

	Notes
<p><b>Discourse marking sheet: 'A' Discourse</b> (This sheet is intended for quick reference. Please see the <i>Interviewing Guide</i> for more detail about each of these discourse markers and how to address them). AF = attachment figure</p> <p><b>Procedural memory</b></p> <p><b>Manner with interviewer</b></p> <ol style="list-style-type: none"> <li><b>Carefully controls what s/he says.</b> Avoids topics likely to cause distress or anger; cuts off responses; cryptic responses; dismissing phrases; withholds information; stutters/pauses; monitors own speech.</li> <li><b>Tries to soothe and comfort interviewer or tries to perform well.</b> Defers to/attribution too much power to interviewer; becomes analytical with interviewer.</li> </ol> <p><b>Orientation of self in relation to what they are describing</b></p> <ol style="list-style-type: none"> <li><b>Distances self from feelings and events of the past and from attachment figures.</b> Omits self and personal pronouns when describing vulnerable self or AF; lack of personal pronouns; uses if/then phrasing; omits people; nominalises affect ('the fear/the sadness'); stilted, 'literary' speech; hypothetical phrasing.</li> </ol> <p><b>Affect expressed</b></p> <ol style="list-style-type: none"> <li><b>Negates/omits own feelings.</b> Omits negative affect; false positive affect (smiles/laughs when sadness/fear/anger called for); minimises negative experiences; disparages self; unprompted denial of negative events; displaces negative affect (where it does not belong).</li> </ol> <p><b>Note:</b> Negative affect may still be displayed non-verbally or somatically through shaking knees, tense jaw, postures and hand gestures, facial expression, nausea, headache, sweating and palpitations.</p>	
<p><b>Imaged/sensory memory</b></p> <ol style="list-style-type: none"> <li><b>Dismisses distressing imaged/sensory memories.</b> Omits, avoids or distances self from the imaged/sensory memory; displaces the memory, using what must be someone else's memory.</li> <li><b>Uses place images.</b> Focuses on sights, sounds, smells, objects, places, own proximity to places, rather than information about people.</li> <li><b>Intense or disjointed images.</b> Image obliquely connected to word or phrase used to describe it; gives intense image but denies affect associated with the image (often linked to a 'forbidden' feeling); in extreme cases, may generate a delusional image of comfort/protection.</li> </ol>	

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<p><b>Semantic memory</b></p> <p><b>8. Semantic memory easier to access than episodic.</b> Descriptive adjectives given with careful attention to impression management.</p> <p><b>9. Unqualified or polarised:</b> Idealises past; one AF all good, or not to blame, the other all bad, or both AFs all good; people as 'always' or 'never' or 'very very' good or bad.</p> <p><b>10. Makes self responsible when evidence suggests otherwise.</b> Mistakes temporal order for causation/responsibility; exonerates AF when evidence suggests otherwise, and may use critical parental words to describe self ('I was a cheeky little sod!'); misattributes the intent of AF, eg. 'he was showing me love.'</p>	
<p><b>Episodic memory</b></p> <p><b>11. Claims lack of recall of parts of childhood.</b> Denies negative experiences; expresses no concern or surprise about lack of memory.</p> <p><b>12. Negative episode but speaker unaware of this.</b> Negative event used to support positive adjective; episode does not support semantic description/positive 'wrap-up' given; displaces the episode, so that it is about someone else rather than self; no positive episodes, but is not aware of this.</p> <p><b>13. Constructs memory via semantic reasoning.</b> Uses repetition ('she was just very, very loving') instead of episodes; uses hypothetical examples in place of omitted negative episodes; presents self as strong, invulnerable; no episodes.</p> <p><b>14. Cuts off memory before negative outcome.</b> Cuts off where comfort is missing; distracts attention onto neutral topic; no negative feelings, eg. fear, anger, sadness, need for comfort.</p> <p><b>15. Distorts memory so that attachment figure is not responsible.</b> Idealizes AF even to the point of delusion; makes self guilty rather than AF; recalls negative events from AF's perspective; extreme: recalls delusional figure in episode.</p>	
<p><b>Integrative/working memory</b></p> <p><b>16. Uses optimistic platitudes.</b> Uses platitudes to give positive interpretation of historical events, without acknowledging subtle distinctions between negative and positive events.</p> <p><b>17. Avoids integrative thinking.</b> Omits integration; distracts from topic when invited to reflect; remains unaware of discrepancies or contradictory statements or memories.</p> <p><b>18. Continues to blame self/excuse parents.</b> When invited to reflect, does not incorporate new information.</p> <p><b>19. Inconclusive or failed meta-cognition.</b> Fails to capitalise on 'thinking about thinking'; does not think about thinking.</p>	

Discourse marking sheet: 'C' Discourse AF = attachment figure	Notes
<p><b>Procedural memory</b></p> <p><b>Manner with interviewer</b></p> <ol style="list-style-type: none"> <li><b>Behaves as if the interviewer's attention may be lost at any moment.</b> Works to keep interviewer engaged and involved in the story.</li> <li><b>Seeks closeness to interviewer.</b> Appeals/submits/seduces interviewer into collusion with an irresponsible affect used to elicit comfort/disarm interviewer; draws interviewer into collusion with an irresponsible story or into a coalition against AF or hurtful circumstance.</li> <li><b>Attempts to establish power hierarchy with interviewer.</b> Confronts/interrupts interviewer. Alternately seduces and punishes the interviewer. Offers tantalising information, then 'catches out' interviewer if they fall for the bait, thereby keeping interviewer engaged and also off-balance.</li> <li><b>Gives the feeling of imminent danger/violence.</b> Deceptively menacing and treacherous, alternating with paranoia and extreme appearance of being victimised. Spooks interviewer.</li> </ol> <p><b>Orientation of self in relation to what they are describing</b></p> <ol style="list-style-type: none"> <li><b>Gets involved in the moment.</b> Run-on sentence structure with little sense of temporal order or causation; directs speech to an absent person.</li> <li><b>Dismisses comforting features of AF or importance of family.</b> Distances self from, or marked lack of empathy for, AF and family members.</li> </ol> <p><b>Affect expressed</b></p> <ol style="list-style-type: none"> <li><b>Mocks own misery or other's misery, or laughs off angry statements.</b> Uses emotion to disarm the interviewer, or to mock self or others (includes 'catching out' other people, ie, 'Gottcha!').</li> <li><b>Intense outburst of affect when thoughtful response called for.</b> Becomes actively angry, fearful, tearful and/or complaining while speaking.</li> <li><b>Displays distorted positive affect</b> which invites rescue from the interviewer. (This is the opposite function to the 'A' strategy's false positive affect, which is meant to <i>minimise</i> interviewer's concern.)</li> <li><b>Markedly cold or cruel on topics related to themes of hate and dread.</b> Can include braggadocio, eg. boasting and menacing and, alternately, paranoid and very afraid.</li> </ol>	
<p><b>Imaged memory</b></p> <ol style="list-style-type: none"> <li><b>Multiple images.</b> Recalls multiple images with little sense of order, causality or sequence.</li> <li><b>Powerful and animated images</b> (eg. through language and actions). Lively, intense language and affect; uses animated language ('bang!'); may become involved in the image as if it were occurring now; may slip into present tense when describing an image from the past.</li> </ol>	

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<p><b>13. Delusional image</b> of their power over another figure, or paranoid delusion of threat from a figure (from whom they need protection).</p>	
<p><b>Semantic memory</b></p> <p><b>14. Passive semantic thought.</b> Makes weak or vague statements about his/her interpersonal relationships; cannot find words or phrases to describe relationships; makes conflicting or oscillating statements.</p> <p><b>15. Dwells on single incidents.</b> Reduces all faults and bad occurrences to one person/event.</p> <p><b>16. Describes parent and relationships in very derogating and negative terms.</b> (This may be focused on one parent while other is idealised.)</p> <p><b>17. Misattributes cause and effect.</b> Blames other person(s) but takes no responsibility for own role in sequence of events.</p> <p><b>18. Idealised magic future.</b> Provides vision of magical future with no sense of how it may be achieved.</p>	
<p><b>Episodic memory</b></p> <p><b>19. Blurred episodes/several episodes put together.</b> Blurred, circular episodes; episodes do not support the word or phrase used to describe the relationship; multiple, partial, tangential episodes; episodes violate boundaries of time, place, persons; poorly ordered events.</p> <p><b>20. Lack of negative episode to support a negative word or phrase</b> (semantic memory) that describes significant relationship.</p> <p><b>21. Negative episode given, but bad effects are denied.</b> Offers negative episode to support negative word, but denies effects.</p> <p><b>22. Accurate episode but omits information in order to distort causes</b> eg. self as innocent, or wrong person blamed. False blame (revenge) or innocence (seduction – 'rescue me').</p>	
<p><b>Integrative/working memory</b></p> <p><b>23. Borrows psychological jargon.</b> Appearance of insight, but does not integrate these into own cognitions. May include skilled misleading of interviewer.</p> <p><b>24. Notable missing links in thought process.</b> Omitted meta-cognition; two thoughts not joined, implying a 'magical' link; denies complex causation; denies multiple perspectives.</p> <p><b>25. Retains errors of cognition and unresolved feelings.</b> Rationalises old mistakes and continues to blame others for his/her errors.</p>	

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<p><b>Procedural memory</b></p> <p><b>Manner with interviewer</b></p> <p>1. <b>Co-operative.</b> Takes turns smoothly; co-operative with interviewer; takes into account interviewer's perspective as well as own perspective.</p> <p><b>Orientation of self in relation to what they are describing</b></p> <p>2. <b>Focuses on topic.</b> Includes self and is willing to address difficult or painful topics, as they are resolved or mostly resolved. 'Owns' their own feelings.</p> <p><b>Affect expressed</b></p> <p>3. <b>Appropriate affect.</b> When recalling events that were unhappy or distressing at the time, is able to differentiate past emotions from present emotions. Also: expresses appropriate positive emotions.</p>	
<p><b>Imaged/sensory memory</b></p> <p>4. <b>Lively and fresh images,</b> with appropriate time, place, sequence, attribution of roles and emotional meaning to self. May have multiple senses, eg. touch, sight, smell, taste, sound. No unintended eeriness or stilted manner in the retelling.</p>	
<p><b>Semantic memory</b></p> <p>5. <b>Able to make differential and balanced comparisons,</b> uses differentiating words and phrases, eg. balance of negative and positive, distributed as appropriate among attachment figures. Distinguishes between temporal order and responsibility/causality. Distributes responsibility accurately, and takes into account multiple causal factors and issues of maturity, power and knowledge at time of the event. Takes appropriate responsibility for own actions.</p>	
<p><b>Episodic memory</b></p> <p>6. <b>Episodes are sequenced coherently and are unique.</b> Contains cognitive order, events, outcomes, and causes, with feelings and images. Credible evidence is given to support episodes. Episode matches the descriptive (semantic memory) word or phrase.</p>	

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<p><b>Integrative/working memory</b></p> <p><b>Reflective functioning and meta-cognition. Examples:</b></p> <p><b>7. Considers all information.</b> Reflects without prompting on the process and details involved in recalling experiences.</p> <p><b>8. Focuses on discrepancies.</b> Thinks about own thinking and capitalises on this thinking, with or without prompting. Seeks to correct contradictions, omissions, or false beliefs or affects.</p> <p><b>9. Develops new understandings</b> based on evaluating all information. In relation to dangerous episodes, discards information unique only to that situation and keeps the information needed for protection in future. Acknowledges complex causation of events, and accepts there may be ambiguous or uncertain information.</p> <p><b>10. Able to construct more accurate expectations of the future</b> and has flexible access to a variety of strategies, including 'A' and 'C' when needed. Capable of reaching difficult conclusions and containing difficult feelings or expressing them appropriately.</p> <p><b>11. Empathy for all, including self.</b> Can retain truth of childhood and forgive parents/family members/ etc. their misdeeds. Can find good even in the harshest of life stories. Accepts imperfections in self and others. Has mature and complex emotions.</p> <p><b>12. Meta-cognition.</b> Aware of changes in own thinking (and the thinking of others) over time. Aware of change that arises from development. Understands difference between reality and appearance.</p>	