



Attachment-based Practice with Adults

Understanding strategies and
promoting positive change

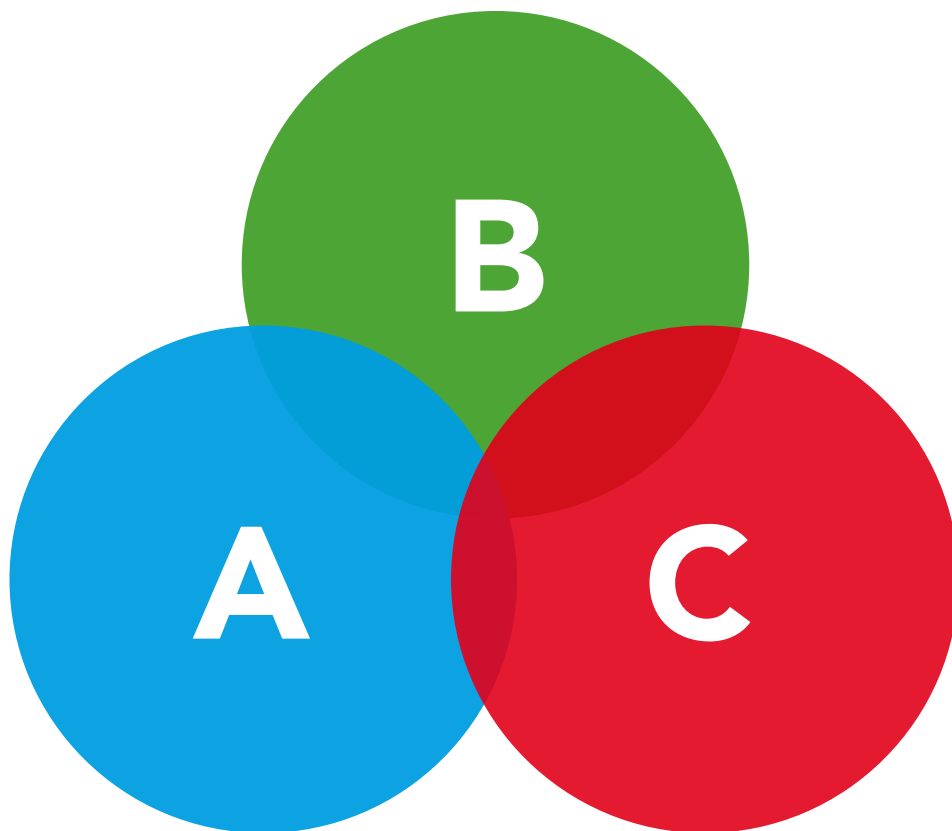
A new practice model and interactive resource for assessment,
intervention and supervision

Clark Baim and Tony Morrison



The Interviewing Guide

Attachment strategies



Type 'A' Strategies

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
---	---	--------------------

Procedural memory (Type A)



Manner with interviewer

Characteristic 1. Carefully controls what s/he says. Function (I must say the right thing/mustn't say the wrong thing. It is dangerous to do or say the wrong thing.)	Avoids topics likely to cause distress or anger.	'I can't recall.'
	Cuts off responses.	'I think, emm...'
	Gives cryptic responses.	'You might say that.'
	Dismissing phrases.	'Can't think... It wasn't an issue.'
	Withholds information	'No. Never.'
	Current anxiety expressed in stutters and pauses.	'Never to send me or, umm, abandon m... not send ... not, except once, sent me, um, to a special school...'
	Monitors own speech.	'Let me put this properly...'
Characteristic 2. Tries to soothe and comfort interviewer or tries to perform well. Function (I must please this professional and do well. It is dangerous if I do not because I may be rejected.)	Attributes too much power to interviewer.	'Do you think so?/I wouldn't know./ Do you think I have a problem?'
	Analytical with interviewer – makes self a professional associate.	'That's probably evidence of a neglectful pattern.'

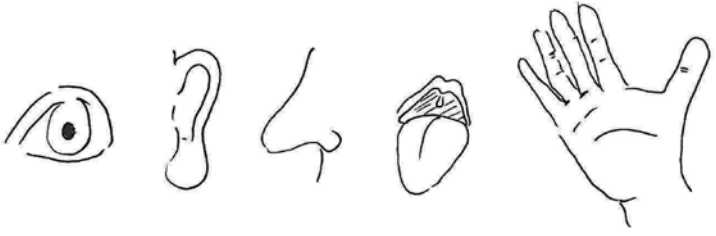
Orientation of self in relation to what they are describing

Characteristic 3. Distances self from feelings and events of the past, and from attachment figures. Function (I am not important and my feelings do not count. I must remain focused on other people and their feelings and not upset them. I must protect other people close to me. It is dangerous for me to express sadness, fear or anger.)	Omits self from statements about vulnerable self.	'Once fell off a bicycle, went to hospital.'
	Lack of personal pronouns.	'Father worked, mother stayed home to look after the children.'
	Uses if/then or when/then phrasing (emphasising temporal order).	'If you were hurt or had a cut, you'd get a hug or cuddle, like that you know.'
	Omits people from statements that should include people in them.	'My family lived in a two-bedroom terrace, two up, two down, one of a hundred on the street, I remember the kitchen was dimly lit with a bare bulb in the middle of the ceiling ...'


Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Slow down. Listen. Encourage speaker to take time and really reflect on internal process, even if it gets difficult, confusing or painful. Focus on feelings more than thoughts.</p>	<ul style="list-style-type: none"> » 'Let's take some time here. It feels important to stay with this memory.' » 'What connections do you make with...?' » 'I wonder if we can explore that a little further...' » 'Sometimes it can be difficult to remember things from so long ago. If we try first to remember places, and then move on to the people and the events, then your thoughts and feelings at the time, that might help.' » 'What can you say to yourself that will help you to be able to cope with the feelings that you may experience when recalling these events?'
<p>Encourage speaker to reflect on own feelings. Decline invitation to be 'the expert' and also the invitation to collude with diagnoses or labels the person attaches to their strategy.</p>	<ul style="list-style-type: none"> » 'What are your feelings about that now?' » 'Try putting that in your own words.' » 'I'll invite you to form your own opinion about that.' » 'How are you managing to speak for yourself in this interview?'
<p>Listen carefully. Be aware of the subtle omissions of self, eg. lack of 'I' statements. Encourage speaker to use 'I' and to reflect on his/her own role in the memory, and own feelings.</p>	<ul style="list-style-type: none"> » 'Can you say more about that incident? How did that happen? What were your feelings at the time?' » 'You mentioned the children. Who were they and how were they related to you?' » 'How did you feel about having them as siblings?' » 'It is normal for people to feel both good feelings sometimes and sometimes bad feelings about siblings, parents and other people who are in the family or who are friends. Let's take some time and see if you can think of some of the different feelings you had at the time about...' » 'I notice that you gave a very detailed description of the house there, and I wonder if we can now move on to describe the people in your family and your feelings about them at the time (and now).' » 'Please say more about that.' » 'Can you think of a specific instance when that was the case?' » 'I wonder if there is anything getting in the way of you expressing your own feelings in this interview.'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Orientation of self in relation to what they are describing (continued)		
Characteristic (continued) 3. Distances self from feelings and events of the past, and from attachment figures. Function (I am not important and my feelings do not count. I must remain focused on other people and their feelings and not upset them. I must protect other people close to me. It is dangerous for me to express sadness, fear or anger.)	Nominalises affect.	'There was the fear, the anxiety...'
	Stilted, literary, unnatural speech.	'There was, in short, always a joyfulness and warmth in her manner.'
	Hypothetical phrasing.	'If there was any unhappiness, she would ...'
Affect expressed during the interview		
Characteristic 4. Negates/omits own feelings Function (My feelings do not matter. It is dangerous for me to become aware of or express my painful or difficult feelings.)	Omits negative affect	No expression of sadness, fear, anger when topic suggests such a response is called for.
	False positive affect.	'I cried then (laughs).' Or: (while smiling) 'I'm angry about that.'
	Minimises/normalises negative experiences.	'It's just the way things had to be done.'
	Disparages self/blames self.	'I was always making trouble.' 'I was the runt of the litter.'
	Unprompted denial of negative events or relationship characteristics.	'I don't think I was ever sad or afraid.' 'Dad never raised his voice to us.' 'Mum never smacked us.'
	Displaced affect (negative affect directed where it does not belong).	Expresses anger, sadness or fear in relation to a safe topic/person that 'stands in' for another, more dangerous topic or person.

	Implications for interviewer	Possible responses to promote integration (Interviewer)
	<p>Listen carefully; be aware of speaker's often very subtle means of dismissing his/her own feelings (eg. with a quick laugh).</p> <p>Encourage speaker to reflect on own feelings. Encourage the speaker to identify the emotions they felt at the time – especially the 'forbidden' emotions of fear, desire for comfort, sadness and anger, and how these were or were not addressed. Help the speaker to anticipate the well of fear, sadness or anger that exists beneath the surface of these concealing memories.</p>	<ul style="list-style-type: none"> » 'I notice that you just laughed when speaking about crying at that time. I wonder if we can take time to more carefully consider your own feelings at the time, even if they were painful feelings or if you were feeling bad at the time. How can we move on to consider those feelings now?' » 'I wonder how you were feeling at the time.' » 'What does "making trouble" mean?' » 'When you say you were always making trouble, I wonder whose opinion that was, yours or someone else's?' » 'It is normal for every child to sometimes feel afraid, or sad, or angry, or other bad or painful feelings. It's a part of life, and a part of growing up. I wonder if there is anything that makes it difficult for you to talk about ever feeling afraid or sad.' » 'What memories do you have of telling anyone about feeling afraid or angry or sad? What happened when you spoke about these feelings? How do you feel about that now?' » 'I notice you said that you did not need a cuddle. Can we slow down and consider what age you were at the time, and what had just happened? What are you likely to have been feeling inside at the time, when your father had left the house and torn the front door off its hinges? (eg. fear/desire for comfort; or anger.) For any child of six years old, feeling such emotions, what might have helped? What didn't happen that might have helped you at the time?' » 'Might it be possible that you did need a cuddle, and felt frightened or angry about what had happened, but that Mum, being very scared herself, was not able to comfort you – but needed comforting herself, which you provided? What might this mean about what you had to do with your own feelings of fear or anger? What do you think you did with those emotions? What might you be doing with them right now?' » 'What might be stopping you from talking about your feelings of fear, sadness or anger here in this session? What might happen if you do? What won't happen if you do? What might be the advantages of talking about your feelings, without having to worry about taking care of anyone else, but just focusing on your own feelings? Shall we return to that memory now?' » 'What does this remind you of?' » 'Who really needs to hear your anger, or know about your fear or sadness?'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Imaged/sensory memory (Type A)</p> 		
<p>Characteristic 5. Dismisses distressing imaged/sensory memories.</p> <p>Function (I can't afford to remember difficult or painful images or sense memories because this might make me feel needy and I will be rejected/abandoned/punished if I express fear, desire for comfort, sadness or anger.)</p>	<p>Omits, avoids, dismisses or distances self from imaged/sensory memory.</p> <p>Displaces the memory, using what must be someone else's memory.</p>	<p>'I guess it was dark. I can't remember. Not important really.'</p> <p>'... because the doctor showed them my condition on the x-ray. They were in a dark room, and they were afraid when they saw the x-ray.'</p>
<p>Characteristic 6. Uses place images (sights, sounds, smells, etc.) as a means of gaining comfort and control.</p> <p>Function (It is safer for me to focus on places, sequences, possible dangers in the environment – in order to avoid danger.)</p>	<p>Gives priority to information about places and own proximity to places, rather than to information about people.</p>	<p>'We were in the car. I was in the back seat. I remember the leather trim on the door, and it had the old-fashioned handles that you turn down, chrome handles they were. Red trim leather, or vinyl maybe. Yeah, vinyl actually, now that I think about it. I sat with my back turned to the near side door ...'</p>
<p>Characteristic 7. Intense or disjointed images.</p> <p>Function (I must not have clear memories of distressing events, or retell them as being painful or distressing to me. It is dangerous if I tell dangerous stories or show distress.)</p>	<p>Aspects of the imaged memory are unconnected (or obliquely connected).</p> <p>Gives intense image, but denies affect associated with the memory. This is often a 'forbidden' feeling.</p> <p>In extreme cases, may generate delusional image of protection and comfort.</p>	<p>'I had a teddy, I remember, and the head fell off. And my father's voice, shouting up the stairs. I remember staying shut up in my room on the night.'</p> <p>(Recalling episode when he was five years old) 'I can see the blood streaking down my Mum's hands, from the cut on her forehead. We held on to each other. I tried to make her feel better 'cause my Dad had hurt her so badly. I don't think I was afraid so much as angry and I wanted to protect her.'</p> <p>'That's when I felt this warm glow of sunlight, and I wrapped myself up tight in this yellow blanket of light.'</p>

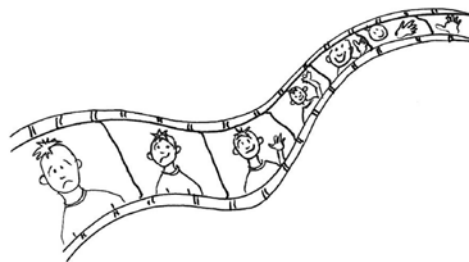
Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Encourage the speaker to take time and try to access own memories and feelings.</p> <p>Listen, and maintain a steady, containing relationship so that memories can unfold.</p>	<ul style="list-style-type: none"> » 'Can you think of a specific memory of when you were young?' » 'I notice you have spoken about the feelings your parents may have experienced. I wonder where you were when that happened, and what your feelings were?' » 'What might be holding you back from identifying your own memories?' » 'Why do you think you may have that memory? What could it mean?'
<p>Encourage the speaker to focus on self, other people, and his/her own feelings, in addition to the focus on places and facts.</p>	<ul style="list-style-type: none"> » 'You have given a detailed description of the car. Who was in the car?' » 'What else do you remember?' » 'Were there any voices? Was anyone speaking? What did you say?' » 'What was happening?' » 'What were you feeling at the time?' » 'Why do you think you have that memory? What could it mean?'
<p>Listen carefully. Recognise that this might have been a highly distressing event at the time, and the speaker may have needed to completely hide his or her own feelings at the time in order to survive.</p> <p>Gently encourage the speaker to process their understanding of the memory, its meaning, their feelings at the time and their feelings now.</p>	<ul style="list-style-type: none"> » 'You have mentioned that you saw your father hit your mother, and that she had blood running down her hands. Let's take some time to look more closely at this event, and what it meant to you at the time and what it means to you now.' » 'What else do you remember about the episode? [Ensure speaker stays in the here and now and does not dissociate.] Who else was there? What happened? Do you remember voices? Sounds? Movement? People's expressions? What were you doing during this?' » 'What do you feel you needed at the time? How did you manage to get those needs met at the time? What is your opinion about how successful or not that strategy was at the time?' » 'Which of your needs were not met at the time?' » 'What is your opinion of this, looking back?' » 'Looking back with your adult point of view, what is your feeling about what you had to do in order to survive/get your needs met, during that event?' » 'What are your feelings about this now?' » 'How often do you use the same strategy now, in other situations? Where is it working for you, and where is it a problem for you or others?' » 'Do you still use that image of yellow light? When? How often? What meaning did the light have for you at the time? How did it look after your feelings? How is it still useful? What are your thoughts about it now? Was it more useful then, or is it more useful now, or about the same?'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic (continued) 7. Intense or disjointed images. Function (I must not have clear memories of distressing events, or retell them as being painful or distressing to me. It is dangerous if I tell dangerous stories or show distress.)		
<h3>Semantic memory (Type A)</h3>		
		
Characteristic 8. Semantic memory more easily accessed than episodic memory. Function (I must do well and present things in a positive way, otherwise it will be dangerous and I may be punished or rejected.)	Descriptive adjectives are given, often with a great deal of time taken and careful attention to 'impression management.'	Relationship with father: '... Always there for me ... yes, I think that's a good word for it. ... then ... let me see ... hard working ... caring ... a good role model, getting up every day for work, being decent and treating people with respect... and educational.'
Characteristic 9. Unqualified or polarised. Function (I must keep to the story I have always been told. It would be dangerous to think other thoughts about my past.)	Idealises past without qualification.	'It was a very, very happy childhood.'
	One attachment figure all good, the other all bad. Or both all good (or, rarely, both bad). Tendency to use a stereotype rather than convey subtle and sometimes contradictory human characteristics.	Relationship with mother: 'Good, loving, warm, humorous, high standards.' Relationship with father: 'Lazy, out most of the time, distant, cold, bad tempered.'
	Tendency to state someone as being 'always' or 'never' or 'very very' good or bad.	'Dad was always, always kind and there for me.'

Implications for interviewer	Possible responses to promote integration (Interviewer)
	<ul style="list-style-type: none"> » 'What other ways do you have of finding comfort and people who will support you? What ways can you think of? How are you now able to do this for yourself? What inner resources do you draw on in order to help cope with your own feelings now? Let's work on this together.' » 'How has your understanding of the light changed over time?' » How much do you still rely on your protective light to help you? What is your feeling about where the balance used to be, where it is now, and where you want it to be in the future?'
<p>Note the care and attention paid to these descriptive words and phrases.</p> <p>Encourage the same care and attention with episodic memory.</p> <p>Be aware that you may need to probe for 'forbidden' aspects of the relationship.</p>	<ul style="list-style-type: none"> » Use simple reflective statements and active listening to elicit words and phrases that describe important attachment relationships (from any point in the person's life, especially childhood attachment figures).
<p>Encourage the speaker to make differentiations between the parents, or to see one parent from differing perspectives.</p> <p>Encourage the speaker to note some of the discrepancies (eg. a description of a beating as being loving) and to consider what their opinion is now as opposed to then. Praise the early survival strategy, and encourage new strategy.</p>	<ul style="list-style-type: none"> » 'I wonder what your feelings are now. How are your feelings different now from how they were then?' » 'Were there ever times when you were sad, or frightened, or angry, or upset and needing comfort?' » 'I notice that you have used very positive words to describe your relationship with your mother. Were there ever any times when it was not so positive? Maybe when you were upset, sad, afraid or angry?' » 'What strategy did you use then to cover up these feelings?' » 'What purpose did covering up your feelings serve?' » 'How would this help you at the time to meet your needs?' » 'How much do you still feel the need to see your relationship as all good?' » 'Why do you think this might be? What purpose does it serve?' » 'What might happen if you started to understand both the positive and negative sides of your relationship with your mother?' » 'How might this affect you?' » 'What steps would you need to take in order to see this possibility?' » 'How ready do you feel to take the next step?'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic 10. Makes self responsible when evidence suggests otherwise. Function (I am responsible for other people's actions. If I get hurt, it is my fault, and I must not show the hurt or anger about it because I will be punished or rejected if I do.)	Mistakes temporal order for causation and responsibility (ie. if B follows A then A must have caused B.)	'I always thought that if I hadn't waited, if I'd brought my dad a drink of water when he wanted it, he wouldn't have had the heart attack. He asked me to get him some water, and I waited. That was when he had the heart attack and died [when I was four years old]. I still blame myself for him dying.'
	Exonerates other person, especially attachment figure. May use critical parental words/judgments/perspective to disparage self and exonerate AF.	'And then she bit me! Hah! My mum bit me right on the arm because I was being so cheeky! [giggles].'
	Misattributes intent of attachment figure.	'He was showing me love.' (When evidence shows otherwise.)

Episodic memory (Type A)



Characteristic 11. Claims no recall or provides no episodes. Function (I must keep to happy stories. It is dangerous if I recall or dwell on negative stories, because I may begin to feel fearful, sad or angry and that will lead to rejection or punishment.)	Overtly denies negative experiences when they are probed directly. Stays with semantic generalisation.	'My mother never yelled or raised a hand to us. She was always patient and kind.'
	Speaker says he/she can't recall parts of childhood – but expresses no concern or surprise about this.	'That's all from before age nine. I can't remember anything at all back then.'
Characteristic 12. Negative episodes intrude but speaker is unaware of this. Function (I must keep to happy stories. It is dangerous if I recall or dwell on negative stories, because I may begin to feel fearful, sad or angry and that will lead to rejection or punishment.)	Leaked evidence of negative events, eg. a negative event to support a positive adjective.	'That was good role modelling, I think, because I needed to be taught a lesson. When you make a mistake you deserve a good clout round the ear. I remember one time I was scuffing leaves outside the house, and he gave me such a clout. Sometimes it made my ears ring for days, but I needed the good discipline. He knew it, my Dad did.'

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Encourage speaker to test out their theory about causality and responsibility.</p> <p>Encourage speaker to consider other ways of looking at the issue, and to focus on their feelings then and now about the circumstances.</p>	<ul style="list-style-type: none"> » 'Because one event follows another does not mean that the first caused the second. Looking back from your own point of view today, what other explanation might there be for your father's heart attack?' » 'How much responsibility should a four-year-old carry for their parent's life and protection? How does this relate to you?' » 'How do you feel about having to carry this responsibility for your father's death? I wonder what other feelings you have, other than the guilt about him dying.' » 'Why do you think she did that? Are there other possible reasons? How did you feel at the time? Looking back on that now, what might have been another way she could have responded? What do you think would be the best way to have helped you or corrected your behaviour on that occasion?' » 'How did you feel about that at the time? Looking back, what is your understanding now about his actions? How is your point of view different now as compared with when you were a child?'
<p>Draw speaker's attention to the lack of a negative episode, or lack of recall. Encourage them to reflect on what might prevent them from seeing potentially negative experiences.</p>	<ul style="list-style-type: none"> » 'What might be the consequence if you remembered something negative about your mother?' » 'What memories do you have of ever expressing neediness, or fear, or anger to your mother? What was her reaction? What message did this give you about how to please her?' » 'How did you keep yourself safe and meet your needs, given that your mother discouraged you from showing neediness or anger or a desire for comfort? Whose needs were being met?' » 'Looking back now, what are your feelings about this? What can you do to cope with your own feelings about this? If the focus before was on pleasing mother, where did this leave your feelings and needs? What feelings and needs do you have now?' » 'Do you feel you have a right to these needs and feelings? (What might be getting in the way of you feeling you have a right to them?)' » 'What might be some appropriate ways to get these needs met – in any relationship?'
<p>Draw the speaker's attention to discrepancies.</p> <p>Encourage speaker to reflect on own feelings, to focus on their own needs and perspective.</p>	<ul style="list-style-type: none"> » 'What might have been some other ways your father might have taught you right and wrong? What messages might he have been giving you when he hit you like this? What other messages might he have been giving you, even if he wasn't aware of this at the time? What might it mean if you were able to see some of this violence as hurtful to you? What might be the consequence in terms of how you see your father and his actions? Looking back, how would you have preferred your father to have treated you when you scuffed the leaves? What is your opinion about him not behaving in this way? What didn't he do that you wished he had done? How did this leave you feeling at the time? How do you feel about that now?'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic (continued) 12. Negative episodes intrude but speaker is unaware of this. Function (I must keep to happy stories. It is dangerous if I recall or dwell on negative stories, because I may begin to feel fearful, sad or angry and that will lead to rejection or punishment.)	Episodes that do not support descriptive adjectives, where speaker gives a positive wrap up.	'I always think of her as loving and warm. Like when she tied my mittens on a string and put the string through the sleeves of my jacket so I wouldn't lose them. She was always loving and warm like that.'
	Displaces the episode, so that it is about someone else rather than self, eg. sibling gets comfort when episode was supposedly about self getting comforted.	'My grandad was always loving and caring to me. Like the time we went to visit my sister in hospital. He stayed up with her all night, and I remember he sat me by his side, and we both sat by the hospital bed.'
	Gives no positive episodes but does not show that s/he is aware of this.	
Characteristic 13. Constructs memory via semantic reasoning. Function (I must keep to happy stories. It is dangerous if I recall or dwell on negative stories, because I may begin to feel fearful or angry and that will lead to rejection or punishment. If I am strong and invulnerable, I do not have to have any risky, painful or difficult feelings.)	Semantic repetition in place of memory.	'I just have this memory of her always being there for me, whenever I needed her.'
	Inserts constructed, hypothetical responses in place of omitted episodes.	'For example, if I was crying, or needed advice, I know she would always be there. If I needed help with my school work, that sort of thing...'
	Presents self as strong, invulnerable and safe. This may also include dismissing the importance of having any attachment figure, closeness or comfort.	'I never needed that sort of thing, hugs or mollycoddling. We didn't go in for that sort of woolly nonsense. You had to take care of your own self.'
	Lack of episodes.	
Characteristic 14. Cuts off memory before negative outcome. Function (I must keep to happy stories. It is dangerous if I recall or dwell on negative stories, because I may begin to feel fearful, sad or angry and that will lead to rejection or punishment.)	Cuts off memory where comfort is missing.	'And I ran home with my leg bleeding all over from falling off the wall, and I got home and Mum was in the kitchen and she ... well, anyway, let me tell you about this other time when ...'
	Distracts attention onto safe or neutral topic.	'That was just like what I was saying earlier, when my sister broke her arm...'
	Absence of painful or difficult feelings, eg. fear, sadness, anger, desire for comfort.	

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Draw the speaker's attention to discrepancies.</p> <p>Encourage speaker to reflect on own feelings, to focus on their own needs and perspective.</p>	<ul style="list-style-type: none"> » 'I wonder if you can think of another time when your mother was loving or caring. A specific episode. [if not:] I wonder what felt loving and caring about those particular actions of hers? How did you feel about it at the time? Looking back now, were there times when you wanted to feel loved and cared for when you weren't? What would be the consequence if you saw that there were some times when your mother was not loving and caring? How might this change your thoughts and feelings about your relationship with her?' » 'I notice that in that episode your sister was the one who was being comforted, and it seems that you were there helping your grandfather support your sister, and perhaps feeling loved and looked after yourself, too. Were there ever any other times when you felt loved and cared for by your grandfather? Try to think of a specific example.'
<p>Listen carefully.</p> <p>Encourage the speaker to identify specific memories. If they are unable to, draw their attention to the discrepancy and encourage them to gain an understanding of why they may have needed to construct such a version of events in order to remain safe.</p> <p>Encourage the speaker to talk about their own feelings, then and now.</p>	<ul style="list-style-type: none"> » 'Can you think of a specific example, from your early childhood? Or, from as early as possible?' » [if no specific examples:] 'What might be getting in the way of you remembering a specific instance? What might it mean if you can't remember because there were no instances? What might be the consequences if you saw it differently, for example, that she was not "always there" for you, or always helping you? I wonder whose message that was, that she was always there.' » 'I wonder whose message that was, that hugs were "mollycoddling." Was that something that you decided for yourself? Or was that something that you heard?' » 'When you were very little, and needed a hug, to be comforted or protected, what could you do to meet that need if there was a "no hugging" rule? How did you cope with your feelings? What strategies did you use to meet these very basic needs? How did you feel about that then? How do you feel about that now?' » 'Looking back from the present, how might it have been different? What sort of comfort could or should have been given that was not? What wasn't happening that should have been? How might this have helped you?' » 'What can you do now to help you cope with these feelings, of needing comfort, or wanting to make contact with someone else in a comforting way, in a different way than you had to as a child?'
<p>Listen carefully, and hear the distress and vulnerability beneath the surface response.</p> <p>Draw speaker's attention to the discrepancy. Note with them how the feelings of fear, sadness, anger or desire for comfort have been omitted.</p> <p>Encourage speaker to consider how they coped with not being able to display these emotions, and how this may have left them feeling inside at the time.</p>	<ul style="list-style-type: none"> » 'And what happened next? What did your mother do when you came home with your leg bleeding? How did you feel about how she reacted? [Was she comforting? Reassuring? Helpful?] » 'I notice you have spoken about your sister's broken arm, and I wonder if you might stay for a just a moment longer on what you were just speaking about – your own painful feelings when you were bullied by the other children. What were your feelings at the time? How did you cope with these feelings? What would you have preferred to have happen when you felt this way? Who could you tell? Who couldn't you tell? How do you feel about that now, looking back?' » 'Looking back, what did you need to do with your painful or bad or difficult feelings when you were around your mother [or father]? How did this leave you feeling inside?' » 'Looking back, what would have been a better way for your mother [father] to have helped you cope with these difficult feelings?' » 'How does it feel now to begin to reconsider some of the strategies you had then as opposed to the ones you have now – or may wish to develop?' » 'What does this say about you that you are now at a stage where you are re-assessing the way things were in your early life, and making new decisions about the way they should have been – taking some lessons from your own experience and deciding on better and more helpful ways to deal with feelings?'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic 15. Distorts the memory to omit information that would make attachment figure responsible. Function (I must keep to happy stories. It is dangerous if I recall or dwell on negative stories, because I may begin to feel fearful, sad or angry and that will lead to rejection or punishment. If anything bad happened in the memories I recall, I must make myself the one at fault, because it would be dangerous to blame others.)	Idealises the attachment figure – even to point of delusion. Distorts the memory so that self is guilty rather than attachment figure or other person. Recalls negative episodes via attachment figure’s perspective. (Extreme): Recalls delusional figure as part of episode.	‘During the entire two weeks I was in hospital Mum was there by the bed constantly. Every time I opened my eyes she was there, looking at me with concern in her eyes...’ (When evidence suggests otherwise.) ‘I should have told my mother what my father was doing to me, but she was already too busy with five other children. It was my fault for being quiet.’ ‘I was a real cheeky boy, always getting into trouble and getting my mother annoyed with me. Like the time she had to collect me from the police station when I had ridden my skates grabbing on to a bus. I was always up to no good.’ ‘When I was back, alone in my room, my angel protector came and sat with me and told me it would be alright.’

Integrative/working memory (Type A)



Characteristic 16. Uses optimistic platitudes. Function (I must stay positive and present a positive face to the world. Otherwise it will be dangerous. It may also be dangerous to re-think my life and my strategies for coping, because I risk having uncomfortable feelings and may become afraid/sad/needing comfort or angry, and if that happens I will be abandoned or punished.)	Uses platitude to give positive interpretation of historical events, without acknowledging subtle distinctions between negative and positive events.	‘It was all just a happy, normal childhood, and I suppose it taught me a lot of lessons about how important family is.’
---	--	---

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Encourage the speaker to consider other possibilities, to take time and reflect on their own perspective and the perspective of their attachment figure, weighing up the two perspectives.</p> <p>Encourage the speaker to assess the balance of responsibilities between them and their attachment figure, considering age, maturity, resources, etc.</p> <p>Where abuse is being recounted, label it accurately as abuse. Ascribe responsibility to the abuser, and help the speaker to see where their own [attachment] behaviour may have been misused/used against them by the abuser.</p> <p>Encourage speaker to show tolerance and compassion to their own younger, abused self [who could not tell anyone].</p>	<ul style="list-style-type: none"> » 'What about your own feelings about that event? How did you feel during the beating? [What would any child feel during a beating?] After it? What other feelings might you have had? How do you feel about that now? Looking back, how might your father have behaved differently that still would have helped you understand "where you stood" with him? Can you think of any alternatives? Weigh them up: which would be best, in your opinion?' » 'What are other possibilities? Who was the responsible adult in that situation? What you are describing is a situation in which you were being abused. What needs did you have that were met? What needs did you have that were not being met? What needs did you have that were being abused? Looking back now, what did you need from your father at the time? What did you need from your mother? What might have kept you from being able to tell anyone that you were being abused, at the time? How did this leave you feeling, at the time?' » 'How did that help you at the time? How did you feel when that happened? What are your feelings about that now? What is the same or different now? How would your strategy be the same or different now, if you were faced with a stressful event in your life?' » 'What is your own perspective on that story? What are your own thoughts and feelings about how and why you behaved as you did that day?' » 'Is this figure still helpful to you? How and when? Are there any differences in how this figure plays a role in helping you now, as compared with then? How real is this figure to you? How does the figure appear and in what situations? What do they say or do? What physical characteristics do they have? How does this figure provide comfort and protection that was not available to you earlier in life? What does this tell you about how you had to manage then? Do you still need to manage in this way?'
<p>Encourage reflective functioning.</p>	<ul style="list-style-type: none"> » 'Say more about that. You have been speaking about a range of memories and ideas, and you have spoken about some of the okay things that happened and some of the not okay things that happened. I wonder if you can try to weigh these up in your mind for a moment – take some time – and try to weigh up what the lessons are from these events and your life history. For example, what is the learning that you want to take from your insight that your father was often threatening to you if you expressed any anger or frustration, or if you received a poor grade at school? How did this affect you?'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic 17. Avoids integrative thinking. Function (I must stay positive and present a positive face to the world. Otherwise it will be dangerous. It may also be dangerous to re-think my life and my strategies for coping, because I risk having uncomfortable feelings and may become afraid/sad/needing comfort or angry, and if that happens I will be abandoned or punished.)	Omits integration.	'Not sure, really. I never thought about what lessons I've learned in life. You just go on living, and see what each day brings...'
	Distracts from topic when invited to reflect.	'That's a good question. I like these interviews, they remind me of ...'
	Is not aware of contradictory statements or memories.	Fails to spot discrepancies.
Characteristic 18. Continues to blame self or excuse parents. Function (I must protect my mother/father/attachment figure from my own anger, sadness or fear/need for comfort. I must blame myself if I made any mistakes. I must stay positive and present a positive face to the world. Otherwise it will be dangerous. It may also be dangerous to re-think my life and my strategies for coping, because I risk having uncomfortable feelings and may become afraid/needing comfort, sad or angry, and if that happens I will be abandoned or punished.)	When invited to reflect, integrate and evaluate, does not incorporate new information if it conflicts with current strategy.	'My Mum, even on her deathbed, told me how much she loved me, and I told her I knew it and I still think she never made any mistakes with me, only when I brought them on myself.'
Characteristic 19. Inconclusive or failed meta-cognition. Function (It may be dangerous to re-think my life and my strategies for coping, because I risk having uncomfortable feelings and may become afraid/needing comfort, sad or angry, and if that happens I will be abandoned or punished.)	Fails to capitalise on 'thinking about thinking.'	'Wait, what did I say about that earlier? Well, it's all the same.'
	Does not think about own thinking.	

	Implications for interviewer	Possible responses to promote integration (Interviewer)
	<p>Encourage integrative thinking.</p> <p>Draw the speaker's attention to the discrepancy.</p>	<ul style="list-style-type: none"> » 'Follow that through, if you would. Please take your time. Given what you have said, and the new insights you have had during this session, what is your best sense of what lessons you have learned in life from the early experiences you have talked about? For example, you spoke about [X]. Given what you have said about how this event affected you, what learning do you want to take from that event?' » 'I notice that you have just described your childhood as being idyllic, and I also recall you telling me during this session about some times when you felt alone or desperate. What is your sense about how these two observations match?'
	<p>Encourage the speaker to consider the evidence and to test out some different ideas about their emotions.</p>	<ul style="list-style-type: none"> » 'You have made a number of observations in this session about how your feelings have changed over time, and how there were some good times and some bad times with all of your family members. Looking back now, what were your feelings at the time, when you visited your mother in hospital? What might her feelings have been? How might the two of you have been looking after each other? Looking back with your adult mind, what sense do you make of this? Is it possible to hold in mind both positive and negative memories of someone you love? What might be getting in the way of you being able to talk about the negative as well as the positive feelings you had for your mother when she was alive?'
	<p>Slow down. Encourage speaker to consider their own thoughts and feelings more fully. Offer 'scaffold' to help them formulate their own evaluations.</p>	<ul style="list-style-type: none"> » 'I noticed you just had a thought about what you had said earlier. Take some time to reflect: how does that go with what you said earlier? Are you saying the same thing now? Something different?'

Type C Strategies

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
---	---	--------------------

<h2 style="margin: 0;">Procedural memory (Type C)</h2>	
--	--

Manner with interviewer

<p>Characteristic 1. Behaves as if the interviewer's attention may be lost at any moment.</p> <p>Function (I must keep this professional involved with me, otherwise I might lose his/her attention. I must disarm her and get her alongside in order to keep the attention on me. Otherwise it will be dangerous because I may be left alone.)</p>	<p>Tries to involve the interviewer in the story or in the discourse. (This can be disarming and seductive to interviewer.)</p>	<p>'I understand what you mean...'</p> <p>Or:</p> <p>'And that was another time that my mother ...' [interviewer completes sentence] 'criticised you?'</p>
<p>Characteristic 2. Seeks closeness to interviewer.</p> <p>Function (I must be helpless and be the victim in order to maintain my relationship with this professional and the other professionals. I must give the appearance of being incompetent and needing rescue. Otherwise it will be dangerous because I will be abandoned. I must keep the problem irresolvable; otherwise I will be left alone or punished.)</p>	<p>Appeals/submits</p>	<p>(tearfully) 'You're the first person who has ever listened ...'</p>
	<p>Intense affect that elicits comfort from or disarms interviewer. Interviewer is drawn into providing rescue.</p>	<p>(intense tears) 'The way you listen to me, it feels like you open up my heart and look right inside me. It's all so painful [lowers head, turns away].'</p>
	<p>Draws interviewer into colluding with an irresponsible story (feigned helplessness, or seductively seeking rescue).</p>	<p>'I thought about it, but old habits die hard. It's the way I am. You can't teach an old dog new tricks, can you? '</p>
	<p>Seeks to build a coalition with the interviewer against the speaker's family or other wrongdoer/hurtful circumstance.</p>	<p>(submissively) 'You're the professional; can you tell me why my mother would have done that to me?'</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Avoid doing the work for the speaker.</p> <p>Avoid interfering with their work.</p>	<ul style="list-style-type: none"> » 'Do continue' » 'Yes ...mmm hmmm.' » 'Take your time.'
<p>Maintain neutral stance, and adult-to-adult conversational tone.</p> <p>Encourage speaker to reflect on own process, balancing thoughts and feelings.</p> <p>Note the tears and promote reflective thinking.</p> <p>Decline the invitation to collude.</p> <p>Avoid becoming the rescuer.</p>	<ul style="list-style-type: none"> » 'What do you think?' » 'What internal strengths are you drawing on in order to do this interview?' » 'I notice that you are crying, and I wonder what your sense is of what you are crying about? [Later] Very often, tears can mask other feelings; I wonder what your thoughts are about what you were angry at, sad about or afraid of [either during the interview or in relation to what you were discussing at the time you were crying]?' » 'What do you think? What would be in your best interests and the best interests of the people nearest to you? What decision do you want to make? Can you think of any examples of people who may make changes and develop new skills, even when they are fully mature? [eg. retirees; ex-prisoners; new parents; widows/ widowers; people made redundant and retraining for new work].' » 'Let's explore that step by step, and we'll consider your thoughts and feelings during that time, and also the thoughts and feelings of (the other person) to try to figure out why that happened as it did. We'll walk it through moment by moment.' » 'It feels like you would like reassurance and an explanation. Let's see if we can work together to figure things out.'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Characteristic 3. Attempts to establish power hierarchy over interviewer. Can be highly deceptive.</p> <p>Function (I must take control of this interviewer and make sure they give me what I want – lots of attention, comfort and support. I cannot afford for them to challenge me and get me to think for myself, because it might mean I have to change my ways. I don't necessarily want to do that, but I do want lots of attention (and not to be abandoned). So if I dominate the interviewer, they will give me attention and I won't have to change. If the interviewer gets annoyed with me, I will switch strategies and become helpless and needing rescue. I must keep this professional engaged. I'll offer little bits of information and then get upset or angry when they make a suggestion.)</p>	<p>Confronts interviewer (aggressive or punitive to interviewer)</p>	<p>'You're very direct, aren't you? I don't think that question has anything to do with it.'</p>
	<p>Interrupts interviewer.</p>	<p>[interviewer] And now can you ...' [speaker interrupts] '... tell you about my father's side of the family?'</p>
	<p>Alternately seduces and punishes the interviewer, keeping the interviewer in a pincer-like grip of thrust-parry, thereby keeping the interviewer engaged. Offers tantalising information, and then parries the interviewer's response.</p>	<p>'I said he was aggressive and oversexed; I didn't say he assaulted me.'</p>
<p>Characteristic 4. Gives interviewer the feeling of imminent danger/violence.</p> <p>Function (There is no one who can reliably give me the comfort and protection I need. The way I might be able to get help and attention is by becoming desperately afraid or dangerous. This is how I communicate my need for attention, comfort and protection. If I do not present myself in this way, I will be abandoned and will be left in extreme danger.)</p>	<p>Spooks interviewer (deceptively menacing and treacherous, alternating with paranoia and extreme appearance of being victimised).</p>	<p>[monotone] 'I could just lay there in the bath, and I sometimes just drifted off, the blood up around my face, filling my ears and eyes until I felt I would either drown or explode.' Or [matter-of-factly] 'I usually go quiet when I am about to explode. I've been so quiet in the last few days ... [long pause]'</p>
<p>Orientation of self in relation to what they are describing</p>		
<p>Characteristic 5. Gets involved in the moment.</p> <p>Function (I must talk in order to know what my feelings are. If I can find out what my feelings are, I may be able to communicate clearly and steer my way through this session. I can't remember the order of events, but I know how I felt about it.)</p>	<p>Often uses run-on sentence structure with little sense of temporal order or causation. Boundaries of time and place violated. Uses frequent repetition to clarify for self what the feelings are.</p>	<p>[raising voice, banging fist] '... but it was his same voice, same breath, same stupid words every time he came in the house, the bastard, and he should have died before my mother, and that's why all of us lived in fear all the time and I stayed home from school to look after my mother and my sister and brother...'</p>
	<p>Directs speech to an absent person to clarify own feelings.</p>	<p>[angrily] 'You're not here now, are you, Mum!?'</p>

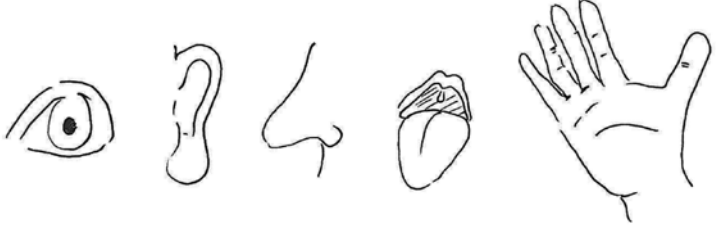
	Implications for interviewer	Possible responses to promote integration (Interviewer)
	<p>Draw the speaker back to the topic.</p> <p>Recognise that speaker is struggling for dominance in the interview. Avoid falling into the struggle.</p>	<ul style="list-style-type: none"> » 'What will be useful for you to consider?' » 'What are your thoughts about the best way to put that question?' » 'What is your sense of what we are here to discuss?' » 'What are your thoughts about your own motivation to address this issue?' » 'What might be the pros and cons of doing this work for you?' » 'What would be the appropriate way to describe what he did, in your own words?'
	<p>Recognise that they may be dissociating. Keep the conversation anchored in the here and now.</p>	<ul style="list-style-type: none"> » 'What is your sense of the meaning of that memory for you now? What needs were you trying to meet? What would have helped you? Who should have been there to see your distress?' » 'Looking back with your adult eyes, how do you think differently now as compared with when you used to go quiet?' » 'How are you managing to change and control your own actions, thoughts and feelings now, in ways that you didn't used to control and manage them?'
	<p>Encourage the speaker to slow down and sort through own thoughts and to distinguish time, sequence, place, and past and present.</p>	<ul style="list-style-type: none"> » 'It seems clear that you are still quite upset by these memories of your father/mother. Can we go back to the start of your description of your relationship with your father/mother ...'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Characteristic 6. Dismisses the comforting features of attachment figures, or the uniqueness or importance of family members.</p> <p>Function This enables speaker to act on own perspective without having to think through complexity or ambiguity.</p> <p>(My point of view is the only one that matters. It would be dangerous for me to try to take someone else’s point of view, because other people are unpredictable. The only thing I can trust are my own feelings, which tell me all I need to know and get me what I need. If I keep complaining about my mother, then I will leave the problem with her unresolved and that will keep me getting her attention or the attention of the interviewer.)</p>	<p>Distances self from, or marked lack of empathy for, attachment figure. Dismisses positive features of attachment figure. Dismisses uniqueness or importance of family members.</p>	<p>‘I guess I’d get a cuddle from my Mum but I didn’t need one.’ ‘We were just a bunch of kids, all the same pretty much. The boys turned out like my Dad, and the girls followed Mum. End of story.’</p>
<p>Affect expressed during the interview</p>		
<p>Characteristic 7. Mocks own misery or other’s misery, or laughs off angry statements.</p> <p>Function (I alternate between appearing to be dangerous and then charming my way out of any challenge to my strategy. I get what I want this way, and keep the people around me dancing to my tune. If they feel charmed, seduced, and then sometimes threatened by me or concerned about me, then I will hook them. If I don’t do this, I am in great danger because then I would not be given attention, comfort and protection.)</p>	<p>Disarming affect. (Includes embarrassed laughs or giggles around threatening or angry statements. Can include sniffs, grunts, nonsense or childish words and other meta-speech.)</p> <p>Mocks self.</p> <p>Mocks others. (‘Gottcha!’)</p>	<p>‘If this gets too difficult I’ll just wreck the place [laughs]! Bish bash bosh!’</p> <p>(Mocking) ‘I was a sad, lonely little Billy-no-mates. Pathetic little bastard really.’</p> <p>(Gottcha!): ‘... and then the stupid c___ fell off the roof and broke his back! He said I pushed him, the prat (laughs).’</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Encourage reflective thinking and alternative views. Focus on thinking and perspective taking.</p>	<ul style="list-style-type: none"> » 'You say that you might have got a cuddle from your mother but didn't need one. What might have been the message you are trying to give here about your mother? What is your opinion about how she was or was not helpful to you at the time? What responsibility can you take for seeing things from her perspective as well as your own, now that you are an adult/older than you were, and able to look at things from different points of view?' » 'What might be some different ways of looking at that? What were some of the differences between you and your brothers and sisters? What were the different ages? How were each of you different?'
<p>Be aware of what effect these strategies are having on you. They are intended to disarm/ alarm you as a listener, and steer you towards care-taking behaviour. Don't get enmeshed in this struggle for your collusions and rescue. The speaker is trying to generate concern in you either that he cannot cope (is less competent than he really is) or that he may lash out and be a danger to himself, you or others. Either strategy may result in you offering comfort and protection. This is his expectation. Focus on the speaker's thinking about this strategy, and his own responsibility for his actions and process of change. Avoid focusing on speaker's feelings until he develops greater cognitive flexibility (eg. perspective taking), otherwise speaker will be 'spinning his wheels'.</p>	<ul style="list-style-type: none"> » 'I wonder what that might achieve? Why might it be important to consider why you made such a statement, here in this session?' » 'Looking back on it from your adult eyes, how has your thinking changed about what you were doing at the time?' » 'What is your understanding of how you are different now from how you were then? What responsibility do you take for your own actions now that you did not take earlier in your life?' » 'What strategies did you use then to get comfort or protection, that you still use now? How might these affect your relationships with other people?' » 'I'll invite you to look at things from the point of view of the people who are affected by your behaviour ...'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Characteristic 8. Intense outburst of affect when a thoughtful response is called for.</p> <p>Function (I wind myself up so that I know what I feel. My feelings are the only thing I can trust, because my feelings always get me what I need – attention, comfort and protection. If I don't get myself wound up, I won't know what I feel, and if I don't know what I feel, I won't get my needs met. If I am talking about a problem I have, I must make sure it never gets resolved. Otherwise I may be abandoned and left in great danger.)</p>	<p>Arousing negative affect, can become actively angry, fearful, tearful and/or complaining (can be punitive to the person spoken about)</p>	<p>[angry voice, rising throughout] 'I don't know. They're always, always, always on at me about this and that, when all I want is for the f_____s to leave me alone. But they won't stop, everybody keeps on and on and on at me [continues to wind self up and generate further anger ...]'</p>
<p>Characteristic 9. Displays positive affect when negative affect is clearly called for.</p> <p>Function (I pretend to put a brave face on my pain so that the professional will be concerned about me and my feelings. That feels great when they are concerned and when they give me such comfort and protection and reassurance. If it works, I'll keep doing it, because I can't afford to lose that comfort and protection.)</p> <p>Note: This is the opposite function to the 'A' strategy's false positive affect, which is meant to minimise the interviewer's concern.</p>	<p>Distorted positive affect which invites rescue.</p>	<p>'So she left me for my best mate, I caught the two of them in bed together. Goin' at it like rabbits. But hey [claps hands, smiles, laughs] what can you say? Life goes on.'</p>
<p>Characteristic 10. Speaker is markedly cold or cruel on topics related to themes of hate and dread.</p> <p>Function (There is no one and nowhere that I feel can reliably provide me with the comfort and protection I need. If I present myself as extremely dangerous, then I will continue to get the attention, comfort and protection I need. If I do not appear to be so dangerous, then the professionals and the other people around me will go somewhere else and focus on other people, and that would be very dangerous for me because it would mean I would be abandoned and rejected and in extreme danger.)</p>	<p>Cold or cruel manner in speaking (appears menacing and, alternately, paranoid and very afraid). Can include braggadocio, ie. boasting and menacing.</p>	<p>[jabbing hands forward] '...And I just gave him a quick slap, just to sort him, and then that was it. He was hospitalised for that. Anyway, as I was saying ...'</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Slow speaker down. Encourage them to order their thinking and pay attention to their own process.</p>	<ul style="list-style-type: none"> » 'Let's pause here and just take things one step at a time, so I can make sure that I am following what you are saying. We'll go step by step, and I'll encourage you to talk about your thoughts and feelings and actions that day, and those of others.' » 'What are you feeling right now, and how is this affecting your ability to tell your story?'
<p>The deception here is that the speaker has invited you to be concerned on their behalf, while they show seeming indifference. Avoid the trap of becoming the appalled onlooker who rescues and comforts the speaker. Encourage them to take responsibility for doing the reflection, rather than relying on you to do the work of protecting them from having to think for themselves. Focus on thinking and perspective-taking.</p>	<ul style="list-style-type: none"> » 'What were you thinking about that at the time?' » 'What thoughts did you have at the time about what led up to her leaving you for your best friend?' » 'What thoughts did you have about where your responsibility was for this, and how much of the responsibility was hers, or your friend's?' » 'What are your thoughts about this now? How has your thinking changed since then?'
<p>The deception here is that the speaker is inviting you to feel threatened and appalled by his exaggerated anger and cruelty, such that you will placate him and avoid challenging topics.</p> <p>Focus on speaker's thinking and perspective taking, while avoiding the trap of becoming alarmed by their apparent anger or cruelty.</p>	<ul style="list-style-type: none"> » 'What is your own sense of how well you dealt with that situation? What might you have done differently?' » 'How much responsibility do you take for your actions in that situation? What might be some alternative ways of looking at how you behaved on that day?' » 'I'll invite you to retell the incident, but this time from the point of view of the man you hit, who was hospitalised. What might be the benefits of looking at it from his point of view?' » 'How similar is this to older ways of behaving? What choices can you make about how to behave in the future when faced with provocation?' » 'What might happen if you make these changes? What might happen if you don't make any changes? What won't happen if you don't make any changes?'

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
<h2>Imaged memory (Type C)</h2> 		
<p>Characteristic 11. Multiple images.</p> <p>Function (I can recall some things about my past, but I cannot order them in my mind because it is all a jumble. Order and sequence do not have much meaning for me, because things have never been predictable in a sequence. They have only been predictable if I used my feelings – namely fear, sadness and anger – to get what I needed from other people.)</p>	<p>Multiple images (memories of sights, sounds, smells, tastes, touches) given with little sense or order, causality or sequence.</p>	<p>'I recall my room, dark at night, with the sound of the clock ticking. And sometimes if you were ill there would be the smell of the chest ointment and hot towels... in the winter the gas fire made a noise when it got warmer and colder.'</p>
<p>Characteristic 12. Powerful and animated images.</p> <p>Function (I am not quite sure where or when the danger is, so I keep past events in the present in order to know whether they are dangerous or not. That way I know how I feel about them and I can figure out what to do to protect myself and get the comfort, safety and protection that I need.)</p>	<p>Speaker relates image using lively, intense language and affect. This applies to safe or dangerous places/people. Images make the past event real and present to keep focused on the danger.</p>	<p>'They were steep steps that looked like they were straight up and down, I remember thinking [mock shriek] ahhhhh whenever I walked up or down them.'</p>
	<p>Speaker uses animated language ('bang!') to describe the image.</p>	<p>'We were on the train [moves arms in chugging motion], chugga chugga, all that night, going to my gran's.'</p>
	<p>Speaker becomes involved in the image as if it were occurring now. Slips into present tense when describing an image from the past.</p>	<p>'And it's like I see her still there standing over the kitchen sink, her head down, and she's peeling some potatoes and she's crying, I remember her and I always say to her, "Mum, it's gonna be OK. I'm still here."</p>
<p>Characteristic 13. Delusional image of power/threat.</p> <p>Function (There is no one and no where that feels reliably safe to me. I can still feel safe if I make myself all-powerful, or if I appear so terrified that other people will have to rescue me and the people who want to hurt me won't hurt me.)</p>	<p>(extreme): Delusional image of their power over another person, or paranoid delusion of threat from a figure (from whom they need protection).</p>	<p>'I can just make their heads explode! Bam!' 'I can make them suffer and squirm like I did!'</p> <p>Or</p> <p>(terrified tears) 'They're everywhere! They just won't stop!'</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Encourage the speaker to slow down and to assess the meaning of these imaged memories. Focus on thinking and feelings.</p>	<ul style="list-style-type: none"> » 'You have mentioned the darkened room and the ticking clock. Why do you think you might have this memory? What might be the meaning for you of this memory? What might it tell you about your needs at the time and how you felt they were or were not being met?' » 'What strategies are you likely to have developed to get those needs met?' » 'How might those strategies have changed or not changed over time?' » 'What decisions can you make about what strategies you want to continue using, and which you want to change?'
<p>Keep the speaker in the here and now.</p> <p>[extreme]: Help them to contain the dissociation and reflect on their memories from the here and now.</p> <p>Focus on thinking and feelings.</p>	<ul style="list-style-type: none"> » 'What sense do you make of that memory? Why do you think you may have remembered that event, or that place? What was important about that event?' » 'In this room, as we are both talking right here, and right now, I'll invite you to think about what meaning that memory has for you. As you do, I encourage you not to go back into the memory itself and start talking to your mother. Instead, stay here in the present, and let's consider together what meaning this memory has for you.'
<p>Listen to what the speaker is trying to communicate by speaking about their power over another person, or about their fears.</p> <p>Help them to stay grounded in reality and to tune in to their mind and body.</p>	<ul style="list-style-type: none"> » 'Let's think about why it feels important for you to have such power over them. What does this mean for you? What might be the pay-off for you of feeling so powerful? What feelings are driving that wish for revenge? (Powerlessness? Fear? Shame? Guilt?) What other ways can you look at that situation? Let's bring in some other possibilities and points of view...' » 'What or who are you seeing in your mind? What are they saying or doing? Let's look around and I will help you to see what is here in the room right now with us. We can check together. (Later) What do those voices and the words they use mean to you? Where do you think they come from? Do they remind you of anyone? What beliefs about yourself do they resonate with? (Self-doubt? Self-hate? Feeling unlovable? Feeling unworthy? Wanting to die?)'

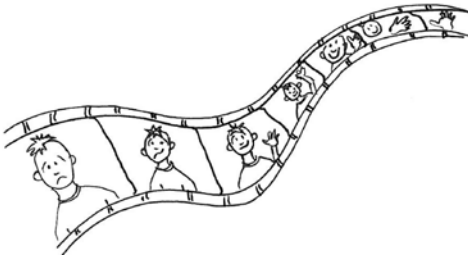
Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
--	--	---------------------------

Semantic memory (Type C)



Characteristic 14. Passive semantic thought. Function (I can't trust words to help me order my thoughts and keep me safe, because words are misleading and have no predictive value. I trust my feelings and go with those.)	Weak or vague statements about interpersonal relationships.	'I can't remember.'
	No semantics	'I can't think of any words or phrases....'
	May nullify semantics	'Sort of/kind of.'
	Semantics may conflict/oscillate.	'Mum was ... fearful, ... no that's not what I mean ... Afraid, or making people afraid of her ... I don't know...'
Characteristic 15. Dwells on single incidents. Function (Other people are to blame for my fearfulness, misery and anger, and they keep trying to hurt me or abandon me. If only [X] hadn't happened, everything would have been okay. And that can never be made right – so I'll stick with that as the cause of all my problems.)	Reductionist blaming thought. Reduces all faults and bad occurrences to one person/event.	'And when she slapped me, that's when I knew I could never trust her again. I always felt unsafe around her after that.'
Characteristic 16. Describes parent and relationships in highly negative, derogating terms. Function (I must have this opinion about my father so that my mother will comfort and protect me. It would be dangerous to see my father in multi-dimensions, because my mother may abandon or punish me.)	Derogation (NB: This may be focused on one parent while other is idealised.)	'My father is an alcoholic and general waste of space.'

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Encourage the speaker to slow down and try to think of words or phrases that accurately describe their relationship (eg. with early attachment figure). Acknowledge that this may be difficult because they may be dealing with differing feelings about the relationship. Encourage the speaker to use different types of words or phrases, to gain differing perspectives.</p>	<ul style="list-style-type: none"> » 'This is an opportunity to really think things through for yourself, to find words to describe how things really were. So take your time. One thing that might help is to think in terms of there being both good times and bad times. In most family relationships, there are good parts and bad parts. Let's talk about some of those.' » 'How might your father have viewed your relationship with him? How might he have viewed you? How might his point of view have differed from yours? What do you think about this now?'
<p>Decline the invitation to label mother as all bad while the speaker gets to be all good.</p> <p>Encourage the speaker to weigh up their own role in the sequence of events, and also to assess whether this event was sufficient to change the entire relationship. Focus on thinking and perspective taking.</p>	<ul style="list-style-type: none"> » 'What might be another way of looking at that incident? What might your own role have been, leading up to the slap? What were you doing or saying? How might this affect how you view your mother and your relationship with your mother now? What new perspective do you have that you did not have then? What decisions do you want to make, based on this insight?'
<p>Encourage speaker to consider his or her own feelings about the relationship they are describing. Ensure that speaker is reflecting their own thoughts and feelings rather than taking other parent's perspective.</p> <p>Encourage the speaker to evidence their description with specific episodes.</p>	<ul style="list-style-type: none"> » 'How do you feel about your father's behaviour?' » 'What makes you think your father is this way?' » 'What are some of the experiences you remember having with him when he was this way? Can you think of specific times when he has been like this?' » 'Was he ever any different in your eyes? Or has he always been the same?' » 'What hasn't been there in the relationship that you would like to have been there? How do you feel about that now?' » 'How would you like to feel about this relationship in the future?' » 'What might improve your ability to cope with your feelings about your father and the relationship you have with him [regardless of whether father himself changes or not]? What strategies can you use to keep yourself safe and meet your needs for protection and comfort?'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Characteristic 17. Misattributes cause and effect.</p> <p>Function (Other people never give me the comfort and protection that I need, unless I get angry or try to charm or seduce them or make them feel frightened for me by becoming paranoid. Because it will be too risky to show my true anger to this professional, I will try to charm or seduce them (or become paranoid in front of them), because that might get me the comfort and protection that I need.)</p>	<p>Blames other person(s) but takes no responsibility for having any part in the sequence of events. This can include, in extreme cases, obsessive false cognitions of being a victim or wanting revenge.</p>	<p>'That was the third time they threw me out of a school. They all just thought I was a tearaway and that I was from a rough family, so they had me on the list to be expelled from school even before I showed up at the door. No one wanted to have me. They just looked at someone like me and said we don't want scum like that round here. I got thrown out of school because of who my family was!'</p>
<p>Characteristic 18. Idealised magic future.</p> <p>Function (I have a deep need to feel comforted and protected, and if I make these plans and just stay focused on what feelings that will bring me, then I will feel safe and comforted. I can't order my thoughts to make the plan happen, but that doesn't matter because I still get comfort from the feeling the plan gives me.)</p>	<p>Provides a magical or idealised vision of the future, with no sense of how it might be realised.</p>	<p>'When I get this all sorted, we'll be happy, because I've got a plan to start my own business, and we're not going to have any money problems or any fights.'</p>
<p>Episodic memory (Type C)</p> 		
<p>Characteristic 19. Blurred episodes/Several episodes put together.</p> <p>Function (I know things were bad because that's always the way it has felt to me. I just can't remember a specific example.)</p>	<p>Episodes are blurred together, and circular. Multiple, partial and tangential episodes given, which may or may not support the semantic word or phrase used to describe the relationship. May ramble through episodes but cut to the affective climax. Events poorly ordered and violate boundaries of time, place, persons. Focus on own feelings rather than the order.</p>	<p>'I remember we were at the zoo, when we were all at the zoo. Then we'd go every summer to this park and she'd be going crazy again – I remember the zoo was my sister's favourite but not mine, I wanted to go to the beach, and we went one time but it rained of course. You know those funny hats you wear at the beach? My father wore his even though we were inside this beach restaurant, and my mum shouted at him to take it off. We were all miserable after that! Everyone was shouting. Then there was another time when ...'</p>


Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Be alert to the trap of collusion. The speaker is asking for rescue. Encourage alternative views, and encourage the speaker to recognise his own role in the sequence of events. Focus on thoughts and feelings.</p>	<ul style="list-style-type: none"> » 'What might be another way of seeing those events? What might your own role have been in getting expelled? What would it mean if you had some role in these events? What might be getting in the way of you recognising that you had some role in being expelled from the schools?' » 'If you do recognise that you had a role to play, what might be the benefits for you of taking responsibility for your role? What might be the benefits in the here and now of taking responsibility for your actions and decisions?' » 'What are some current day examples of decisions that you can make to be responsible for your own actions and decisions? How are you managing to take such a great deal more responsibility than you used to? What does that say about you that you are taking so much more responsibility for your actions and decisions now?'
<p>Encourage the speaker to think through their image of the future, and break it down into achievable stages. Focus on thinking and realistic plans.</p> <p>Be aware that the speaker is using an everything-all-at-once approach to problem solving.</p>	<ul style="list-style-type: none"> » 'Let's consider that more carefully.' » 'What are the specific goals you have in mind?' » 'Let's list them one at a time. Which is the most important to you?' » 'What are your thoughts about the steps needed to achieve that goal?' » 'What resources are you already drawing on to help move toward that goal?' » 'What inner resources will you need to develop to move further toward that goal? How will you do that?'
<p>Encourage the speaker to focus on a specific episode, with a focus on keeping to boundaries of people, place and time.</p>	<ul style="list-style-type: none"> » 'Can you think of a specific example of a time you went to the zoo? When was it? Who was there? What specific things do you remember about that occasion?' » 'In what way does that episode reflect [X], which is how you described your relationship with your mother?'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Characteristic 20. Lack of negative episode to support negative word.</p> <p>Function (I know things were bad, I just can't remember a specific example. I want the professional to help me feel angry about what they did to me.)</p>	<p>Speaker cannot give account of a negative episode when a negative word is offered semantically to describe relationship with attachment figure.</p>	<p>'It's just what I said. He was always critical of me. He would badger me if I even put a foot wrong – constantly criticising me if I didn't get proper marks, or if I talked back to him.'</p>
<p>Characteristic 21. Negative episode given, but bad effects are denied.</p> <p>Function (I pretend to put a brave face on my pain so that the professional will be concerned about me and my feelings. That feels great when they are concerned and when they give me such comfort and protection and reassurance. If it works, I'll keep doing it, because I can't afford to lose that comfort and protection.)</p> <p>Note: This is the opposite function to the 'A' strategy's false positive affect, which is meant to minimise the interviewer's concern. This strategy, by contrast, hooks you into rescuing the speaker.</p>	<p>Offers negative episode to support negative word, but denies effects.</p>	<p>'He was a bastard to me – beat me black and blue! Kicked me down the street when I came home late that day, and this one particular time I remember he was throwing my shoes after me down the street! And he threw a metal pole that was lying in the street – right at my head! He was drunk – completely off his head. I didn't care, though. It didn't matter to me, he was off his head most of the time and I just got on with it.'</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Be aware that the speaker may be inviting you to take their side in a lifelong struggle they have had with their attachment figure. Encourage the speaker to think of specific examples of what they are describing. If they cannot, draw their attention to the discrepancy and encourage them to find the meaning of the discrepancy.</p> <p>Encourage the speaker to elaborate on a particular episode, and to contrast their thinking then with now. Be alert to the ongoing grievance, the continuing battle with the attachment figure that is being played out in the interview.</p>	<ul style="list-style-type: none"> » 'Can you think of a specific example of when you felt like the relationship with your father was "always critical?" It is important to be specific about a particular episode.' » [If no episode:] 'Let's think about the difficulty in finding a particular example. What might this tell you about your opinion that he was "always critical" of you? Looking back with your adult self, what new ways might you be able to think about your father and how he treated you? Is it possible that he sometimes treated you differently than at other times? What might be some of the advantages of seeing things from his point of view as well as your own?' » 'Can you think of a specific instance when you felt abandoned by your mother? You have provided some specific details there, and it is important to focus if you can on one episode so that we can consider your own thoughts about it at the time and also in the here and now.' » [If episode given:] 'What were your thoughts about your mother at the time? What might her thoughts have been at the time? What other ways might there be of seeing what was going on in the whole family, and how each of you was coping at the time? What should have been happening that did not? Looking back from your perspective now, how does your thinking differ now about what your mother was doing, as opposed to how you thought about her then. What might be some other ways of thinking about her actions?' » [or:] 'What might be getting in the way of you trying to see your mother's actions in a different way from the way you saw them at the time?'
<p>The speaker is inviting you to be appalled at his father's actions and also to be concerned for him – appalled at his behalf, even if he won't admit to being hurt or emotionally scarred by his father's actions. Be careful not to be drawn into being appalled for him. Maintain adult-to-adult dialogue.</p>	<ul style="list-style-type: none"> » 'Take me through that episode moment by moment. Let's explore your thoughts, feelings and actions, and also your father's. Let's try to focus on what your experience may have been like on that day.' » 'To what extent is this battle still going on with your father? Has anything changed? When you say that it didn't affect you, what do you mean? How could things have been different for you? How should things have been different? What wasn't your father doing that you really wish he had been doing?'

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Characteristic 22. Accurate episode but omits information in order to distort causes.</p> <p>Function (I'll make myself the innocent victim so that the professional rescues me and I get my revenge. This gets me what I need – comfort, safety and protection.)</p>	<p>Distorted/false blame (revenge) or innocence ('rescue me'). Contributions of self deleted to avoid responsibility. Fragmented episode, eg. self as innocent.</p>	<p>'That was when he locked me out of the house. It was in the middle of winter, and I had just a light jacket on. No hat or scarf, standing outside in the dark, with people looking through the curtains at me. He said I couldn't come back until I was 18 – and then only for Christmas! Can you believe it? And I was only 12 years old.'</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>The speaker is inviting you to be appalled at his attachment figure's behaviour, and has left out his own contribution to the events.</p> <p>Encourage the speaker to talk about his own role in the episode, and how he might have contributed to being left out in the cold.</p> <p>Encourage him to contrast his thinking then with his thinking now. Avoid the trap of helping him to express his feelings about being left in the cold – he has already made these feelings clear.</p> <p>Remember that the 'C' strategy is unlikely to have developed in consistently life-threatening circumstances, but rather in circumstances in which the speaker felt as if he were going to be abandoned or left in danger.</p>	<ul style="list-style-type: none"> » 'Thinking about this episode, can you think about what led up to you being shut out in the cold by your father? What do you remember doing yourself? What might have provoked your father's response? Try hard to think of specific things you might have done.' » 'What if you took your father's perspective. How might he have seen your actions on that day? How might you see the episode differently if you recognised that you had a role to play in provoking your father's actions? What might this mean about how you view your father and his actions at the time?' » 'What might be the advantages or disadvantages of seeing your father in these new ways?'

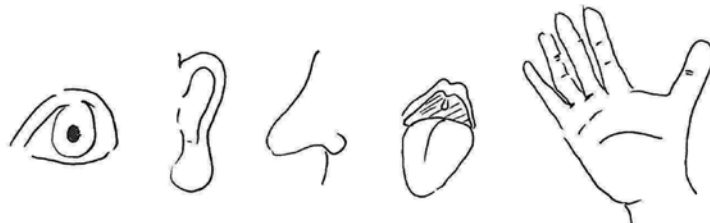
<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Working memory/integration</p> 		
<p>Characteristic 23. Borrows psychological jargon.</p> <p>Function (I have heard some professionals use these words to describe what I've got, so I'll use them here even though I don't really know what they mean. That will impress them and they will think I am working hard. That's good, because it means they will keep me coming and I'll get what I need – comfort, safety and protection. Or: I think these words describe what I am experiencing. I'll use them even though I don't know what they mean.)</p>	<p>Uses other peoples' metacognitions (especially medical/psychotherapy diagnoses and jargon) and does not integrate these into own cognitions. Appearance of insight. May include skilled misleading of interviewer.</p>	<p>'I think I might have repressed those feelings, but now I've been working them through, I think I have a lot more insight into my disorder. I know I've got (X) and that's what's behind all this.'</p>
<p>Characteristic 24. Notable missing links in thought process.</p> <p>Function (I can never be sure of where the threat is coming from or when I might get the comfort and protection I need. I jump back and forth from danger to safety to danger again, just like all my life I've jumped back and forth from fear to anger to sadness. It's how I communicate.)</p>	<p>Omitted meta-cognition. Two thoughts not joined, implying a 'magical' link. Deny complex causation. Deny multiple perspectives.</p>	<p>'Then the police came and took my stepfather away to prison. I wasn't bleeding too much from that time. But after that, me and me Mum were happy as could be – living the life we'd always wanted.'</p>
<p>Characteristic 25. Retain errors of cognition and unresolved feelings.</p> <p>Function (I still feel the way I have always felt about what happened, because my feelings are the only way I really have of predicting where danger or comfort and protection may be in the future.)</p>	<p>Rationalises old mistakes and continues to blame others. This can be skilfully misleading.</p>	<p>'So that's why I set the fire, because my mother had told me to set the fire in the wood stove. It wasn't my fault that the place caught fire. She shouldn't have put me in charge – at 14 I was too young to be alone in the kitchen, and she'd never taught me to watch the fire after you set it. Adults should be in charge of live fires – even the firemen said that.'</p>

Implications for interviewer	Possible responses to promote integration (Interviewer)
<p>Listen carefully to the meaning and function of the statements. Consider whether the statements are purely for your benefit in order to keep you engaged, or to what extent the jargon is being borrowed in a genuine attempt to gain understanding and integration.</p>	<ul style="list-style-type: none"> » 'Can you explain what you mean by that?' » 'What is your understanding of what thoughts or events you repressed?' » 'What purpose might have been served by keeping those thoughts out of your mind?' » 'What might be the pros and cons of thinking about those people and events now, in this session?' » 'What resources can you draw on to take the next step? What can make it safe to think about those thoughts?'
<p>The speaker in this example leaps magically from the painful image to the image of happiness with Mum. Encourage the speaker to discern the gap in information and why it might be important to recognise and work with this.</p>	<ul style="list-style-type: none"> » 'What else do you remember?' » 'Can you say more about what happened that caused you to bleed?' » 'What sense do you make of that memory? How do you think it happened that you and your mother became happy? Can you think of any specific instances when you felt it was happy with just you and your Mum? Why was this important?' » 'What would it mean if there were other points where things were less happy? What might your mother have thought about these events, from her perspective?' » 'What might your stepfather have thought about these events, from his perspective?'
<p>Encourage the speaker to sort out the sequence of events and identify and apportion responsibility accurately.</p>	<ul style="list-style-type: none"> » 'What might have been your role in that?' » 'How did the fire start?' » 'What do you think you might have done differently?' » 'Looking back now, how is your thinking about that event different now than your thinking then?'

<h2>Type B Strategies</h2>		
Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
<p>Procedural memory (Type B)</p> <div style="text-align: center; margin: 10px 0;"> </div>		
Manner with interviewer		
<p>Characteristic 1. Co-operative.</p> <p>Function (I am consciously working in co-operation with this person.)</p>	<p>Takes turns smoothly. Engages co-operatively with interviewer. Takes into account listener's perspective (eg. what information listener will and won't know) as well as own perspective.</p>	<p>[interviewer] 'Can you tell me who else was in your family then?'</p> <p>[speaker] 'Yes, I can. It's going to be a little difficult, because there were three brothers at first, and then half brothers and a half sister with both my mother's and father's second marriages, and a lot of moving houses. So bear with me while I explain it to you...'</p>
Orientation of self in relation to what is spoken about		
<p>Characteristic 2. Focuses on topic, even if painful or difficult.</p> <p>Function (I can speak about painful topics from the past because I understand they are in the past and I have consciously tried to work through my feelings and thoughts about these events.)</p>	<p>Includes self and is willing to address difficult or painful topics. 'Owns' their own feelings.</p>	<p>'I remember him, and I still miss my dad very much, but what I try to do is remember the sort of role model he was for me, and try to live up to my image of what he stood for. And in some ways that keeps him alive, because he still has some influence over me in positive ways.'</p>
Affect expressed during the interview		
<p>Characteristic 3. Shows appropriate affect.</p> <p>Function (I recognise the importance of thoughts and feelings, and I value negative feelings just as much as positive ones. If I am talking about sad events, it's okay to show some sadness, and if I'm talking about happy times, I can show that I am happy. I can also show anger when I need to, and I can show fear and confusion when I am with people I trust.)</p>	<p>Appropriate positive and negative affect shown. Differentiates past and present emotions.</p>	<p>'I think that sometimes I am the same way with my own kids! (laughs) And it's funny, because no matter how many times I told myself I'd never make the same mistakes my parents did, I end up saying the same things to my own kids. Isn't that always the way!'</p>

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic (continued) 3. Shows appropriate affect		'This has been a difficult time for me and also for my family, and I still have some way to go. I was out of work for six months, and I think I lost my way for awhile, and got pretty depressed. (Sigh.) But, after a lot of soul-searching, and talking things through with my wife and getting some help from a useful person at the employment centre, I managed to get a few interviews, and I found work in a very new field. It's been a challenge, but I am getting there. The main thing is I have an income, my family is looked after, and I can see some light at the end of the tunnel.'

Imaged memory (Type B)



Characteristic 4. Lively, fresh images. Function (I am not afraid of re-visiting events from long ago, and I enjoy the process of remembering and trying to figure things out and making connections between events, people and places. Using my memory of images and sensations helps me to remember what took place and what that memory means to me on an emotional level.)	Speaker recalls images, which may include all sensory stimuli – sight, sound – and conveys them in a lively, fresh manner. For example, there is no unintended stilted manner, or eeriness, to the images recalled.	'I remember being in my own bed, and hearing sounds coming from the kitchen – my room was just off the kitchen. And I remember the smells from the kitchen used to come into my room. The walls in my room had this funny clown wallpaper. I would spend hours looking at the different faces of the different clowns.'
--	---	---

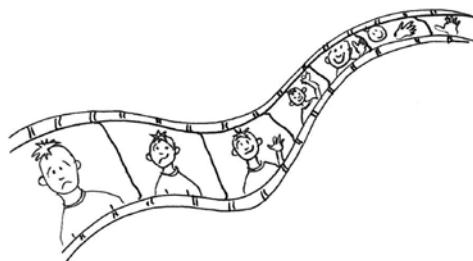
Semantic memory




Characteristic 5. Consistently able to make differential and balanced comparisons, eg. different attributions to different attachment figures.	<ul style="list-style-type: none"> » Qualified evaluations. » Balanced evaluations. » Multiple causal factors. » Differentiate temporal order from responsibility. 	'I went through a very rebellious period in my late teens. I had some friends who were into drugs and I got into some of that behaviour. We fancied ourselves as sort of Goths, with the hair and the leather and the whole works. My parents reacted quite badly to it all, and tried to keep me in the house before I was 16. But I wouldn't listen, and out I went. It got very bad
---	--	--

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Function (When I think about a situation I am facing, the best way forward is to consider multiple points of view and possible outcomes, and then to make my decisions. When I look back on memories from my life, I try to evaluate them and take lessons from them using these same principles. I recognise that events and situations can have multiple causes.)	<ul style="list-style-type: none"> » Responsibility linked to maturity, power, and knowledge at the time of the event. » Also can differentiate what happened and who was differentially responsible for what. 	for a while, and once I was arrested for minor possession of drugs. I think I was experimenting with who I was, and trying to rebel against what I thought was my parents' boring life – their typical, middle of the road, lifestyle. Looking back, I think it was a sort of normal thing for teens during that period to be doing. We were all kind of rebelling – it was part of the music, the clothes, the teen culture. Driving our parents crazy. All part of it. There was one time I took it too far and called my parents terrible names – this is when I was 16 – and that was the one time I remember my dad actually hitting me in the face. I'd called my mother a name – maybe I called her a bitch – and my dad punched me – I know he did it without even thinking, and frankly, I deserved it. I was being a spoiled teenager, and I'd hurt them both. I know he regretted hitting me afterward. We made up eventually. And later on, when I was in my 20s, we all got along fine again.'

Episodic memory



Characteristic 6. Episodes sequenced coherently and are unique. Function (I can think about events from my life and I remember the good times and the bad times. I can recall these times pretty well, and if I can't remember I don't try to invent. I try to tell this person the events from my life in a way that they can understand, recognising that they weren't there – I was.)	Contains both cognitive information (order, events, outcome, causes) and affective information (feelings and emotionally laden images). Episodes support semantic statements made about relationships.	'I remember one time when I was about six, I knocked at my mother's door and she would not respond, even though I knew she was awake because I'd heard her talking to my father. My father came to the door and took me back to the kitchen, and he made me a sandwich and we talked. I know that, at the time, my mother was going through a very hard time, because she had lost both her parents in a car accident when I was just five years old. She sometimes stayed in her room for several days at a time, for about a year and a half. My father was pretty upset about it, too. I think they had a difficult time explaining what had happened, because I would ask questions like "when are they coming back?" – I was upset and confused, too. Each of us managed it in our own way, and eventually my mother came through it, and we all did. It was a bad couple of years.' </td
--	--	--

<p>Characteristic/function Function = underlying self-protective purpose of the strategy.</p>	<p>Discourse markers associated with this characteristic</p>	<p>Examples (Speaker)</p>
<p>Integrative/working memory</p> 		
<p>Characteristic 7-12. Reflective functioning and meta-cognition.</p> <p>Function (I consciously try to think about and evaluate my life based on all available information, including my thoughts, my feelings, and all of the different experiences I have had over the course of my life. I am able to draw lessons from all of my experiences, good and bad, and I try to take into account multiple points of view. I also take into account the fact that I still have a lot to learn, and if I see that I may have made an error as I am talking about my life, I correct myself and try to think consciously of what the accurate view is.)</p>	<p>7. Considers all information. Reflects without prompting on the process and details involved in recalling experiences.</p> <p>8. Focuses on discrepancies. 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>9. Develops new understandings 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>10. Able to construct more accurate expectations of the future 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>'When I look back, I can see that some of the times – to go back to what I was saying earlier, about when my mother's parents died - when my mother did not come to the door, and pretended not to hear me, she must have been absent-minded ... No, that's not right, let me put that another way ... What I think it was really about is that she was so depressed and upset about her own parents' death, that for a while she just didn't feel like living herself. I certainly know a bit what that feels like, now that she's gone. ... So, looking back, I think that she just couldn't cope with my demands – the normal demands of any 6 year old. And what happened was that for a while my father took up quite a lot of the tasks that my mother would normally do. ... I know that, at the time, I reacted with a lot of confusion and anger. I wanted my mum. ... But I can see now why she was so removed from me for about a year and a half. She eventually came round, and I was glad she did. I had my mum back. I know that's what's happened for me as well. And when my mother died, I tried hard to be there for my own kids, but some days I just couldn't handle it. But I knew I would come back around eventually, and I did. I had to go through the feelings, and I tried not to pretend to my own children that everything was OK. Looking back, I'm kind of glad that my mother didn't pretend she was all fine and well, even though it was very painful at the time. I think she did me a favour, in a way, letting me see that she was upset, but not making me feel traumatised by seeing her crying all the time. So there are big lessons there about being honest about your feelings, but not stressing your children out by dumping feelings onto them, and also about time helping you get over grief and loss.'</p>

Characteristic/function Function = underlying self-protective purpose of the strategy.	Discourse markers associated with this characteristic	Examples (Speaker)
Characteristic 7-12. Reflective functioning and Meta-cognition.	<p>11. Empathy for all, including self. 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>12. Meta-cognition. 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>	