, DD'nin ise üç işlevin bir mekanizması olarak ortaya çıktığını göstermektedir. Bu sonuçlar bağlamında Benlik, Sosyal, Yönlendirici, Benlik DD, Sosyal DD ve Yönlendirici DD temalarının ana çalışmada kodlanması planlanmaktadır. Çalışmanın ikinci amacı kapsamında hipotezler netleştirilmiştir. Anne-ergen çiftlerinin her bir işlevdeki DD temalarını kullanma sıklığının, kendilerinin ve partnerlerinin yeniden değerlendirme ve bastırma seviyelerini nasıl yordadığını belirlemek amacıyla Aktör-Partner Bağımlılık Modeli (APIM) analizleri gerçekleştirilecektir. Spesifik olarak, annelerin Benlik DD, Sosyal DD ve Yönlendirici DD sıklığının kendilerinin ve çocuklarının yeniden değerlendirme seviyelerini pozitif yönde, bastırma seviyelerini negatif yönde yordaması beklenmektedir. Öte yandan, ergenlerin Benlik DD ve Yönlendirici DD sıklığı için sadece aktör etkileri beklenirken, Sosyal DD sıklığı için hem aktör hem de partner etkileri beklenmektedir.

### **Yöntem**

Çalışmaya 130 anne-ergen çifti katılmıştır. Depresyon puanı yüksek olan anne-ergen çiftleri elendikten sonra analizlere 108 anne-çifti ile devam edilmiştir. Ergenler için yaş aralığı 13.41-16.98 ( $Ort = 15.06$ ,  $SS = .85$ ) ve anneler için yaş aralığı 32-60 ( $Ort = 43.51$ ,  $SS = 5.25$ ) olarak bulunmuştur. Çalışmaya katılan 52 kadın (%48.1) ve 56 erkek (%51.9) ergen bulunmaktadır. Psikoloji dalında okuyan gönüllü lisans öğrencileri veri toplama süreci hakkında yoğun bir eğitim sürecinden geçtikten sonra ev ziyaretlerini gerçekleştirmiştir. Katılımcılardan, ergenlerin üzgün, kızgın ve mutlu hissettikleri ortak yaşanmış geçmiş olaylar hakkında konuşmaları istenmiştir. Konuşmalar boyunca ses kaydı alınmıştır ve bu kayıtlar deşifre edilmiştir. Geçmiş yaşantılar hakkında konuşma görevinden sonra katılımcılardan Demografik Bilgi Formu, depresyon puanlarını ölçmek için Beck Depresyon Envanteri ve DD stratejilerini (yeniden değerlendirme ve bastırma) ölçmek için Duygu Düzenleme Anketi doldurmaları istenmiştir.

Verilerin tümü ana arařtırmacı tarafından kodlanmıřtır. Kodlayıcılar arası güvenilirlięi deęerlendirmek için kodlama konusunda eęitimli bir lisans öęrencisi verilerin % 20'sini kodlamıřtır (22 anne-ergen çifti). Ergenler için Yönlendirici DD haricindeki temalarda uyum seviyesi yüksek olarak bulunmuřtur. Anne-ergen çiftlerinin ifadeleri, ięerik analizi yoluyla geliřtirilen kodlama řemasına göre Benlik, Sosyal, Yönlendirici, Benlik DD, Sosyal DD ve Yönlendirici DD olarak kodlanmıřtır. Ayrıca analizlerde kontrol deęiřkeni olarak kullanılmak üzere toplam ifade sayısı kodlanmıřtır.

### **Bulgular**

Bu çalıřmanın iki amacı bulunmaktadır. İlk olarak, duygu türü, aile üyesi, ergen cinsiyeti ve OB iřlevine iliřkin otobiyografik belleęin (OB) iřlevsel kullanımındaki farklılıkları incelemek amaçlanmıřtır. İkinci olarak, OB iřlevlerindeki duygu düzenleme (DD) temalarının bireylerin kendilerinin ve partnerlerinin DD stratejileriyle olan ikili iliřkilerini incelemek amaçlanmıřtır.

#### **Çalıřmanın İlk Amacının Sonuçları**

SPSS 23 aracılıęıyla Lineer Karıřık Model analizi yapılmıřtır. Baęımlı deęiřken, OB'nin iřlevsel kullanımına iliřkin ifade sıklıęı ve baęımsız deęiřkenler, duygu türü, aile üyesi, ergen cinsiyeti ve OB iřlevi olarak belirlenmiřtir. Üç yönlü etkileřimleri göz önüne aldığımızda, sadece duygu türü, aile üyesi ve iřlev arasındaki etkileřim anlamlı olarak bulunmuřtur,  $F(4.106.181) = 7.364, p < .001$ . Tüm duygular için, ergenlerin Benlik iřlevi kullanım sıklıęı (tahmini marjinal ortalama  $üzüntü = 16.345$ ; tahmini marjinal ortalama  $öfke = 12.578$ ; tahmini marjinal ortalama  $mutluluk = 15.486$ ), annelerinden daha yüksek olarak bulunmuřtur (tahmini marjinal ortalama  $üzüntü = 5.048$ ; tahmini marjinal ortalama  $öfke = 3.759$ , tahmini marjinal ortalama  $mutluluk = 5.546$ ). Üzüntü ve mutluluk için annelerin Sosyal iřlev kullanım sıklıęı (tahmini marjinal ortalama  $üzüntü = 16.538$ ; tahmini marjinal ortalama  $mutluluk = 15.505$ ) ergen çocuklarına göre daha yüksek olarak bulunmuřtur (tahmini marjinal ortalama  $üzüntü = 8.569$ ; tahmini marjinal ortalama  $mutluluk = 5.020$ ). Öfke için, annelerin (tahmini marjinal ortalama = 22.090) ve ergenlerin (tahmini marjinal ortalama = 16.736) Sosyal iřlevi kullanma sıklıęı arasında fark bulunmamıřtır. Üzüntü ve öfke için annelerin (tahmini marjinal ortalama  $üzüntü = 13.479$ ; tahmini marjinal ortalama

$\delta_{fke} = 13.178$ ) ergen çocuklarına göre (tahmini marjinal ortalama  $\delta_{\text{üzüntü}} = 6.856$ ; tahmini marjinal ortalama  $\delta_{fke} = 6.629$ ) Yönlendirici işlevi daha fazla kullandığı bulunmuştur. Mutluluk için annelerin ve ergenlerin Yönlendirici işlevi kullanma sıklığı arasında fark bulunmamıştır (tahmini marjinal ortalama  $\delta_{\text{anne}} = 7.524$ ; tahmini marjinal ortalama  $\delta_{\text{ergen}} = 5.273$ ). Son olarak, tüm değişkenler arasındaki dört yönlü etkileşim istatistiksel olarak anlamlı bulunmamıştır,  $F(4,106.181) = 1.689, p = .158$ .

Aynı analizleri, toplam ifade sayısını kontrol ederek tekrar gerçekleştirdiğimizde bulguların çoğu kontrol değişkeni olmadan yapılan analizlerle benzerlik göstermektedir. Farklı sonuçlar göz önüne alındığında, herhangi bir kontrol değişkeni olmadan marjinal olarak anlamlı bulunan olan cinsiyetin ana etkisi, toplam ifade sayısını kontrol ettikten sonra anlamlı olmuştur,  $F(1,1362.251) = 7.552, p = .006$ . Kadın ergenlerin ve annelerinin kullandığı işlevlerin sıklığı (tahmini marjinal ortalama = 3.474), erkek ergenlerin ve annelerinin kullandığı işlevlerin sıklığından (tahmini marjinal ortalama = 2.303) daha yüksek olarak bulunmuştur.

### **Çalışmanın İkinci Amacının Sonuçları**

Bu çalışmanın ikinci amacı, annelerin ve ergenlerin OB işlevleri içerisinde DD temalarını kullanmaları ile kendilerinin ve partnerlerinin DD stratejileri arasındaki iki yönlü ilişkileri incelemektir. Bu bağlamda Yapısal Eşitlik Modellemesi (YEM) kapsamında SPSS AMOS 22 aracılığıyla Aktör-Partner Bağımlılık Modeli (APIM) analizleri gerçekleştirilmiştir.

Üzüntü için gerçekleştirilen analizlerde yeniden değerlendirme için uygunluk indeksleri göz önüne alındığında, modelin iyi uyum gösterdiği bulunmuştur,  $\chi^2 (2, N = 107) = 2.027, p = .363, GFI = .995, AGFI = .915, NNFI = .983, CFI = 1.00, RMSEA = .011$  ve model için değişiklik önerilmemiştir. Annelerin Benlik işlevinde DD temaları kullanması ( $\beta = -.248, p = .011$ ) ve ergenlerin Sosyal işlevde DD temaları kullanması ( $\beta = -.193, p = .048$ ) ergenlerin yeniden değerlendirme düzeylerini negatif yönde yordamıştır. Ayrıca, ergenin sosyal işlevde DD temaları kullanmasının ( $\beta = -.175, p = .065$ ) kendi yeniden değerlendirme seviyelerini negatif yönde yordadığı yönünde bir eğilim bulunmuştur.

Üzüntü için gerçekleştirilen analizlerde bastırma için uygunluk indeksleri göz önüne alındığında, modelin iyi uyum gösterdiği bulunmuştur,  $\chi^2 (2, N = 107) = .584,$

$p = .747$ ,  $GFI = .999$ ,  $AGFI = .975$ ,  $NNFI = .995$ ,  $CFI = 1.00$ ,  $RMSEA = .00$  ve model için deęişiklik önerilmemiştir. Annelerin Sosyal işlevde DD temaları kullanması ile bastırma düzeyleri arasında negatif yönde bir ilişki bulunmuştur ( $\beta = -.181$ ,  $p = .046$ ). Ayrıca, annelerin Yönlendirici işlevde DD temaları kullanması ( $\beta = -.265$ ,  $p = .003$ ) ve ergenlerin Sosyal işlevde DD temaları kullanması ( $\beta = -.204$ ,  $p = .027$ ) annelerin bastırma seviyesini negatif yönde yormaktadır.

Öfke için gerçekleştirilen analizlerde bastırma için uygunluk indeksleri göz önüne alındığında, modelin iyi uyum gösterdiği bulunmuştur,  $\chi^2 (2, N = 108) = .055$ ,  $p = .973$ ,  $GFI = .1.00$ ,  $AGFI = .998$ ,  $NNFI = .$ ,  $CFI = 1.00$ ,  $RMSEA = .00$  ve model için deęişiklik önerilmemiştir. Ancak, hipotez edilen ilişkilerin hiçbiri anlamlı bulunmamıştır. Sadece ergenlerin Benlik işlevinde DD temaları kullanmasının ( $\beta = -.195$ ,  $p = .064$ ) kendi bastırma düzeyleri ile negatif yönde ilişkili olduğunu gösteren bir eğilim bulunmuştur.

Tüm analizler, toplam ifade sayısı kontrol edilerek tekrar gerçekleştirilmiştir. Toplam ifade sayısını kontrol ettikten sonra yapılan tüm analizlerin sonuçları, kontrol deęişkenli olmayan analiz sonuçlarına benzemektedir. Ayrıca, modelleri ergenlerin cinsiyetleri ile anne eğitim düzeyleri bağlamında keşifsel bir şekilde karşılaştırdığımızda, modellerin hiçbiri anlamlı olarak farklılaşmamıştır.

### **Tartışma**

Bu çalışma, anne-ergen geçmiş yaşantılar hakkında konuşma sırasında otobiyografik belleğin (OB) işlevsel kullanımını araştırmayı amaçlamıştır. Çalışmanın nitel kısmında, duygu düzenlemenin (DD) ayrı bir işlev olarak ortaya çıkıp çıkmadığını incelemek için içerik analizi yapılmıştır. Çalışmanın nicel kısmında iki amaç bulunmaktadır. İlk amaç için, OB'nin işlevsel kullanım sıklığının, duygu türü, aile üyesi, ergen cinsiyeti ve işlev türü açısından farklılaşıp farklılaşmadığı Doğrusal Karışık Model analizleri ile incelenmiştir. İkinci amaç için, annelerin ve ergenlerin her bir işlevde DD temaları kullanmaları ve DD stratejileri arasındaki ikili ilişkileri incelenmiştir. Aktör-Partner Bağımlılık Modeli (APIM) analizleri, üzüntü ve öfke için ayrı ayrı yapılmıştır. Tüm analizler, bulguların konuşmaların uzunluğuna göre deęişip deęişmeyeceğini araştırmak için toplam ifade sayısı kontrol edilerek tekrar yapılmıştır.

### **Çalışmanın İlk Amacına İlişkin Bulgular**

Duygu türü, aile üyesi ve işlev arasında üç yönlü etkileşim etkisi bulunmuştur. İlk olarak, ergenlerin tüm duygular için annelerine kıyasla daha fazla Benlik işlevi kullandığı bulunmuştur. Bu bulgu, Benlik işlevinin ergenler için ve hatta her duygu türü için önemli rolü olduğunu göstermektedir. Çalışmalar, genç yetişkinlerin daha yaşlı yetişkinlere göre Benlik işlevini daha sık kullandığını göstermektedir (Bluck ve Alea, 2008; 2009). İkinci olarak, annelerin Sosyal işlevi kullanma sıklığının üzüntü ve mutluluk için ergenlerden daha yüksek olduğu bulunmuştur. Annelerin Sosyal işlevi daha sık kullanmaları öğretici motivasyonlarından kaynaklanıyor olabilir. Ancak öfke açısından, Sosyal işlev sıklığı anneler ve ergenler arasında farklılık göstermemiştir. Türk annelerin, çocuklarının üzüntülerini ifade etmesi konusunda öfkelerini ifade etmelerine kıyasla daha cesaretlendirici davrandığı bulunmuştur (Corapci, Aksan ve Yagmurlu, 2012). Bu bağlamda, mevcut çalışmada annelerin öfke hakkında konuşurken, sosyal yönle odaklanmakta zorlandığı ve daha didaktik bir motivasyonla konuştukları düşünülebilir. Son olarak, annelerin üzüntü ve öfke için ergenlere kıyasla Yönlendirici işlevi daha sık kullandıkları bulunmuştur, ancak mutluluk için bir fark bulunmamıştır. Bu bulgunun literatür ile uyumlu olduğu söylenebilir çünkü ebeveynlerin olumlu duygulara kıyasla olumsuz duygular hakkında konuşurken daha fazla yönlendirici rolü olduğu görülmüştür (Fivush, 2007; Wang ve Fivush, 2005). Bulgular, toplam ifade sayısı kontrol edildikten sonra da çoğunlukla benzerlik göstermektedir. Farklı olarak, cinsiyetin ana etkisi kontrol değişkeni olmayan analizlerde marjinal olarak anlamlı iken kontrol değişkeni olan analizlerde anlamlı olarak bulunmuştur. Bu bulgular mevcut çalışmanın güçlü yanı olarak düşünülebilir çünkü OB'nin işlevsel kullanım sıklığındaki farklılıklar, toplam ifade sayısından bağımsız olarak bulunmuştur.

### **Çalışmanın İkinci Amacına İlişkin Bulgular**

Üzüntü için bulguları değerlendirdiğimizde, annelerin Benlik DD sıklığının ergenlerin yeniden değerlendirme seviyelerini negatif yönde yordadığı, ergenlerin Sosyal DD sıklığının negatif yönde ve marjinal olarak kendi yeniden değerlendirme seviyelerini yordadığı bulunmuştur. Ergenlerin Sosyal DD sıklığı ile annelerinin yeniden değerlendirme seviyeleri arasında negatif yönde bir ilişki için eğilim

bulunmuştur. Annelerin Sosyal DD sıklığının negatif yönde ve marjinal olarak kendi bastırma seviyelerini yordadığı bulunmuştur. Ayrıca annelerin Yönlendirici DD ve ergenlerin Sosyal DD sıklığının annelerin bastırma seviyelerini negatif yönde yordadığı bulunmuştur. Öfke için bulguları değerlendirdiğimizde, yalnızca ergenlerin Benlik DD sıklığının kendi bastırma seviyeleri ile negatif olarak ilişkili olduğu yönde bir eğilim bulunmuştur. Tüm bulgular, toplam ifade sayısını kontrol ettiğimizde ve etmediğimizde benzerlik göstermektedir. Yani aktör ve partnerlerin DD temaları kullanma sıklığı ve DD stratejileri arasındaki ilişkilerin, konuşmaların toplam uzunluğundan bağımsız olması çalışmanın güçlü bir yanı olarak görülebilir.

Beklenen ilişkilerden yalnızca birkaçının anlamlı olarak bulunduğu göz önüne alındığında, kodlama şemasının rolü dikkate alınabilir. Kodlama şeması her bir ifadenin hangi işleve ait olduğuna odaklanmaktadır. Ancak, bir anne çocuğunun olumsuz duygu yoğunluğunu bu duygunun çocuğu için önemli olduğunu kabul ederek veya etmeyerek azaltmaya çalışabilir. Örneğin, çalışmada bir ergen üzgün olduğunu çünkü annesinin istediği kitabı almadığını belirtmiştir. Anne ise, dünyada çok fazla aç insan olduğu için buna üzülmenin saçma olduğunu söylemiştir. Başka bir anne ise kızına daha fazla sıcaklık ve kabul sağlayarak küçük şeyler hakkında üzülmemesi konusunda ders vermiştir. Her iki annenin ifadeleri, DD hakkında tavsiyelerde bulunmaya çalıştıkları için, Yönlendirici DD olarak kodlanmıştır. Bu nedenle, kodlama şeması daha örtük özellikleri tespit etmek için yetersiz olabilir. Her bir ifadenin hangi işleve ait olduğunu belirledikten sonra, bu ifadenin duygusal değeri (olumlu veya olumsuz) değerlendirilebilir.

Her OB işlevinde DD temalarını kodlarken, Wang ve Fivush (2005) tarafından geliştirilen kodlama şeması kullanılmıştır. Bu kodlama şeması, annelerin ve çocuklarının geçmiş olayları duygusal yönleriyle ilgili tartışmalarına odaklanmaktadır ve DD hem duyguları anlama hem de düzenleme olarak kavramsallaştırılmıştır. Bu nedenle, Benlik işlevi ve Sosyal işlevdeki bazı DD temaları, bireylerin DD çabalarını yansıtmayabilir ve DD yerine duygusal konuşma olarak kabul edilebilir. Duygular hakkında konuşmanın, doğası gereği bastırmanın zıttı olduğu söylenebilir. Dolayısıyla, bastırmayı yordayan ilişkiler hipotez edildiği gibi negatif yönde bulunmuştur. Sosyal ve yönlendirici amaçlar için duyguları



vurgulayan annelerin, bastırma seviyeleri daha düşük olarak bulunmuştur. Ayrıca ergenlerin sosyal odaklı bir şekilde duygulardan bahsetmesi, annelerde daha düşük bastırma seviyesi yordamaktadır. Bu bulgular, anneler ve ergenler arasında DD açısından karşılıklı ilişki olduğunu göstermektedir ve literatürle uyumluluk göstermektedir (Cole vd., 2004). Öte yandan, hipotezlerin aksine yeniden değerlendirme için negatif yönde ilişkiler bulunmuştur. Ergenlerin Sosyal işlevde DD temaları kullanmasının, annelerin yeniden değerlendirme seviyeleriyle negatif yönde ilişkili olduğu yönünde bir eğilim bulunmuştur. Bu bağlamda, kültürün rolü önemlidir. Almanya'da yaşayan, Alman ve Türk kadınları karşılaştıran bir çalışmada, Alman ve Türk kadınlar arasında DD dengesi (her iki stratejiyi aynı oranda kullanmak) açısından anlamlı bir fark bulunmuştur. Alman kadınlarının daha fazla yeniden değerlendirme kullandığı, Türk kadınların ise DD dengesi bildirdiği bulunmuştur. Ayrıca, depresyonda olmayan Türk kadınları için bastırma seviyesi ile yalnızlık ve işlevsel olmayan tutumlar gibi zihinsel iyi oluş arasında negatif yönde ilişki bulunmuştur ancak depresyonda olan Türk kadınları için bir ilişki bulunmamıştır. Bu bulgular, depresyonda olmayan Türk kadınları için, bastırma ve yeniden değerlendirme stratejilerini birlikte kullanmanın, daha olumlu sonuçlara yol açtığını, buna karşın, bastırma stratejilerini yeniden değerlendirme stratejilerinden daha fazla kullanan depresif Türk kadınları için, bastırmanın daha olumsuz sonuçlara yol açtığını göstermektedir (Arens, Balkir ve Barnow, 2012). Dolayısıyla bastırmanın her zaman uyumsuz bir DD stratejisi olarak düşünülmemesi gerektiği ve farklı kültürel bağlamlarda farklı etkileri olduğu söylenebilir. Benzer bir şekilde, yeniden değerlendirmenin her zaman olumlu sonuçlar ile ilişki olmadığı da düşünülebilir.

Ergenlerin yeniden değerlendirilmesine ilişkin olarak, annelerin Benlik DD ve ergenlerin Sosyal DD sıklığının yeniden değerlendirme seviyelerini negatif yönde yordadığı bulunmuştur. Bu çalışmada, anne-ergen çiftlerinden, ergenlerin üzgün, kızgın ve mutlu hissettiği olaylar hakkında konuşmaları istenmiştir. Bu anlamda, annelerin kendi duygularına odaklanmaları ve ergenlerin kendi duyguları yerine sosyal yönelimle duygulara odaklanmaları anneler için daha problemlidir DD becerilerine işaret ettiği düşünülebilir. Örneğin, bir çalışmada Türk ergenlerin ve annelerinin, ergenlerin DD güçlükleri hakkındaki raporlarını incelenmiştir. Anneler

ergenlere kıyasla, ergenlerin daha az DD güçlüğü yaşadığını rapor etmiştir. Anneler ve ergenlerin raporları arasındaki bu tutarsızlık, kendisi DD güçlüğü yaşayan anneler için daha yüksek olarak bulunmuştur (Saritaş ve Gençöz, 2012). Bu çalışmada da, annelerin ergen çocuklarının duyguları hakkında daha az farkındalık sahibi olması, ergenler için daha düşük yeniden değerlendirme seviyesi ile ilişkili olabilir.

Bulgular, ergenlerin bastırma seviyesinin, modeldeki bağımsız değişkenlerin hiçbiri tarafından anlamlı bir şekilde yordanmadığını ve sadece Benlik işlevindeki DD temaları ile bastırmanın negatif yönde ilişkili olduğunu gösteren bir eğilim olduğunu ortaya koymaktadır. Bu bulgular, ergenliğin gelişimsel özellikleri ile açıklanabilir. Ebeveynlerle sosyalleşmenin DD üzerindeki rolünü inceleyen araştırmalar çoğunlukla bebekler ve çocuklar ile gerçekleştirilmiştir ve ergenlerin dâhil edildiği birkaç çalışma bulunmaktadır. Ebeveyn rolünün ergenlikte hala önemli olduğu bilinmektedir, ancak etkisinin azalığı düşünülebilir. Ebeveynlerle olan ilişkinin niteliği ergenlik boyunca değişmektedir. Daha önceki literatürde önerildiği gibi ebeveyn-ergen ilişkisi zorluk ve olumsuzluklarla nitelendirilmese de, daha güncel araştırmalar genellikle özerklik açısından bir geçiş aşamasına işaret eder ve ebeveynlerle ergenler arasındaki uzlaşmalar bu geçiş için önemli hale gelmektedir (Steinberg, 2001). Dolayısıyla, ergenlikteki gelişimsel değişiklikler, ergenlerin bastırma seviyesi için anlamlı ilişki bulunmamasının nedeni olabilir ve gelecekteki çalışmalarda potansiyel faktörler araştırılabilir.

Farklı duygu türlerinin rolünün, OB işlevlerinin farklı etkilerini anlamakta önemli olduğu bulunmuştur. Bu çalışmadaki bütün anlamlı ilişkiler sadece üzüntü için bulunmuştur, öfke için sadece bir eğilim bulunmuştur ve mutluluk için anlamlı bir ilişki bulunmamıştır. Olumsuz duygular hakkında konuşma, çocuklara DD becerileri öğretme işlevi görürken, insanların sosyal amaçlar için olumlu duygular hakkında konuşmaları daha olasıdır (Fivush, 2007; Wang ve Fivush, 2005). Benzer şekilde, ebeveynler, çocukları ile olumsuz duygulardan bahsederken duyguların nedenlerini ve sonuçlarını daha fazla vurgulamaktadır (Sales vd., 2003). Üzüntü ve öfke arasındaki ayırım için, daha önce de belirtildiği gibi, Türk annelerin, çocuklarının üzüntülerini ifade etmesi konusunda öfkelerini ifade etmelerine kıyasla daha cesaretlendirici davrandığı bulunmuştur. Ayrıca, annelerin çocuklarının öfkesine

yönelik indirgemeci davranışları çocuklarda daha düşük saldırganlık seviyesiyle ilişkili bulunmuştur (Corapei vd., 2012). Türk kültürel bağlamında, ebeveynlerin çocuklarının öfkelerini ifade etmesinin uygunsuz olduğunu düşündüğü söylenebilir. Dolayısıyla, bu çalışmanın bulguları, Türk kültürel bağlamında, öfke hakkında konuşmanın DD açısından üzüntüden bahsetmek kadar faydalı olmayabileceğini göstermektedir.

Bu çalışmanın bazı kısıtlılıkları bulunmaktadır. Daha büyük örneklem, modelleri test ederken daha yüksek uyum istatistikleri sağlayabilir. Ayrıca, veri toplama sürecinde farklı araştırmacıların bulunması geçmiş yaşantılar hakkında konuşma görevi için farklı yönergeler verilmesine sebep olmuş olabilir. Ancak, araştırmacıların yoğun bir eğitim sürecinden geçmesi ile bu etkinin en aza indirildiği düşünülebilir. Son olarak, ergenler için Yönlendirici DD temasında kodlayıcılar arası uyum düşük çıkmıştır. Bu nedenle, bu tema ile ilgili bulgular dikkatlice yorumlanmalı ve gelecekteki çalışmalarda bu konu göz önüne alınmalıdır.

Bu çalışmanın literatüre önemli katkı sağladığı düşünülmektedir. OB işlevleri, sosyal ve doğal bağlamda derinlemesine bir analiz ile incelenmiştir. Ayrıca, anne ve ergenlerin OB işlevlerinde DD temaları kullanımının DD stratejileri ile ikili ilişkileri incelenmiştir. Çalışmanın nitel kısmı anne-ergen çiftlerinin OB işlevlerini kullanmasının literatür ile uyumlu olduğunu ve Benlik işlevi, Sosyal işlev ve Yönlendirici işlevde DD temalarının ortaya çıktığını göstermiştir. Ergenlik OB gelişimi için kritik bir dönem olarak düşünülebilir, çünkü ergenler uyumlu bir yaşam öyküsü oluşturmak için anılarını kullanabilirler ve ayrıca anneleriyle etkileşimleri daha karşılıklı hale gelir. Bu nedenle, anne-ergen çiftlerinin geçmiş yaşantılar hakkında konuşması sırasında ortaya çıkan işlevleri araştırması, hem annelerin ergen çocukları üzerindeki gelişimsel etkilerini anlamak hem de bireylerin kendi hatırlama süreçlerini nasıl yönettiğini incelemek açısından literatüre önemli bir katkı sağlayacaktır. Nicel kısım göz önüne alındığında, OB'nin işlevsel kullanımı üzerindeki çeşitli faktörlerin rolünü inceleyen bazı çalışmalar bulunmaktadır, ancak bu çalışmada farklı duygu türlerinin, farklı aile üyelerinin, cinsiyetin ve işlev türlerinin birbirleriyle nasıl daha kapsamlı bir etkileşim içinde oldukları incelenmiştir. Geçmiş yaşantılar hakkında konuşma otobiyografik hatırlamanın

sosyal bir yoludur ve her iki tarafın da özellikleri hatırlama biçimini ve sonuçlarını etkiler. Önceki çalışmalar, yoğunlukla bireylerin kendi hatırlama süreçlerini veya onların hatırlama konusundaki inançlarını ve tutumlarını incelemiştir. Bildiğimiz kadarıyla, aktör ve partnerlerin hatırlama süreçleri arasındaki ikili ilişkiyi Aktör-Partner Bağımlılık Modeli ile inceleyen bir çalışma bulunmamaktadır. Hem anneler hem de ergenler için aktör ve partner etkileri bulmak, sosyal ilişkilerde ikili ilişkilerin önemini göstermektedir. Son olarak, bildiğimiz kadarıyla, bu çalışma OB'nin işlevsel kullanımı ve DD stratejileri arasındaki ilişkiyi Türk kültürel bağlamında inceleyen ilk çalışmadır.

Çalışmanın bulgularına göre OB'nin geçmiş yaşantılar hakkında konuşma sırasında işlevsel kullanımını artıracak yeni müdahale programları tasarlanmalıdır. Örneğin, erkek ergenler, OB'nin işlevsel kullanımını açısından daha dezavantajlı bir durumdadır. Ayrıca, annelerin kendi duygularına vurgu yapmaları, ergen çocuklarının DD stratejilerini olumsuz yönde etkilemiştir. Önceki çalışmalar, duygular hakkında konuşmanın DD gelişiminde önemli bir faktör olduğunu göstermektedir, ancak ergenliğin çocukluk döneminden daha farklı özellikleri olduğu dikkate alınmalıdır. Bu nedenle, anne-çocuk etkileşimleri ve anne-ergen etkileşimlerinin farklı gereksinimleri olabilir ve müdahale programları bu farklılıkları göz önünde bulundurmalıdır.

Gelecekteki çalışmalar, duygusal değerlik ve yoğunluk gibi yeni seviyeler ekleyerek kodlama şemasını geliştirebilir. Yaşam evresi, OB'nin işlevsel kullanımının önemli bir özelliği olduğundan, farklı yaş gruplarındaki çocuklar ve anneleri arasındaki konuşmaları incelemek yararlı olacaktır. Son olarak, boylamsal çalışmalar ile sosyal ilişkileri gelişimsel açıdan daha kapsamlı olarak incelemenin gelecek çalışmalar için gerekli olduğu söylenebilir.

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**TEZİN ADI / TITLE OF THE THESIS (İngilizce / English)** : Functions of Autobiographical Memory During Mother-Adolescent Reminiscing and Their Relation to Emotion Regulation Strategies

**TEZİN TÜRÜ / DEGREE:** **Yüksek Lisans / Master**  **Doktora / PhD**

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