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Personal Narratives Across Diverse Cultures

Guest Editor:
Trisha Self, PhD, CCC-
SLP, BCS-CL



Telling Our Stories: Developing Cultural Identity

Carol Westby, PhD, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com



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continued



Telling Our Stories: Developing Cultural Identity *in partnership with the ABCLLD*

**Carol Westby, PhD
Bilingual Multicultural Services
Albuquerque, NM
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- **Presenter Disclosure:** Financial: Carol Westby is a consultant for Bilingual Multicultural Services in Albuquerque, NM. Nonfinancial: Carol is a member of the American Board of Child Language and Language Disorders.
- **Content Disclosure:** This learning event does not focus exclusively on any specific product or service.
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Learning Outcomes

After this course, participants will be able to:

- Explain the foundations of personal narratives and why personal narratives are a critical aspect of development.
- Describe influences of culture on personal narratives.
- Identify strategies to promote telling of detailed, coherent personal narratives.

Why are personal narratives important?

- Narratives are a universal genre -- a primary mode of thought
- Narratives are important for establishing and maintaining social relationships.
 - Most conversations involve telling personal stories
- The ability to produce coherent personal narratives is associated with the development of self-identity and psychological well-being
- The stories we tell ourselves guide our behavior



Ways narratives vary across cultures

- Reasons for telling stories
- Who tells stories
- How children are socialized to storytelling
- How stories are structured or organized
- Types and frequency of story content and themes

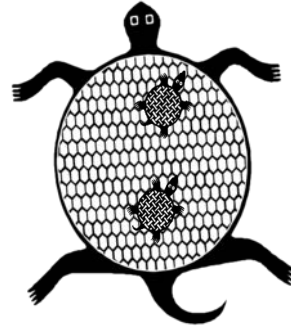


Significance of cultural variations in narratives

- If educators and speech-language pathologists are unaware of cultural variations in narratives, they may evaluate students' narratives inappropriately
- If culturally/linguistically diverse students are unable to comprehend and produce personal and fictional stories with the expected Euro-American functions, structure, and content, they are at risk for academic difficulties
- If schools focus on only Euro-American stories, students not from that cultural background do not see themselves validated in schools, which may affect their development of a positive self-identity
- If schools value stories from only mainstream culture, mainstream students do not learn of the larger world

Project TALES (Talking about Life Experiences and Stories)

The Turtle Storyteller represents grandmothers passing down traditions. The baby turtles represent rebirth and life learning experiences of the next generation. Turtles are the symbols of Mother Earth and wisdom to the people of the Pueblos. A Pueblo elder has said:
"As long as turtles are around the village, the Pueblo will thrive."

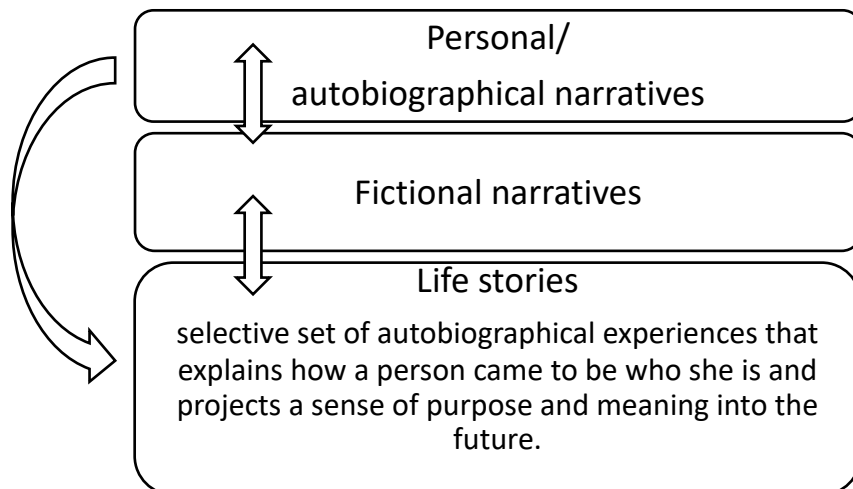


Rapa Nui (Easter Island)

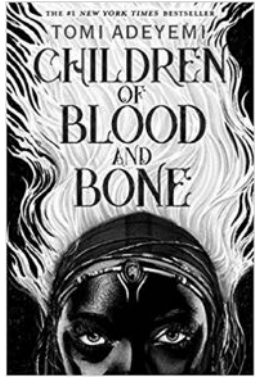


**Tapati Festival
Kai Kai Competition**

Types of Narratives



Tomi Adeyemi: Nigerian-American author



- Adeyemi: I've been writing since I was a kid, but I didn't realize until I was 18 that in all the stories I would write that I would only make my characters white or biracial. And so when I was 18, I was like wow, you don't even think you belong in your own imagination. It's damaging, but it was also sad. But I also realized I needed to use writing to correct it in myself and hopefully help other people imagine themselves on the dragon and getting the romance and putting out the fire.
- Interviewer: Why do you think that was?
- Adeyemi: We didn't see it. We have stories, we have magazines, we have movies, we have television, but if you don't ever see someone who looks like you your subconscious goes, "Oh, I don't belong there." So you're writing and you're like "I don't belong in my own imagination." I had to reteach my brain. So I use my books to teach people, you can be your own protagonist, you deserve to be your own protagonist.

Autobiographical Memory Foundation for Personal Narratives

Autobiographical Memory

- Memory of autobiographical events (times, places associated with emotions, and other contextual knowledge) that can be explicitly stated
- Properties of autobiographical memory:
 - Semantic: Knowing facts
 - Episodic: Remembering - a feeling that is located in the past



Annapurna base camp, Nepal
Alt: 14,000 ft



Fivush, R. (2011). The development of autobiographical memory. *Annual Review of Psychology*, 2, 559-582.

Q8

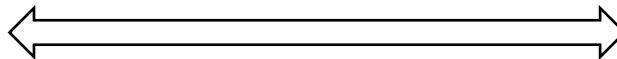
Autobiographical Memory



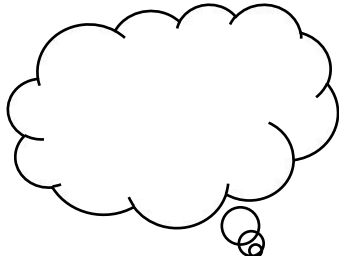
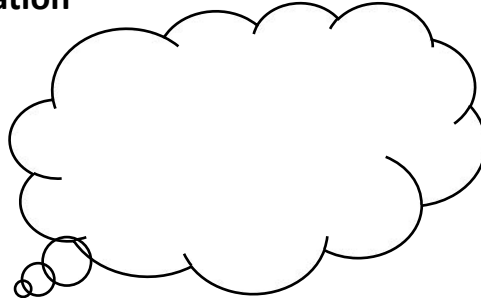
Mental Time Travel



To the past (self-regulation) To the Future



Michaelian, K., & Sutton, J. (2019). Collective mental time travel: remembering the past and imagining the future together. *Synthese*, 196, 4933-4960.

AM helps with self-regulation**High Atlas Mts. Morocco**

Awareness of self in time:
Aware of present thoughts/feelings
while representing oneself in
potentially different states than
those which one is currently
experiencing.

Mental Time Travel
Quotes about AM
from adult with hearing loss

- Everything gets confused or muddled together, mushed together. I have a vague idea of where I was but when people talk about actual specific places, like a highlight of a trip, it didn't really stick with me. All the camping trips we took became one big camping trip even if they didn't happen in the same year.

Brien, A., Hutchins, T., & Westby, C. (in press). Autobiographical memory in ASD, ADHD, hearing loss, and childhood trauma: Implications for social communication intervention.

Cultural Variations in Autobiographical Memories

Eastern Cultures/Collective

- Story likely focuses on others more than self; more attention to context, social engagement, moral correctness
- General description that may combine elements of several events
- May recall memories through an observer (third person) point of view

Western Cultures/Individualistic

- Story focuses on self; more references to self, personal evaluations, autonomy
- Detailed description of a specific event
- Recall memories through a participant (first person) point of view

Carmiol, A.M., & Sparks, A. (2014). Narrative development across cultural contexts: Finding the pragmatic in parent-child reminiscing. In D. Matthews (Ed.), *Pragmatic development in first language acquisition* (pp. 279-293). John Benjamin.

Cohen, D., Gunz, A. (2002). As Seen by the Other ... : Perspectives on the self in the memories and emotional perceptions of easterners and westerners. *Psychological Science*, 13 (1), 55-59.

Martin, M., Jones, G.V. (2012). Individualism and the field viewpoint: Cultural influences on memory perspective. *Consciousness and Cognition*, 21(3), 1498-1503.

Wang, Q. (2013). *The autobiographical self in time and culture*. Oxford.

Perspective



1st person
(intensifies emotions)
Participant perspective



3rd person
Observer perspective
More likely in collective cultures

Q6

continued[®]

Attention to object/person or context



Nisbett, R.E., & Masuda, T. (2003). Culture and point of view. *PNAS*, 100, 11163-11170.

continued[®]

Personal Narratives Foundation for Agency and Identity

continued[®]

What is agency?

- The person's role in pursuit of goals - who is doing what to whom?
- Quality that enables a person to initiate intentional action in order to achieve goals that are valued

Bamberg, M. (2012). Why narrative? *Narrative Inquiry*, 22(1), 202–210.

Mashford-Scott, A., & Church, A. (2011). Promoting children's agency in early childhood education. *Research on Youth and Language*, 5(1), 15-38.

McAdams, D., et al. (1996). Themes of agency and communion in significant autobiographical scenes. *Journal of Analytical Psychology*, 64(2), 339-377.

Development of 3 aspects of self in narratives

	Social actor	Motivated agent	Autobiographical author
Emergence	2-3 years	7-9 years	15 years
Contents	<ul style="list-style-type: none"> • Interacts with the world in social roles – daughter, sister • Developing awareness of physical and personality traits 	<ul style="list-style-type: none"> • Has personal goals, plans, hopes, fears • Makes decisions with hopes of producing desired outcomes 	<ul style="list-style-type: none"> • Reflects on dispositional personality traits • Integrates experiences from the past with ideas about the future to form a narrative self • Autobiographical reasoning

McAdams, D.P. (2013). The psychological self as actor, agent, and author. *Perspectives on Psychological Science*, 8, 272-295.

Autobiographical Reasoning



- Goes beyond autobiographical remembering by creating coherence between events and the self
- Process of self-reflective thinking or talking about the personal past that involves forming links between the elements of one's life and the self in an attempt to relate one's personal past and present

Development of Self-Identity

Habermas, F., & Kober, C. (2015). Autobiographical reasoning is constitutive for narrative identity: The role of the life story for personal continuity. In K.C. McLean & M. Syed (Eds.), *The Oxford handbook of identity development* (pp. 149-165). Oxford University Press.

Modes of agency

- Direct personal agency (individual self)
 - People bring their influence to bear directly on themselves and their environment in managing their lives
- Proxy agency (relational self)
 - People rely on others to act on one's behalf to secure desired outcomes
- Collective agency (collective self)
 - People act together to shape their future
 - Exercised through socially coordinated and interdependent methods

Bandura, A. (2002). Social cognitive theory in cultural context. *Journal of Applied Psychology: An International Review*, 51, 269-290.

Q3

Types of Agency

- **Agency:** extent to which the narrator has the power to affect his/her own life
 - Self-mastery (of a physical or psychological skill)
 - Impacts others through persuasion/manipulation
 - Victory/achieves goal or increase in prestige
 - Takes responsibility
 - Empowerment (made better through an interaction with something larger and greater than the self).

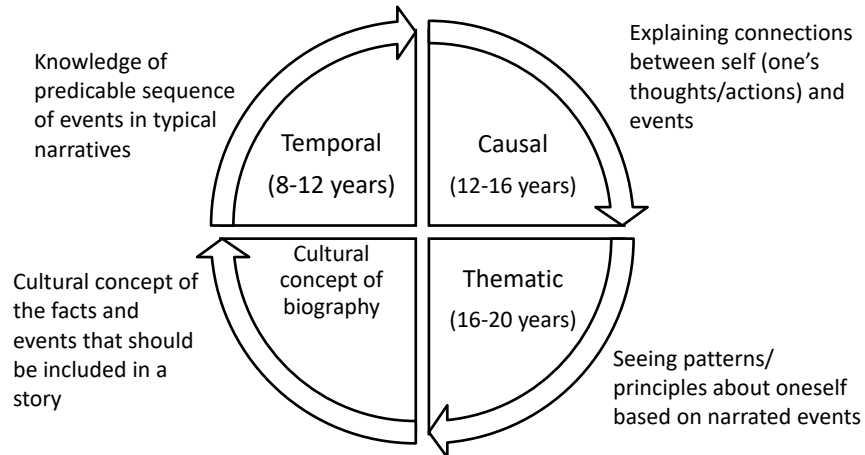
McAdams, D. (2002). *Coding systems for themes of agency and communion*.
<https://www.sesp.northwestern.edu/foley/instruments/agency/>

A Positive Outcome of Agency is:

- **Communion:** the narrator is motivated to form connections with others:
 - Love/friendship
 - Reciprocal communication
 - Caring for/helping another
 - General feeling of unity/togetherness with the others.

McAdams, D. (2002). *Coding systems for themes of agency and communion*.
<https://www.sesp.northwestern.edu/foley/instruments/agency/>

Types of Coherence in Life Stories



Habermus, T., & Bluck, S. (2000). Getting a life: The emergence of the life story in adolescence. *Psychological Bulletin*, 126(5), 748-769.

Q4

Evaluation Dimensions for Personal Narratives

- **Topic maintenance**, or the relation of utterances to a central topic or theme.
- **Informativeness** refers to the completeness of a narrative
 - presentation of the essential facts of an experience
 - presentation of optional details that serve to elaborate a narrative
 - description (e.g., use of adjectives or adverbs), action, and evaluation (e.g., the subjective significance of an event)

Bliss, L. & McCabe, A (2012, Oct). Personal narratives: Assessment and intervention. *Perspectives on Language Learning and Education*. 19:130-138

Evaluation Dimensions for Personal Narratives

- **Event sequencing** -- presentation of events in chronological or logical order (e.g., "He fell down and hurt himself").
- **Referencing** -- appropriate identification of individuals, locations, features, and/or events
- **Conjunctive cohesion** -- use of words or phrases that link utterances and events (e.g., and, then, because, but, and so) for two purposes:
 - Semantic role: the literal meanings of conjunctions (e.g., coordination, adversative, causality, and temporal)
 - Pragmatic role: initiate or close a passage, signal a chronological change in ordering or change the focus of the discourse.
- **Fluency** -- manner of production

Bliss, L. & McCabe, A (2012, Oct) Personal narratives: Assessment and intervention. *Perspectives on Language Learning and Education*. 19:130-138

Q5

Encouraging the telling of an autobiographical event about spiders



I actually saw two spiders in my house. I thought one was alive and one is alive but the other one isn't and the other one was. I actually blew it. So I make sure it wasn't alive. So it was. Once it was hiding from me. And once I came back and brush my teeth. I was looking myself in the mirror and making sure like . . . and . . . well and finally a spider came on my face. And I actually get it off. It was creepy.

Autobiographical event about spiders

I actually saw two spiders in my house. I thought one was alive and one is alive but the other one isn't and the other one was. I actually blew it. So I make sure it wasn't alive. So it was. Once it was hiding from me. And once I came back and brush my teeth. I was looking myself in the mirror and making sure like . . . and . . . well and finally a spider came on my face. And I actually get it off. It was creepy.

- Macrostructure: unorganized leapfrog narrative
 - Confusing order of events
 - Claimed spider alive before blowing on it to check if alive
 - Did he go to brush his teeth and then see the spiders
 - Missing goals (e.g., blowing on the spiders to determine if they were alive and trying to get rid of the spider).
- Unclear referencing
 - How many spiders
 - When and where was the spider(s) hiding
- Lack of conjunctive cohesion
 - Confusing time sequence
 - No explicit causal relationships
- Gave some evaluation: "It was creepy."

Telling his story...



Why D goes to LA twice a year. What D is good at; Why he is in a lower grade; What accounts for differences in abilities; What D had to overcome; What made him gain weight? How he felt about being called D Bear; How he communicated in signs?

Reminiscing: Being Afraid to Try Something

“then I decided to do it”



Aspects of Self and Identity

- **Unique self:** involves an exploration and celebration of personal attributes including likes and dislikes, values, opinions, family norms, and culture
- **Positive self:** involves building of internal resources and identification of strengths and successes
- **Coherent self:** emphasizes examination of self across multiple aspects of experience
 - Before, during, after illness/trauma
- **Future self:** involves building of child's capacity to imagine the self in the future and to explore possibilities

Blaustein, M.E., & Kinniburgh, K.M. (2019). *Treating traumatic stress in children and adolescents* (2nd Ed). New York: Guilford

continued[®]



Achieving Eagle Scout Rank



Only 4% of Boy Scouts earn the rank of Eagle Scout

continued[®]



Identifying Traits Becoming Autobiographical Authors

continued[®]




Character Traits: Relationship to Actions/Events

External/ Physical Traits	Likes/dislikes Do/not do	Internal/ Psychological Traits	Likes/dislikes Do/not do
Tall		Determined	
Unkempt		Revengeful	
Young		Resourceful	
Elderly		Gentle	
Muscular		Fierce	
Scrawny		Respectful	
Scruffy		Smart	
Tattooed		Persistent	
Chubby		Clever	
Ordinary		Brave	
Gorgeous		Conscientious	



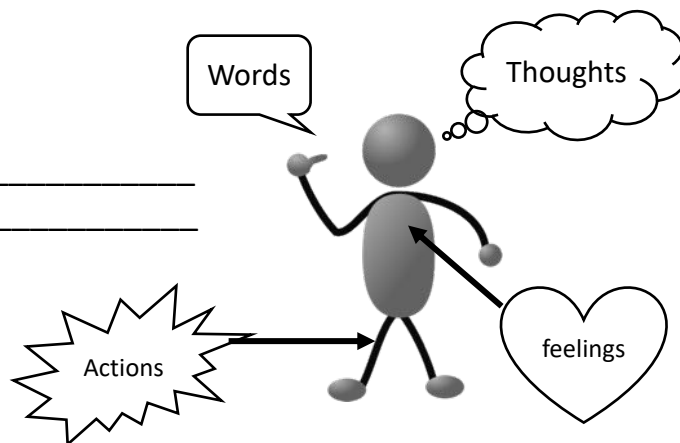

Characteristics of Matthew Henson: Linking traits and events

- **Curious/adventuresome:** read as much as he could; joined the crew of a ship, traveled the world
- **Helpful/responsible/conscientious:** cooked, cleaned, and mended clothes; did whatever was necessary
- **Persistent/tenacious:** continued toward the pole despite severe hardships
- **Tough/strong:** when the dogs gave out, Henson and Perry threw the dog leashes over their shoulders and pulled the sleds themselves

Provide evidence to support the trait

Showing my personality traits

I am _____
because _____



Microstructural signals of temporal/causal coherence

Temporal	Causal
Connectives: when, while, then, next, meanwhile, before, after	Connectives: because, so, however, therefore, as a result, for, although, if...then
Age	Other words: reason, result, conclusion, consequence, cause..., effect, outcome
Calendar dates: years, months	
Seasons, holidays	
Life periods: preschool, early elementary	
Historical events	

Language for Temporal & Causal Coherence



Character	When	Feeling	Why
Roz	she awoke on the island	curious	because she didn't know where she was and what the bright light was
Fink the Fox	Roz removes porcupine needles from Fink	grateful, trusting	because the needles were painful & he couldn't remove them himself; he realized Roz wasn't dangerous
Brightbill the goose	Roz is taken off the island by the airship	heartbroken, worried	because Roz is the only mother he has known, he doesn't know what will happen to her or if he will ever see her again

12th grade student with LLD

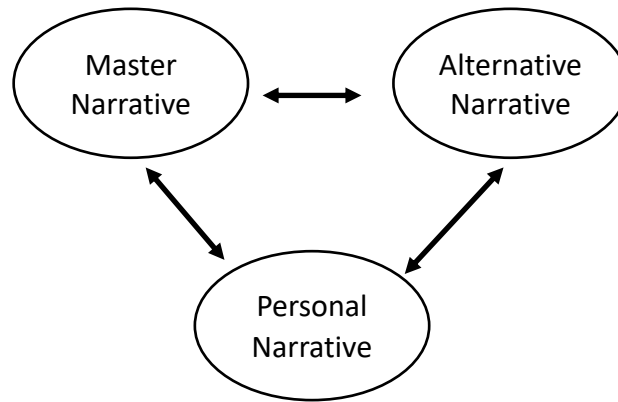
When I was little I was wild like bam-bam in the flintstones. I never liked school ever since I started at an young age. During school I never did anything in class...but what kept me in school was sports I always wanted to be an star for basketball for a school. I change my life around when I got to my sophomore year because I knew that if I wanted to graduate I gotta change the way I act and be more professional when I speech to older people because they'll respect as much. About me I talk a lot and like to joke around that's just me. As growing up in Chicago a tough neiborhood a lot of those kids played ball and some dealing drugs here gun shots here and there people that I looked up too where doing good for awhile keeping positive vibes but after awhile they just took the wrong path. Albuquerque changed my life around also my mom always wanted me to graduate and go to college and do what I like and that's play ball.

Temporal Coherence	Causal Coherence	Thematic Coherence
--------------------	------------------	--------------------

Westby, C.E., & Culatta, B. (2016). Telling tales: Personal event narratives and life stories. *Language Speech and Hearing Services in Schools*, 47, 260-282.

In the future-what I wanted to do is go to the military and serve my country just like my great grandfather and my brother in law. It's always gonna be my dream to be a professional basketball player, but I felt like i am not good enough to play at the next level yet that's why I change my mind to go to the military they get paid good money and get discounts from some stores. I decide not to go to college after I graduate cause don't wanna start school again right away again I already did 12 years just to graduate and it was stressful for me in 11th and 12th grade. I thought college is gonna be more challenging then high school and more work to do research. I decided to help my father out with his business out in Chicago designing and building big houses, guarding to putting up gates, As i grow older i'll be taking over my father's company but I also want to go to the military with my cousins and brothers and serve my country I always wanted to experience that from my own perspective.

Master Narrative Model



McLean, K.C., & Syed, M. (2015). Personal, master, and alternative narratives: An integrative framework for understanding identity development in context. *Human Development*, 58, 318-349.

Hero Journey Myths as Master Narratives

Functions of Hero Journey Myths

- **Mystical:** creating a sense of awe about the world and self
- **Cosmological:** considering how the world came to be and why it is the way it is
- **Sociological:** valuing your community and culture
- **Pedagogical:** providing models for your own development

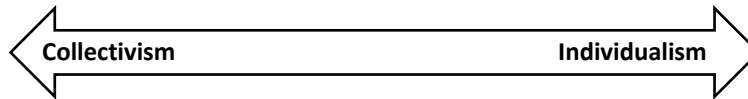
Independence/Interdependence Individualism/Collectivism

Collectivism

- Learn to depend on others
- Be responsible for others
- Personal goals secondary to goals of the group
- Relationships more important than tasks
- Social and cognitive skills integrated

Individualism

- Develop early independence
- Responsible for self
- One's own goals take priority
- Tasks more important than relationships
- Cognitive skills independent of social skills



Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Thousand Oaks, CA: Sage.

Characteristics of Hero Journey Stories

Eastern

- Usually have a strong mentor
- Work in teams with all genders, races, ages
- Focus on internal struggles; greater use of verbs of mental states
- Greatest fighters typically portrayed as gurus respected for the wisdom they have gained through martial arts



Western

- Mentors are absent or dead
- Fight lonely battles; usually white, straight male
- Focus on external struggles; greater use of action verbs
- Fighters achieve through their physical prowess; portrayed as skilled athletes respected for their physical abilities



Q2

Preferred Positive emotions

Low arousal

High arousal



Relaxed

Calm

Serene

Peaceful

Enthusiastic

Elated

Excited

Euphoric

LAP (low arousal positive)

HAP (high arousal positive)

Eastern

Western

Tsai, J., & Clobert, M. (2019). Cultural influences on emotion. In D. Cohen & S., Kitayama (Eds.), *Handbook of cultural psychology* (2nd Ed.) (pp. 292-318). Guilford.

Q7

Ideal Emotions



Ashley likes to float in the swimming pool.



Maria likes to jump and dive.

Are you more like Ashley or Maria?

Tsai, J. L., Louie, J. Y., Chen, E. E., Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. *Personality and Social Psychology Bulletin*, 33(1), 17-30.

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Tsai, J. L., Louie, J. Y., Chen, E. E., Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. *Personality and Social Psychology Bulletin*, 33(1), 17-30.

Tsai, J. L., Louie, J. Y., Chen, E. E., Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. *Personality and Social Psychology Bulletin*, 33(1), 17-30.

continued

continued

American Board of
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American President
Barack Obama



Chinese President
Xi Jinping

Tsai, J. et al. (2016). Leaders' smiles reflect cultural differences in ideal affect.
Emotion, 16(2), 183–195.

continued

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GLOBAL TALES

TALKING ABOUT LIVED
EXPERIENCES IN STORIES

Tell me a story about a time when you had a problem and you had to fix it. Tell me all about what happened and what you had to do to fix it.

continued

Frequent Topics/Themes

Taiwan	United States	Australia	Britain	NZ
8 Academic achievement	11 11 Peer Relationships (7 fighting/aggression; 4 inappropriate behaviors)	10 Peer Relationships (5 fight/disagree; 3 left out, 1 injured, 1 bullied)	8 Peer Relationships (6 argue/fight; 2 falling out/bragging)	13 Peer relationships (6 aggression/fighting/dislike; 3 left out/feeling hurt)
4 School responsibilities	5 Problem making/fixing something	2 Caused damage	4 Problem with school task	2 Problem with school task
3 Helping others	2 Lost item	2 Problem with school task	3 Illness/injury	2 Family events
3 3 peer relationships (1 help with work; 2 protect from bullies)	1 Problem with school task (sister, not narrator)	1 Injury	2 Caused damage	
1 Lost item	1 Caused damage	1 Lost (dog)	1 Lost item	

Chen, K., & Westby, C.E. (2019). Thematic variations in children's personal narratives across cultures. IALP Congress, Taiwan.

Q9

Cultural Dimensions

- **Interdependent/collective vs. independent/individualistic:** People's self-image defined in terms of "we" or "I"?
- **Power Distance:** relationship between those in power and the subordinates
 - High power distance: must respect & obey those in power
 - Low power distance: power equally distributed; persons must earn respect
- **Uncertainty avoidance:** extent to which persons feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these
 - High uncertainty avoidance: rules/expected behaviors to avoid uncertainty; pressure to conform
 - Low uncertainty avoidance: few rules; freedom not to conform

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage.

Educational Philosophy



Confucian/Eastern

- Collective
- High power distance
- High uncertainty avoidance



Socratic/Western

- Individualistic
- Low power distance
- Low uncertainty avoidance

Jen, G. (2017). *The girl at the baggage claim*. New York: Penguin Random House.

Li, J. (2012). *Cultural foundations of learning*. Cambridge: Cambridge University Press.

Educational Philosophy

Confucian/Eastern

- Purpose of education to achieve social harmony
- Academic success achieved through hard work
 - Human ability is malleable; can be improved through effort
- Respect authority
- Education is teacher-centered
- Joy comes from reaching educational goals

Socratic/Western

- Purpose of education to develop critical thinking
- Academic success more influenced by innate ability than effort
- Question authority; student opinion valued; learn through argument
- Education more student-centered
- Learning itself should be enjoyable

Jen, G. (2017). *The girl at the baggage claim*. New York: Penguin Random House.

Li, J. (2012). *Cultural foundations of learning*. Cambridge: Cambridge University Press.

Possible Cultural Influences on Taiwanese Stories

- **Confucian Philosophy**
 - History and value of educational testing in Asian cultures (e.g., college entrance exams) and academic achievement
 - **Academic success depends on hard work, study, persistence**
 - **Historically, high educational performance essential for entering most prestigious universities, which is essential for gaining best governmental/business positions**



Possible Cultural Influences on Taiwanese Stories

- **Power distance/Uncertainty Avoidance**
 - Respect for authority of teachers/parents; honor/meet their expectations
 - Teacher/parents help to solve problems
 - Education path avoids uncertainty
- **Interdependence/Collectivism**
 - Collective hierarchy: parent-child, “ruler-subject,” (teacher-student; boss-worker); husband-wife, elder-younger, friend-friend.
 - Family takes priority; Important to do well for the family

Harter, S. (2012). *The social construction of the self*. New York: Guilford.

Huang, G., & Grove, M. (2012). Confucianism and Chinese families: Values and practices in education. *International Journal of Humanities and Social Science*, 2, 10-14.

Possible Cultural Influences on English Stories

- **Educational Philosophy**
 - Academic performance primarily due to innate abilities
- **Independence/Individualism**
 - Persons responsible for solving own problems
 - Have to be verbal to connect with others
 - Speak your mind; your needs, rights, desires take priority over others
 - Important to establish who you are; arguing is a way to establish yourself



Bergmuller, A. (2013). The relationship between cultural individualism-collectivism and student aggression across 62 countries. *Aggressive Behavior*, 39, 182-200.

Harter, S. (2012). *The social construction of the self*. New York: Guilford.

Mashford-Scott, A., & Church, A. (2011). Promoting children's agency in early childhood education. *Research on Youth and Language*, 5(1), 15-38.

- **The ability to tell coherent personal stories is important for:**
 - **Agency/Self identity/mental health**
 - **Social interactions**
 - **Self-regulation**
- **Trauma affects ability to tell coherent stories**



KIDNET (Narrative Exposure Therapy)

Schauer, M. et al. (2017). Narrative exposure therapy for children and adolescents (KIDNET) In, M.A. Landolt et al. (eds.), *Evidence-based treatments for trauma related disorders in children and adolescents*. Springer.

Q1

Components of Autobiographical Memories for Trauma Events

Associative Memory (Hot Memory)

- Automatically activated by cues
- Sensory, emotions, & physiological perceptions
- Fragmentary reports
- Sensation of “here and now”

Amygdala

Context Memory (Cold Memory)

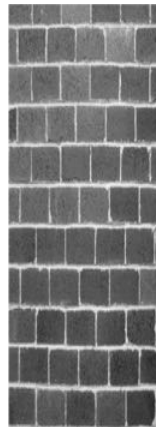
- Deliberately retrievable
- Knowledge about the event in the context of life, time, & space
- Chronological report

Hippocampus

Schauer, M. et al. (2017). Narrative exposure therapy for children and adolescents (KIDNET) In, M.A. Landolt et al. (eds.), *Evidence-based treatments for trauma related disorders in children and adolescents*. Springer.

Trauma results in a disconnect

Hot memories



Cold memories

Schauer, M. et al. (2017). Narrative exposure therapy for children and adolescents (KIDNET) In, M.A. Landolt et al. (eds.), *Evidence-based treatments for trauma related disorders in children and adolescents*. Springer.

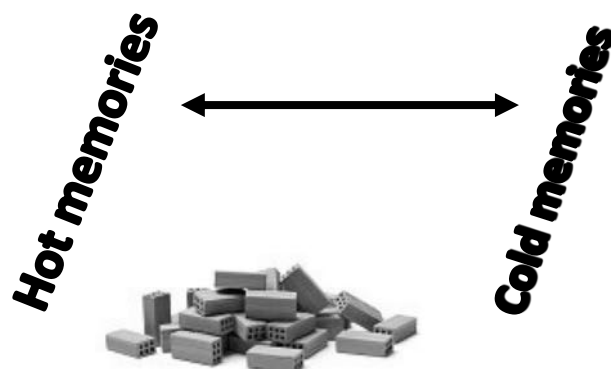
Q10

Quotes about AM from adult with hearing loss

- Every once in a while there is like a splinter of a memory that comes in. It just pops up out of nowhere. I didn't even know it was there. I remember remembering, but the memories are not connected; they're like floating unattached. How do you capture a memory that doesn't have a time or place to attach it to. It's just free floating.

Brien, A., Hutchins, T., & Westby, C. (in press). Autobiographical memory in ASD, ADHD, hearing loss, and childhood trauma: Implications for social communication intervention.

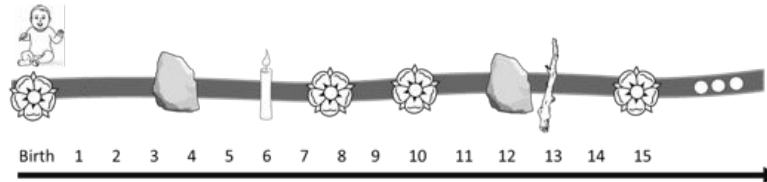
Goal of KIDNET Therapy



continued^{ed}

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Language Disorders

Lifeline



continued^{ed}

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Child Language &
Language Disorders

Re-creating context for hot memories

Cold memory/Context	
Space	Where did it happen?
Time	When did it happen?
Chronology	What happened? What happened next?



Hot memory	
Sensory	What did you see, taste, hear, smell?
Cognitive	What did you think?
Emotional	What did you feel?
Physiological	How did your body react?

Icons for cold memories



Where



When

1, 2, 3...

Order

Icons for hot memories



TASTE



TOUCH



SIGHT



SMELL



HEARING

Sensory Information



Feelings



Body Sensations



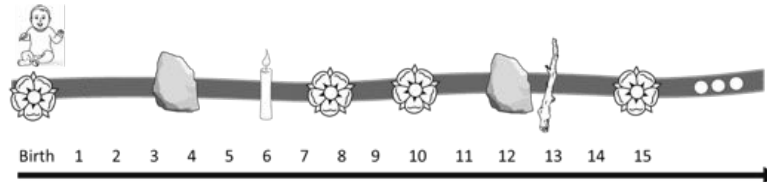
Cognitions

continued^{ed}

continued^{ed}



Lifeline



continued^{ed}



PTSD/Developmental Trauma Disorder Closet Metaphor



NET intervention involves:

- Slowly taking things out of the closet
- Examining them carefully
- Folding them neatly
- Putting them back in the right place



Ehlers, A, Clark, DM (2000). A cognitive model of PTSD. *Behaviour, Research and Therapy* 38, 319–345
 Trickey, D (2013). Post-traumatic stress disorders. In P. Graham & S. Reynolds (Eds.), *Cognitive behaviour therapy for children and families* (3rd Ed.) (pp. 247–249). Cambridge University Press.

continued^{ed}




I will tell you something about stories,
 (he said)
 They aren't just entertainment.
 Don't be fooled.
 They are all we have, you see
 all we have to fight off
 illness and death.

You don't have anything
 if you don't have stories.

Ceremony, p. 2 Leslie Marmon Silko
 Member of the Laguna Pueblo




There is no greater
 agony than bearing an
 untold story inside you.

Maya Angelou

Those who do not have the power
 over the story that dominates
 their lives, the power to retell it,
 rethink it, deconstruct it, joke
 about it, and change it as times
 change, truly are powerless,
 because they cannot think new
 thoughts.

Salman Rushdie

