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EXPLORATION OF THE REPRESENTATIONS IN ADOLESCENCE AND
TRAUMA: FATHERS IN THE EXTERNAL WORLD

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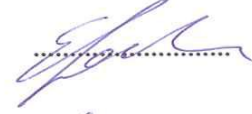
Exploration of the Representations in Adolescence and Trauma:
Fathers in the External World

Ergenlik ve Travmada Temsillerin İncelenmesi:
Dış Dünyadaki Babalar

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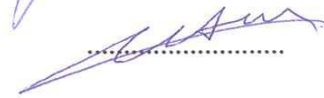
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ABSTRACT

The purpose of this study was to explore the representations of fathers and external world of adolescents experiencing trauma symptoms. Fathers have an important place in children's mental health, however there were no studies examining father representations in traumatized adolescents. The trauma symptoms of the adolescents were measured using the Children's Revised Impact of Events Scale (CRIES-8). The father card of 'the Children's Life Changes Scale'(CLCS), a newly developed projective scale, was used to explore the father and external world representations of adolescents. The narratives were analyzed using thematic analysis. Four main themes have emerged in the narratives of adolescents: *Identification of the Paternal Character, Representation of the External World, The Role of the Father in the External World* and *Supportive Paternal Behavior*. The father and external world representations of adolescents who have experienced trauma were found to be different in the father card of the CLCS . While most of the adolescents with trauma symptoms mentioned an insecure external world, the father representations have been found to be different in terms of being a companion, being a protector and being a victim with the child. It was also found that almost all of the children failed to mention the father's emotional support and half of them mentioned the father's instrumental support. The findings were discussed in consideration of the literature related to adolescence, trauma and fathers. Limitations of the study and implications for clinical practice were provided.

Key Words: childhood trauma, representation of the external world, representation of the father, adolescence

ÖZET

Bu çalışmanın amacı, travma semptomları yaşayan ergenlerin baba ve dış dünya temsillerini araştırmaktır. Babaların çocukların ruh sağlığı ve dış dünyayla ilişkilerinde önemli bir yere sahip olmaları ve travma semptomları yaşayan ergenlerin baba temsillerini inceleyen çalışmaların bulunmaması nedeniyle böyle bir çalışmanın yürütülmesi amaçlandı. Ergenlerin travma semptomları, Revize Edilmiş Çocuklar için Olayların Etkisi Ölçeği-8 (CRIES-8) kullanılarak ölçülmüştür. 'Çocukların Yaşam Değişimleri Ölçeği' (CLCS) adı verilen yeni geliştirilen projektif testin baba kartı, ergenlerin baba ve dış dünya temsillerini keşfetmek için kullanılmıştır. Hikayeler tematik analiz yöntemi kullanılarak analiz edilmiştir. Dört ana tema ortaya çıkmıştır: *Baba Karakterinin Tanımlanması, Dış Dünya Temsili, Dış Dünyada Babanın Rolü ve Destekleyici Baba Davranışı*. Travma yaşayan ergenlerin baba ve dış dünya temsillerinin anlatılarda birbirlerinden farklı olduğu bulunmuştur. Çocukların büyük bir çoğunluğu güvensiz bir dış dünyadan bahsederken, baba temsillerinin ise arkadaş gibi, koruyucu ve çocukla birlikte mağdur olan şekilde farklılık gösterdiği bulunmuştur. Ayrıca çocukların neredeyse tamamının babanın duygusal desteğinden bahsetmediği, yarısının ise babanın araçsal desteğinden bahsettiği bulunmuştur. Bulgular ergenlik, travma ve baba ile ilgili literatür ışığında tartışılmıştır. Çalışmanın sınırlılıkları ve klinik uygulama için çıkarımlar sağlanmıştır.

Anahtar Kelimeler: çocukluk travması, dış dünya temsili, baba temsili, ergenlik

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CHAPTER 1

INTRODUCTION

The aim of this study was to examine the father and external world representations in adolescents with trauma symptoms. Fathers play a significant role in children's and adolescents' mental health and there are no studies exploring the father representations in adolescents with trauma symptoms. In this thesis adolescents' narratives were investigated in order to shed light on father-child relationship literature.

Adolescence is a period in which rapid physical, cognitive and emotional changes are experienced. Through these changes, relations with parents and therefore, mental representations are also transformed. Mental representations which develop through internalization of the early experiences with caregivers affect the way of perceiving, experiencing and relating to self and others (Fonagy, Gergerly, Jurist & Target, 2002). Theories of attachment and object relations which are interested in the influences of early experiences with caregivers in the subsequent development of the person have an important role in understanding the impact of mental representations on the mental health and later relationships.

Research shows a bidirectional interaction between object relations and trauma. Traumatic experiences in childhood lead to internalization of negative relationships and the formation of maladaptive representations (Lovett, 2007; McCluskey, 2010 as cited in Bedi, Muller & Thornback, 2013). Type of the trauma and the age in which the trauma experienced may change the outcome, and personality functioning may be affected more negatively by the childhood trauma. On the other hand, vulnerability for difficulties in life is increased by maladaptive object relations (Stein et al., 2015). Additionally, higher PTSD symptoms were linked to maladaptive object relations; especially problems with emotional investment in

relationships and negative affective representations of relationships (Bedi et al., 2013).

In the literature about object relations in children and adolescents (e.g., Waniel-Izhar, Priel & Besser, 2003; Westen et al., 1991), few studies address the mother representations of children (e.g., Oppenheim, Emde & Waren, 1997; Toth, Cicchetti, Macfie & Emde, 1997) and even fewer studies examine the father representations in children (e.g., Page & Bretherton, 2003). After a period when only mothers were seen as an attachment figure and the fathers were underestimated, Bowlby (1969) suggested that fathers can take the attachment figure role too and afterwards Steele, Steele and Fonagy (1996) confirmed the independence of mother-infant and father-infant attachment relationships (as cited in Steele, 2010).

There is a comprehensive literature about father's importance in children's mental health (e.g., Abelin, 1975; Cabrera, Volling & Barr, 2018; Craig et al., 2018; Davids, 2002; Dumont & Paquette, 2013; Grossman et al., 2002; Jones, 2005; Palm, 2014; Stone, 2008). Nevertheless there are no studies that examined the father representations of children with trauma symptoms.

Even though there are some studies about fatherhood in Turkish culture (e.g., Akçınar & Fişek, 2017; Boratav, Fişek & Ziya, 2017; Koçak, 2004) and importance of fathers in the development of children (e.g., Bekman, 2001; Güngörmüş, 2003; Kuzucu, 2011), no studies examined the father representations in Turkish children with trauma symptoms.

The narratives of adolescents in this study were investigated with the Children's Life Changes Scale (CLCS), a new projective test, which is developed for displacement and migration experiences of children and adolescents. It is important to note that it is a culturally relevant new scale based on the story writing, in which children can freely reflect their inner worlds and representations for different scenes of life events. The father card of the CLCS, which elicits father representations, was used in this study. In addition, the study was conducted in Eyüp district in which families with low SES and parental education were living (Turkish Statistical

Institute, 2016; Özkan, 2015). The researchers state that childrearing knowledge and cultural values of parents can differ with socioeconomic factors (Roubinov & Boyce, 2017). Studies examining the interaction between income level, neighborhood stressors, and parenting, found a significant relationship between them, as well as safety concerns (Barajas-Gonzalez & Brooks-Gunn, 2014). There are not enough studies examining the parental representation of children living in the low SES districts in Turkey. This study addresses this shortcoming of the literature by focusing on the traumatized adolescents' father and external world representations.

1.1. ADOLESCENCE

Adolescence is a challenging period with the physical changes, emotional upheavals and character formation and also a traumatic process in itself because of the losses it contains. Moving away from dependence upon parents towards independence is one of the main tasks of adolescence. Keenan (2014) highlighted the painful feelings of loss resembling mourning involved in the adolescence process. A sense of loss for the childhood self and past relationships with parents, even though it is often devalued, could be triggered in accordance with the move to independence. Thus, it is necessary for the adolescent to relinquish and rework the past identifications with parents. Parman (2010) also mentions that, because of its unexpected and frustrating characteristic, adolescence has the important elements of trauma. It can be said that adolescence is a traumatic period due to the need to give up infantile omnipotence and to comply with the reality principle once again, and then to change the object of love and to give it a different place, and to accept the body with its external reality, with its shortcomings and with its requirement of the other.

Freud (1958) mentioned about vulnerability of adolescence due to weakened ego in this period. Also Dolto (1988) described adolescents as being weak and vulnerable, as it is a second birth and a process of metamorphosis (as cited in

Parman, 2012). Thus, adolescents are confronted with many challenges whose resolution can influence their development (Besser & Blatt, 2007).

Freud (1905) defined adolescence as the time when the changes arise in order to put the infantile sexuality into its final form. Revival of the Oedipus complex and character consolidation in adolescence has been indicated by Anna Freud (1958). Further, Freud highlighted the importance of the separation from parental authority as a consequence of the revival and rejection of Oedipal desires and connected psychopathology to the problems of abandoning Oedipal ties (as cited in McCarthy, 1995). The main events are the subordination of the erotogenic zones to the primacy of the genital zone; the establishment of new sexual objectives which are different for males and females; and the discovery of new sexual objects outside the family (Freud, 1905 as cited in Freud, 1958). Anna Freud (1958) stated that in adolescence, it is normal to make use of defenses against pre-Oedipal and Oedipal object attachments, and against impulses, given that they are used at an acceptable level, and the interruption of peaceful growth is also expected. According to her, maintaining a stable balance in adolescence is not expected and stability is considered abnormal. She pointed out that character was mainly determined by overall success or failure of defenses against Oedipal and pre-Oedipal object ties in the same way Freud defined the psychopathology in adolescence.

Blos (1967) defined adolescence as the second separation-individuation process whose characteristics are in common with the Mahler's (1963) theory of separation-individuation in the first years of life. Common characteristics are the increased vulnerability of the personality organization, the immediacy of changes in the psychological structure in line with the rapid rise in maturation and specific psychopathology that represents the corresponding individuation failures. In the process of individuation during adolescence, the decrease in family dependencies and the loosening of ties with infantile objects occur for the adolescent, who is becoming a member of society. When revived in adolescence, infantile object relations are required to occur in an ambivalent state as in their original form,

representing the characteristic of adolescence that is the emotional fluctuations between the extremes of love and hate, activity and passivity, fascination and disinterest. Moreover, improving post-ambivalent object relations remains as the fundamental task of adolescence. The disengagement from infantile objects is necessary to pave the way for discovering external and extra familial objects in adolescence.

Thus, adolescence is a period with many physical, cognitive and emotional changes. Moreover, the transformation of the bonds with parents and the desire to expand out of the family to increase the investment in objects outside the family is an important feature of this developmental period. Having its own difficulties with all these changes and transformations in it, if adolescence did not go smoothly in the early stages of its development or if there were difficult life events during this period, the already complex process may acquire increasing difficulties. The current study thus concentrates on the father-child relationship and representations of the external world in adolescents with high trauma symptoms.

1.2. TRAUMA IN CHILDHOOD

The definition of trauma has been a controversial issue including whether it is real or imagined, which experiences are considered as traumatic and the extent of the post-traumatic symptoms. The definitions of trauma often refer to feelings of helplessness, hopelessness, and lack of control, as well as a decrease in coping skills and a negative impact on the subjects' perceptions of themselves and the external world. Laplanche and Pontalis (1967) defined trauma as "An event in the subject's life, defined by its intensity, by the subject's incapacity to respond adequately to it and by the upheaval and long-lasting effects that it brings about in the psychical organization". Van der Kolk (2000) singled out trauma as events creating fear and a sense of danger in individuals which may change their ability to deal with problems temporarily or permanently. While referring to trauma as "disorder of hope" (2003),

he pointed out to changes in their perception of danger, and their perception of themselves. Similarly, Herman (1992) referred to helplessness as a factor closely connected to trauma. He mentioned that individuals' usual care systems are what give people a sense of control, connection and meaning in life; but they are overwhelmed by helplessness after traumatic events.

World Health Organization (2015) highlighted the relationship between mental health problems and traumatic situations. Mental health problems and difficult conditions including traumatic experiences are in a two-way relationship in which they may be a risk factor for each other. Children and adolescents may be more likely to develop mental health problems when they are in difficult or traumatic conditions, and on the other hand, they may be more vulnerable to traumatic experiences if they have mental health problems.

Terr (1991) defined childhood trauma as the mental consequence of an unexpected external blow or a series of blows that make the child temporarily helpless and ruin his or her previous coping and defensive strategies. Terr mentioned two types of trauma; one is the result of a one-time event, and the second is the result of long-lasting or repetitive events. She assumed that either types of trauma induce memories that are strongly visualized or otherwise repeatedly viewed, repetitive behaviors, trauma-specific fears and attitude changes towards people, world and the future.

Childhood traumas can be exemplified as follows: experiencing sexual abuse, physical abuse, emotional abuse, neglectful caretaking, witnessing inter-parental violence, growing up with alcoholic parent/s, parental divorce and/or separation, experiencing parental loss, incarcerated household member and also disasters, accidents, war, painful medical interventions and severe bullying (American Academy of Pediatrics, 2014).

Trauma in childhood can have a profound impact on the adolescents in terms of physical, mental health and their development. Recurrent trauma can have a longstanding effect on the functioning of children and adolescents which includes

adaptive and interpersonal functioning, regulation of emotions, cognition, memory, and neuro-endocrine function. Most adolescents with significant trauma show mood, arousal, and behavioral disturbances immediately. Even though many of them recover, about one-third developmental health problems including post-traumatic stress disorder (PTSD) and other problems (Gerson & Rappaport, 2012). So, irrespective of age, children who are exposed to chronic and repeated traumas may develop changes in personality and psychiatric disorders.

In the earliest formulations of post-traumatic stress disorder, it was thought that children who were traumatized would not develop PTSD. However, after Terr (1979, 1983) who proved the opposite of this argument, the existence of PTSD in children and adolescents is well acknowledged (as cited in Dyregrov & Yule, 2006).

In the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5; American Psychiatric Association, 2013), the same criteria apply to children over 6 years of age, adolescents and adults. The main symptoms are described as intrusion symptoms like repeated distressing memories of the traumatic event, repeated distressing dreams, dissociative reactions, psychological distress and physiological reactions when exposed to reminders of the traumatic event; as avoidance symptoms like avoidance of external reminders of the traumatic event and of memories, thoughts, feelings related to traumatic event; as arousal symptoms like burst of anger, hyper-vigilance, difficulties to concentrate and sleeping problems; and as negative changes in their cognitions and mood after traumatic event like persistent negative expectations about oneself, others and the world, constant negative emotional state and detachment from others. Children and adolescents may experience reenactment by referring directly or symbolically to the trauma through storytelling and they may reflect imagined interventions within them. In adolescents, avoiding behavior can be linked to unwillingness to achieve opportunities of their age. Adolescents may think of themselves as cowards. They may also have beliefs that they are changed in ways which make them socially unwanted and they alienate themselves from peers and lose their desire to build a future. Irritable or aggressive

behavior can disrupt peer relationships and academic performance in children and adolescents.

A cross-national meta-analysis of 43 studies of child PTSD revealed that 15.9% of children who have a traumatic event experience will develop PTSD (Alisic et al., 2014). Epidemiological studies in high-income countries show that about 8-10% of young people who have a trauma experience develop PTSD (McLaughlin et al., 2013; Breslau et al., 2004) and even more of them develop PTSD symptoms (Copeland et al., 2007).

Winnicott (1986), Bowers (1990), Allen, Hauser, and Borman - Spurrell (1996) suggested a connection between trauma and delinquency (as cited in Murphy, 2004). Traumatized children and adolescents may experience depression, increased anger, reduced ability to regulate emotions, restricted emotion, aggressiveness, and reduced social skills (Armsworth & Holaday, 1993). Also children and adolescents who experienced trauma had problems with affect and impulse regulation, memory and attention, self - perception, relationships, somatic symptoms, and meaning systems (Van der Kolk, Roth, Pelcovitz, Sunday & Spinazzola, 2005).

The results of the studies examining traumatized children and adolescents in Turkey found similar psychological symptoms such as enuresis, adjustment and conduct disorders, stress responses and PTSD (Kılıc & Ulusoy, 2003 as cited in Aker, Önen & Karakiliç, 2007). In their study of evaluating the symptoms of children and adolescents after the 1999 Marmara earthquake in Turkey, Yorbik, Akbıyık, Kırmızıgül and Söhmen (2004) indicated that trauma can interrupt the normal development of the children and adolescents, influencing the adaptation, cognitive function, attention, social skills, self-concept, and control of motivation of the child and can lead to newly developed fears and regressive behavior as an indication of symptoms related to trauma.

McNally (1996) suggested that the prevalence of PTSD in children who experienced a traumatic event may change between 0%–100%, such an extreme range indicates that there are several predictors, namely the type and severity of

trauma, the age in which trauma is experienced, gender, psychopathology before the traumatic event and social support (as cited in Dyregrov & Yule, 2006). Likewise, Aptekar and Boore (1990) stated that children's response to traumatic events is affected by both internal and external factors like the child's developmental level, the pre-morbid mental health of the child, the community's ability to provide support, the presence or absence of separation from parents and the significant adults' reaction. Although characteristics of the traumatic event and environmental factors may explain some variation in the manifestation of PTSD symptoms, pre-morbid mental health and personality of the child are of great importance. The theory of object relations and attachment gives an idea about related characteristics of personality development such as how individuals internalize environmental signs and cope with distress (Kanninen, Punamaki & Quota, 2003). A brief review of the theories and measurements will be followed by literature research exploring the role of attachment and object relations in response to trauma.

1.3. MENTAL REPRESENTATIONS

Mental representations organize and shape the way of perceiving, experiencing and relating to self and others, especially in the context of relationships (Blatt & Lerner, 1983; Levy, Blatt & Shaver, 1998). Mental representations develop through internalization of the early experiences with caregivers (Fonagy et al., 2002). Mental representations are dynamic structures that are revisited throughout life, and mental health is directly related to revision of the mental representations with age and experiences. Conversely, absence of flexibility in mental representations, in other words, the immaturity of mental representations is assumed to have an association with psychopathology (Fonagy, 2001). Since the relationship between mental representations and mental health, and also the impact of experiences on representations are the common acceptance of both theories of object relations and attachment, these two theories will be briefly discussed.

1.3.1. Attachment and Object Relations

Mental representations of self and others are closely connected with healthy psychological development (Blatt, 1991, 1995; Bowlby, 1973, 1979, 1988; Diamond & Blatt, 1994; Kernberg, 1976; Main et al., 1985; Stern, 1985). The central tenet of both object relationship and attachment theories is that mental representations derive from early relationships with parents and they are the templates which organize and shape the perception of self and others in interpersonal relationships (Blatt & Lerner, 1983; Levy, Blatt & Shaver, 1998).

These two perspectives are conceptually convergent with regard to the developmental processes that give rise to mental representations of oneself and others. In other words, representations are dynamic structures which become more mature and differentiated, both as a result of maturation in cognitive processes with the increase of age and the integration of continuing experiences in existing representations (Blatt, 1991, 1995; Piaget, 1945 as cited in Vinocur, 2005). However, there are some differences between these theories regarding the development of representations such as the assumption of the object relations theory that representations are based on both real and fantasy aspects of the child's experience, rather than being the exact copies of reality (Diamond & Blatt, 1994).

There is controversial literature on the relationship between attachment and object relations. Some studies suggest that attachment influence object relations (Fonagy, Gergely, Jurist & Target, 2002; Shaver & Mikulincer, 2005) and some other studies suggest that object relations mediate attachment (Priel & Besser, 2001). Some theoretician argue that there is no relationship between object representations and attachment styles (Posner, 2000), some others however suggest that there is a positive correlation between attachment security and object relations maturity (Levy, 2000; White, 2001) (as cited in Priel, 2005). In fact, they both address the importance of early experiences in the personality and mental health of the child, whether or not

they are related. Therefore, the development of these two theories will be briefly mentioned.

Bowlby (1969) defined attachment as a behavioral system whose goal is to preserve physical closeness to the primary caregiver and then he (1973) reformulated the goal as preserving the availability of the primary caregiver. The concept was further explained by Ainsworth et al. (1978), as the essential thing is not the physical separation but the infant's interpretation of the separation as part of the behavior the infant expects from the caregiver. Likewise, Bowlby (1980) mentioned the importance of infant's appraisal and he discussed the representational system called "internal working model", which applies to infant's expectations based on represented experiences. Consequently, relationships with others are represented by an interaction of the working model of the caregiver and working model of the self (as cited in Fonagy, 2001). Ainsworth et al. (1978) defined three types of attachment which are secure, insecure-resistant and insecure-avoidant. Secure infants become distressed when separated from the caregiver, but at reunion they could be easily relieved by the caregiver. Also, the insecure-resistant infants become distressed when they are separated from the caregiver, but they were unable to be eased after reunion. The insecure-avoidant infants showed no indications of distress when separated from the caregiver, and they were also not interested in the reunion. A fourth category of attachment, the disorganized-insecure attachment, was recognized by further studies (Main & Solomon, 1990). These infants may strangely and in a disoriented pattern seek the caregiver's proximity (Fonagy, 2001). Hazan and Shaver (1987) proposed that infancy attachment categories appear in adolescence and adulthood as "love styles." Bartholomew and Horowitz (1991) suggested a four category model of adult attachment including secure, preoccupied, fearful and dismissing based on the degree of anxiety and dependency in relationship.

Object relations theory addresses the way in which internal representations of self and others develop and affect the functioning of and the capacity for affective relationships (Blatt, 2008; Kernberg, 1983; Westen, 1991). Object relations develop

through the internalization of early experiences with caregivers and the formation of templates that affect the way they perceive, experience and relate to themselves and others (Fonagy et al., 2002). Fairbairn (1952) is the first to claim that individuals are motivated to seek an object from which they gain acknowledgment and protection. Klein (1958) emphasized that introjection of a stable good object is vital in order to ensure coherence and integration of the experiences. In terms of the development of object relations, in the first months following the birth of the infant, there are part-objects including those who satisfy, which are good, and those who frustrate, which are bad. Ultimately, object functions evolve into a perception of whole objects through the ability to tolerate ambiguity in order to see that both the "good" and the "bad" parts form the same figure (Klein, 1958). Fairbairn (1952) also defined a term "moral defense", which is a tendency seen in abused children to take all the bad things upon themselves, so their caregiver objects can be considered good and attachment relationship can be maintained through using splitting. Thus, object relations is considered as vulnerable to childhood abuse through internalization of abusive relationships and forming maladaptive representations (Lovett, 2007; McCluskey, 2010 as cited in Bedi, Muller & Thornback, 2013). From this point of view, both the child's subjectivity and the actual parent-child interactions have an impact on the formation of mental representations. In other words, both conscious and unconscious processes play an active role (Diamond & Blatt, 2012 as cited in Auerbach & Diamond, 2017).

Both attachment and object relations difficulties may be manifested in terms of self development. Self-development takes place in the context of attachment and the internalization of the significant others; sustained and early trauma resulting from maltreatment could create long-standing self-dysfunctions such as identity confusion, problems with boundaries, and the lack of ability to regulate emotions (Briere, 1992 as cited in Roche, 1999). According to Levy, Blatt and Shaver (1998), compared to those with dismissing and ambivalent attachment, those with secure attachment have higher complexity and affective quality of object relations. Also, the object relations

of those with fearful attachment are high in complexity but with less affective quality. Likewise, Calabrese, Farber and Westen (2005) found that, as fear of loss and inability to get support from attachment figures in emotionally charged situations increases, the quality of object relations is diminished.

1.3.2. Mental Representations and Trauma

Literature suggest a bidirectional interaction between object relations and trauma. Firstly, traumatic life events may lead to maladaptive object relations. Vinocur (2005) indicated that the relationship between trauma and psychopathology is not linear, and disruptions in dimensions of object relations such as mentalization, coherency, integration and differentiation of representations are not necessarily the result of traumatic events within attachment relationship and more precisely, a demanding social environment is likely to have a chronic impact on the family system causing problems with the development of flexible, mature representational skills most of the time (e.g., Bateman & Fonagy, 2004; Westen, 1990). Type of the trauma and the age in which the trauma is experienced may affect the intensity, and personality functioning may be affected more negatively by the childhood trauma. Westen et al. (1990) identified connections between traumatic events (maternal separation, physical and sexual abuse, neglect, and parental psychopathology, etc.), the time when the traumatic event has occurred (pre-Oedipal, Oedipal, etc.) and the particular dimension of object relations influenced, which are complexity of representations, affect tone of the relationships, emotional investment in relationships and social causality. Traumatic experiences constantly predicted more disturbed object relationships and although not limited to that, pre-Oedipal variables were highly predictive. Traumatic experiences in pre-oedipal period were correlated with all dimensions of object relations. Neglect, history of maternal separation and frequency of family relocations were related with understanding of the motives behind people's behavior; and sexual abuse was only correlated with the affect tone

of representations (as cited in Vinocur, 2005). Fonagy et al., (1996) proposed that history of sexual abuse was correlated with deficits in mentalization which serves as protecting the self from knowing the abuser's internal state. Likewise, Ornduff and Kelsey (1996) found out that child abuse victims have a more malevolent and threatening perception of people and relationships and lower levels of investment and commitment to relationships than a control group. Moreover, Vinocur (2005) came to a conclusion that individuals who were physically maltreated in childhood by their fathers who were both a source of protection and danger, fixated in the early developmental stage of identity formation and individuation where others and self are not seen as genuinely independent and where representations continue to be extremely polarized and unintegrated. So, there are different perspectives on what kind of trauma affects which dimension of object relations.

On the other hand, vulnerability to troubles in life is increased by maladaptive object relations (Stein et al., 2015). High PTSD symptoms were linked to maladaptive object relations; especially difficulties with emotional investment in relationships and negative affective representations of them (Bedi et al., 2013).

Furthermore, Ogle, Rubin & Siegler (2015) showed a bidirectional interaction between attachment and trauma. They indicated that attachment insecurity predicts greater severity of PTSD symptoms and they also explained that traumatic events in childhood may interfere with the formation of secure attachment, which may hinder the development of effective strategies to regulate negative emotions and deal with stress, thus increasing vulnerability to PTSD.

Fairbairn (1952) indicated that depending on the interaction of stress factors and the persistence of infantile dependence, everyone could develop symptoms. Early conflicts are likely to be reactivated in the present under sufficient stress. Object relatedness crisis occurs depending on the interaction between the degree of trauma experienced and the individual's current ego functioning level. When the outer reality for these patients becomes increasingly ungratifying, they become more dependent on internalized fantasies and gratification from objects earlier internalized. In other

words, if trauma is severe enough to lead to a pathological reliance on internal fantasies, everyone can develop PTSD. However, those who have more deficits in ego functioning are more prone to its impacts. Anna Freud (1965) suggested that a stressful event does not necessarily cause trauma. Whether an event will be traumatic or not depends on the individual's interpretation of it with regards to the individual's level of ego development and the critical development period in which the ego development took place. Kernberg (1975) mentioned that the psychological splitting results from trauma and the false self development caused by fragmentation of the self due to splitting. Thus, splitting leads to unconsolidated, idealized and devaluated self and object representations.

1.3.3. Assessment of Mental Representations

There are ways to evaluate the inner world of children and adolescents. Projective assessments are one of them. The concept of projection originated with Freud (1911), who viewed it as a defense mechanism by which individuals unconsciously attribute some of their personality traits and impulses to others. Projective testing which emerged from defense mechanisms involves presenting ambiguous or neutral material on which individuals are projecting their inner world. An underlying assumption of projective techniques is that the individuals' responses will reflect fundamental aspects of their inner world when presented with an ambiguous stimulus for which there is an almost unlimited number of responses. Projective assessments are more indirect and unstructured, as opposed to objective instruments. Unlike objective tests in which the individual can simply mark true or false to given questions, the variety of responses to projective tests is almost unlimited.

In terms of assessing the mental representations, narratives are beneficial due to they have subtle and large amount of information (Stein et al., 2015). In projective storytelling approaches, the child is presented with a picture stimulus of human or

animal figures in quite vague situations and the child is asked to write a story about the figures. Narratives reveal the inner world of the child in which their representations, the way they experience the world and their emotions are present. Narratives are a crucial instrument for understanding the inner worlds of children as they are a great illustration of the process of creating meaning in daily life and children are interested in stories spontaneously. Narratives project the mental representations of experience in which there is both the self and the other (Emde, 2003). In children's narratives, their mental representations of themselves and their parents, their memories, beliefs, and behavioral expectations impact how they represent the characters (Clyman, 2003).

Especially, projective assessments like The Thematic Apperception Test (TAT; Murray, 1943), The Children's Apperception Test (CAT; Bellak & Bellak, 1949) are useful as it bring out the analysis of interpersonal situations (Bedi et al., 2013). Also, The Story Stem Assessments are useful for analysis of the children's emotion regulation and internal representations of relationships (Buchsbaum, Toth, Clyman, Cicchetti & Emde, 1992). In addition, when children were asked to play games in a particular scenario, it was seen that they reflected their inner world (El'Koninova, 2001). Alternatively, children were also asked to describe their parents to understand their mental representations of their caregivers (Blatt, 1992).

There are also different scoring systems of these evaluations which are standardized coding systems and thematic analysis. One of the coding systems which used to code narratives, especially TAT, is The Social Cognition and Object Relations Scale (SCORS; Westen, 1990). There are different dimension to examine object relations quality such as complexity of representations, affective quality of representations, capacity for emotional investment in relationships and understanding social causality. It has been indicated that they measure the developmental properties of object relationships except the affective tone which reflects the more stable features of object relations that are not expected to change with age (Westen et al., 1991). One of the coding systems which is used to evaluate children's attachment

representations is the Attachment Focused Coding System (AFCS; Reiner & Splaun, 2008). It focuses on both parent and children's narratives by examining whether the child seeks support from parent figures, whether the parent figure supports the child, and the children's emotional regulation in the difficult situations.

Warren (2003) summarized the narrative characteristics of children who experienced maltreatment as that they have low self-esteem and have distressed relationship with parents. In the narratives of children who experienced maltreatment, it was found negative child representations, negative parent representations, children's inability to reach for his or her parents in times of stress, themes of abuse or neglect, aggressiveness, conflict and noncompliance, as well as children's parent-like behaviors towards their parents. Distressed children, whether distressed by traumatic experiences or emotional or behavioral problems, may be more likely to regulate their emotions by making use of avoidance in their narratives, and emotionally healthy children may have less need to avoid and be more willing to explore emotional issues in their stories (Clyman, 2003). Children with secure attachment relationships were found to tell more elaborate and coherent stories than insecure children (Oppenheim & Waters, 1995 as cited in Warren, 2003). To stop narrating the story and to become an actor in the story were also strategies that children used in order to regulate their negative emotions when telling stories (Scarlett & Wolf, 1979).

1.4. FATHERS' ROLE IN CHILDREN'S MENTAL HEALTH

1.4.1. Fathers in Psychoanalytic Literature

Freud's studies on the effects of unconscious conflicts between fathers and their children is an important example of the first fatherhood discussions (Lamb, 2010). Although the father had an important role in the foundation of psychoanalytic theory, he has remained in the background in later studies (Düşgör, 2007).

Lansky (1992) attributed the gap in the studies on father-child relationship to the difference in motherhood and fatherhood. He mentions that emotional bond in motherhood is easier to understand because while the motherhood occurs depending on biological insufficiency and dependence of the baby, the fatherhood occurs depending on the mother's relationship with the father and the culture (as cited in Etchegoyen & Trowell, 2005).

Stone (2008) referred that fathers are defined by Freud at different times in different ways, namely, as an ego ideal (1905/1953), as a figure representing knowledge (1909/1955a), as a castrating authority (1911/1958), as an object of love and identification (1927/1961c), as a powerful omnipotent godlike being (1927/1961), as a protector (1930/1961) and as an object of envy (1931/1961b). The period in which the father played his most important role, that is to say, repression of the child's infantile sexual impulses and development of superego, was considered as Oedipal period (Liebman & Abell, 2000). The role of father is discussed in more detail than the role of mother when the Oedipus complex is considered. The development of the superego, the emergence of conscience and the formation of moral values are ensured by the existence of the father (Erdem, 2014). Oedipal conflict is experienced in association with the representation of the strong, threatening, vengeful and authoritarian father figure which is noticed in almost all of Freud's work (Düşgör, 2007). Also Ross (1994) refers to Freud's idea about the role of father as soother of the child's primary aggression by the way of father's being hated and feared on the one hand and loved and respected on the other by their children due to his roles of rival, tyrant and authority figure. Furthermore, Freud (1930/1961a) stated the importance of the father in the child's life and said that "I cannot think of any need in childhood as strong as the need for a father's protection" (as cited in Stone, 2008).

Klein (1945) explained that the child's interest in the father develops from the two main points which are the ability to expect a good experience from other objects that comes with great satisfaction from the breast, and to give up the breast and to

step into a larger world with frustration from the breast. According to Klein's theory, different father representations are the father as phallus in the mother, the father in the unified parental figure, and the father who makes diversity possible (as cited in Ciğeroğlu, 2012).

Winnicott mentioned that the concept of fatherhood is multidimensional, and the father is not just an extension of the mother. The roles of the father are protecting the mother-infant relationship, starting something new in the child's life (1957), improving the child's capacity to be alone through triangulation (1958), emphasizing the law and the boundary between mother and child (1960), limiting the child's destructive impulsivity (1967) and providing the frame (1969). According to Winnicott, fathers function as a provider of a secure environment for the infant-mother relationship (1960 as cited in Stone, 2008) and as a buffer for the hate, so love dominates the infant-mother relationship (1964 as cited in Jones, 2005).

According to Mahler's theory of separation-individuation, fathers begin to gain importance in the rapprochement stage through his role of facilitating the separation-individuation. As the child's expression of negativity towards the mother increases, father becomes a rescuer who represents the external world and the development of the infant's autonomy is reinforced consequently (Mahler et al., 1975). Moreover, Masterson (1988) indicates the role of father as a facilitator on forming the real or authentic sense of self of the child by using the father to test his emerging self-image as distinct and separate from the mother (as cited in Jones, 2005).

After the importance and dominance that was given to the role of mother, Lacan's emphasis on the role of the father with his concept of "the law of the father" played an important role in the explanation of unconscious. Lacan (1949) discusses fatherhood with a structural model based on the development of language. According to Lacan, unconscious is shaped as language, and the law of the language system is revealed by the father. Additionally, he follows Freud regarding the importance of the Oedipal conflict as he mentions the role played by the father in breaking the mother-

child relationship provides the transition to the language system and the child is introduced into culture (as cited in Etchegoyen, 2002).

Furthermore, the fact that the father's being the external reality figure as one of the father's important roles was emphasized by many theoreticians. Importance of the father as an external reality figure was emphasized in ways such as being the first object from the external world (Gaddini, 1976 as cited in Stone, 2008), "representation of a stable island of external reality" (Abelin, 1975 as cited in Jones, 2005) and being an attachment figure who opens the child to the external world through play (Le Camus, 2000) and simultaneously, through setting limits (Paquette, 2004 as cited in Dumont and Paquette, 2013).

As Habip (2012) mentions, the child has different father representations in different psychosexual stages of development and accordingly, there are different father functions. She explains these representations as follows: the not-mother, the unfamiliar and unwanted; the unlike-mother, a more interesting figure; the father who was killed in the Oedipus conflict; the father who has fallen into disfavor in adolescence; the repaired father and finally, the lost father.

Halifeoğlu (2012) states that there is a frustration with the father's existence for both boys and girls. The frustration starting with the interruption of mother-infant relationship continues in the Oedipal conflict with the things father does not do for girls and with his existence for boys. Frustration causes deprivation and deprivation brings about the formation of the thought and symbolization. Therefore the father with his existence allows the symbolization processes to operate through frustrations (Erdem, 2012).

While Balkan (2012) mentions the importance that Mahler and Abelin place on the father's role of supporting the separation-individuation in the pre-Oedipal period, he also emphasizes the lifelong sense of security provided by the internalization of the powerful and playful father who has paved the way for independence and emancipation.

Parman (2004) mentions the role of the mother in the father's ability to function as a father. Herzog (1982) is another researcher who emphasizes that internalization of the paternal function does not depend solely on the child's direct relationship with the father, but also on the mother's conscious and unconscious desires, expectations, and fantasies about the role of the father.

Duparc (2007) indicates that the father, who was absolute beforehand, is now in equal position with the mother as maternal functions are undertaken by fathers too. Lebovici (1982) states that fathers' taking on a maternal role through being overly active in child care negatively affects the development of the Oedipal complex due to the weakening of the differences of the roles of mothers and fathers.

The father has many different functions starting from the pre-Oedipal period, such as being a different object that represents the external world, supporting separation-individualization, moderating the relationship between mother and child, giving sense of security, opening the path of thought, language and symbolization, providing basis for formation of mental representations and providing superego development.

As the paper aims to examine the narratives of the adolescents and the representations of them, father's role in the creation of symbolic thought and formation of the mental representations holds an important place. Also the father's role in representing the external world and the security and in supporting the formation of sense of self has an important place while examining the representations of the adolescents who have experienced trauma which affects the perception of external world, self and security negatively.

1.4.2. Father Representations

There are different opinions about the concordance of mother and father representations. According to one view, other caregiver representations are the same as the mother representation. Freud's (1940) idea that the relationship with the mother

is the prototype of other relationships due to the mother's being the child's first love object and Bowlby's (1958) idea that other relationships of the child are influenced by the relationship with the main attachment figure imply that other caregivers' representations are the same as mother representation (as cited in Priel, 2005).

On the contrary, Ainsworth (1967) reached the conclusion that throughout the first year, infants could form multiple attachments. Also, Schaffer and Emerson (1964) supported these findings and helped redefine the role of the father in the attachment process. Bowlby transformed his ideas and stated that while mothers are usually the main attachment-figure, others (e.g. father) could also successfully assume the role (Bowlby, 1969). Beyond the fact that fathers also can take the attachment figure role, Steele, Steele and Fonagy (1996) confirmed the independence of mother-infant and father-infant attachment relationships (as cited in Steele, 2010). In relation to the question of when the father-child attachment is established, Abelin (1975) discovered that the relationship between father and child appears to grow alongside the mother-child relationship (as cited in Jones, 2005). Likewise, Priel and Myodovnik (1996) suggest that the concordance between the structural characteristics of mother and father representations are high, but there is no concordance between their qualitative characteristics. In other words, the structural dimensions of mental representations represent basic organizational rules while their qualitative dimensions express the experiences of the child with a specific caregiver. In addition, there is a difference between the maturity of the children's representations of their mothers and fathers according to the gender of the children. This may show more differentiated representations of the opposite sex parent (Waniel-Izhar & Priel, 2003 as cited in Priel, 2005).

As seen above, the interest in the importance of fathers has increased with the process of acknowledging fathers as attachment figures, but studies on the representation of fathers of children remain limited.

1.4.3. Fathers in Empirical Literature

Fathers have a great impact and importance in many areas of mental health of children and adolescents including perceptions about themselves, relationships with others, social skills, problem solving and emotion regulation skills, and behavior problems.

McElwain and Volling (2004) found that security of paternal attachment is correlated with less negative experiences with friends and false-belief understanding. Adolescents who are securely attached to their fathers were found to make friends based on lower levels of approval and support and also it was found that perceived support of fathers is linked to less victimization and refusal (Rubin et al., 2004). Similarly, less aggression, less social stress and greater self-esteem were correlated with high-quality of attachment to father (Ooi et al, 2006). In another study, early child-father relationship security was linked to ability of problem solving in relationships with peers and to mental health in middle childhood and adolescence (Steele, 2010). Sandhu (2014) found that the strong attachment with father in adolescent girls was associated with higher interpersonal skills.

William and Kelly (2005) found that the adolescents' attachment with their fathers accounted for a significant part of behavior problems including internalizing and externalizing. Similarly, early childhood involvement of fathers was found to have the biggest impact on subsequent behavioral functioning in children (Craig et al., 2018). Morel and Papouchis (2014) found that secure attachment with father was correlated with less problems with emotion regulation and conversely, anxious attachment was correlated with the absence of regulation of emotions.

1.4.4. Fatherhood in Turkey

Fatherhood in Turkey is in a transition phase. Turkish fathers of today were brought up by emotionally absent, distant, authoritarian and restrictive fathers. Contemporary fathers are likely to combine past parenting practices with those

transforming ones in their efforts to be more involved, more playful, more understanding, and more authoritative in their relationship with their children (Boratav, Fişek & Ziya, 2014).

In Turkey, the role of women and men is generally defined by the ideology of Islamic values, leading mothers to play a primary role in child care and development, and fathers to assume a role that provides the household income, represents the family, is authoritarian and disciplined, and does not establish physical and emotional proximity (Sunar & Fişek, 2005).

Although conditions and structures in Turkey are subject to change, their behavioral reflection may take a little longer and it could be stated that there are traditional effects in both the understanding and implementation of parenthood in Turkey (Boratav et al., 2017).

In AÇEV's (2017) series of "Understanding Fatherhood in Turkey", various indexes were created for fatherhood and five different fatherhood categories were obtained from these indexes: traditional fatherhood, new traditional fatherhood, enthusiastic fatherhood, zealous fatherhood and out-of-line fatherhood. Accordingly, the "traditional fatherhood" category, which is the most common and dominant in Turkey, represents a paternity that is closed to change, authoritarian and distant to children. These values are identified by dominant masculinity, or in other words, patriarchy, which is essentially unquestionable and finds its definition in the term "the head of the family", showing strong and violent characteristics. The category, which is similar to the fathers of this previously mentioned category with its general characteristics and dominant masculinity, and which is beginning to transcend this tradition in their relations with their daughters and trying to establish close relationships with them, is called "new traditional fatherhood". On the other hand, the "enthusiastic fatherhood" category includes the fathers who have a traditional fatherhood perception but have begun to exhibit involved fatherhood behaviors with their own preference and are actually playing an important role in the transformation of society. The "zealous fatherhood" group is composed of fathers who act contrary

to traditional gender roles out of necessity. “Out-of-line fathers” who are not very common in Turkish society are those who care about their experience of fatherhood and who are also engaged in developing themselves in child-rearing.

Fathers in Turkey report that they try to be closer to their children and to spend more time with them as compared to how their fathers approached them in their childhood (Ünlü, 2010; Yalçınöz, 2011). They also appear to be more engaged in playing (including outdoor activities), not necessarily more than mothers, but more than their engagement in child care practices (Kuruçırak, 2010).

In one of the studies which investigates the impact of the father on child development in Turkey, availability of fathers was positively correlated with adaptive social behaviors, mathematical and language abilities, school preparedness, and negatively correlated with externalizing problems at age 5 and 6 (Alicı, 2012). Also, positive peer relationships were positively linked to perceived father support (Yaban, Sayıl & Tepe, 2013). According to Özen's (2009) study, paternal acceptance plays a major role in the positive self-image of adolescents. Also, Kuzucu and Özdemir (2013) reported that paternal involvement levels were negatively correlated with aggression and depression, and positively correlated with life satisfaction and self-esteem in adolescents.

In a qualitative study on children's perspectives on fathering, children interpreted the role of the fathers as being an economic supplier, a disciplinary figure and a play companion. Children described fathers' use of force by using harsh discipline, shouting and reprimanding children when they behave improperly. Nearly all children reported that their fathers were emotionally distant and unavailable almost all of the time (Özgün, Erden & Çiftçi, 2013).

To sum up, it could be stated that in Turkey, fathers are in a transformation phase in which they try to change the negative characteristics of their own father and try to develop discipline methods and emotional proximity with the help of spending more time with their children. However, this transformation has not yet been fully achieved in practice.

1.5. THE CURRENT STUDY

Adolescence is a period in which too many changes are experienced, which may be compelling, or even traumatic. While adolescence has its own specific challenges, having a traumatic experience can make the process more difficult. Considering the functions of the fathers as representing the external world, power and protection and facilitating the separation-individuation, it can be said that fathers have an important place in both adolescence and traumatic experiences.

Literature states that mental representations are dynamic structures and developmental stages and life experiences continue to shape them throughout the course of life. The relationship between trauma and representations is a bilateral interaction, that is to say that trauma may adversely affect the representations, or the immaturity of representations may be predisposed to difficulties after trauma. It is also related to the fact that not everyone who has experienced trauma develops PTSD symptoms.

In the current study, we explored the father and external world representations of the adolescents with trauma symptoms. The projections of adolescents on the father card of the Children's Life Changes Scale (CLCS) were examined through their narratives. The research questions of the study were as follows:

- 1) What are the themes emerged from the stories of the adolescents with trauma symptoms on the 'Father Card' of the CLCS?
- 2) What are the roles of fathers as perceived by the adolescents with trauma symptoms?

CHAPTER 2

METHOD

2.1. PARTICIPANTS

Participants were gathered from a larger data project. The project aim was to develop a self-report measure, 'The Children's Life Changes Scale' for immigrant children as well as for children in transition from one place to another. The subjects for the current study were chosen from the participants with high PTSD scores. Children with $18 \geq$ score of The Children's Revised Impact of Events Scale (CRIES-8) which was grouped as having high PTSD and were selected for the study. Also children of age $11 \geq$ were grouped as adolescents. Finally, one child whose father is deceased and one child who does not live with his father were excluded. By that filtering, 22 students including 10 females and 12 males remained.

Thereby, participants were 22 students (% 54.5 male); all of which studying in middle schools in Eyüp District. According to the report of The Turkish Statistical Institute (2016) related to the level of education of people living in this district, 55% of them had degree of primary school or lower education, 10% had degree of secondary school, 21% had degree of high school and 14% had degree of university or higher education. Özkan (2015) reported that based on a study with 428 students, 75% of the mothers were unemployed and father's occupations were listed as: 64% of them were merchants and craftsmen, 16.5% were civil servants, and 13% were workers in this district. Moreover, according to the Istanbul Provincial Directorate of Migration Management's (2017) report, there were 12,206 Syrian refugees living and temporarily protected in this district (Korkmaz, 2018).

Exclusion criteria for this study were the adolescent's age being younger than 11 and older than 14 years, and low trauma symptoms. Only adolescents aged between 11 to 14 ($M=12,2$ $SD=0,7$). Parent filling out the demographic information form (% 81.8 mothers) were aged between 36 to 49 ($M=40,5$, $SD=3.9$). All of the

mothers and the fathers were alive. The remaining demographic information is presented in Table 2.1.1.

Table 2.1.1 Demographic Characteristics of the Sample

Variable	Group	N	%
Gender	Female	10	45,5
	Male	12	55,5
Grade	5th	1	4,5
	6th	8	36,4
	7th	12	54,5
	8th	1	4,5
Number of siblings	0	1	4,5
	1	8	36,4
	2	10	45,5
	3	1	4,5
	4	1	4,5
Birth order	Only child	1	5,0
	First born	6	30,0
	Middle born	3	15,0
	Last born	10	50,0
Parent filling out the demographic form	Mother	18	81,8
	Father	4	18,2
Parent's education	Elementary school	10	45,5
	Middle school	3	13,6

	High school	7	31,8
	University	2	9,1
Family income	0-1000 TL	3	13,6
	1000-1500 TL	2	9,1
	1500-2500 TL	11	50,0
	2500-3500 TL	4	18,2
Number of people living at home	4	8	36,4
	5	11	50,0
	6	1	4,5
	7	1	4,5
	8	1	4,5
Family people	Nuclear family	15	83,3
	Extended family	3	16,7
Number of relocations in the last five years	0	13	59,1
	1	6	27,3
	2	3	13,6

2.2. MEASURES

2.2.1. Demographic Information Form

Demographic information form includes questions for the age, gender, grade, number of siblings and birth order of the children. Also information about status of the parents (alive or deceased), age and level of education of the caregiver who fills

out the form, monthly income, number of employed person in home, status of homeownership, number of people living in the house and who they are (mother, father, sister, aunt, uncle etc.) was received. Lastly, years of living in the current address, relocation status in the last five years and from where to where (within the same district, to a different district, to a different province, to a different country), how many times and reasons of relocation were asked.

2.2.2.The Children's Life Changes Scale (CLCS)

The Children's Life Changes Scale is a self-report measure being developed as a culture-sensitive projective test in order to assess how children are affected by changes in their lives. Although the pictures are designed to better understand the experiences of adolescents exposed to migration, they can be perceived as representatives of daily life scenes. The scale consists of 11 black and white pictures; for all 11 pictures adolescents are asked to choose an emotion and for the first 6 pictures adolescents are also asked to write a story.

In the current study, the father picture of the CLCS was used in order to understand father representations of the adolescents with trauma symptoms. First picture of the scale contains a child and an adult man walking in an ambiguous and empty street. In the bigger data, 89% of the children identified the adult man as the father. Therefore, this card was chosen to understand children's father representations.

2.2.3.The Children's Revised Impact of Events Scale-8 (CRIES-8)

The Children's Revised Impact of Events Scale-8 is a self-report measure designed to screen children for the symptoms of post-traumatic stress disorder. The CRIES-8 is adapted from the original Impact of Event Scale (Horowitz et al., 1979) by deleting 7 items and rewording the remaining items in order to make it more suitable for children (Yule,1997). Items of the scale are rated with regard to a specific traumatic event and consistent with the frequency of experiencing them. The scale

consists of 8 items answered on a 4-point Likert-like scale (0 = not at all, 1 = rarely, 3 = sometimes, 5 = often). The CRIES-8 contains two factors that are intrusion (4 items) and avoidance (4 items). Total scores on the scale range from 0 to 40. A cut off score of 17 was found to be able to distinguish more than 80% of children with PTSD diagnosis (Yule, 1998; Stallard et al., 1999 as cited in Perrin, Meiser-Stedman & Smith, 2005). Şahin, Batıgün and Yılmaz (2007) translated the CRIES into Turkish and used it for the Psychosocial Project following the Marmara Earthquake.

Since the clinical cut-off scores of the original CRIES-8 have been determined using an American sample, we conducted a Confirmatory Factor Analysis to test whether our translation of the CRIES-8 yielded similar factor loadings in our Turkish sample. The Confirmatory Factor Analysis using a Varimax rotation was used to determine the factor structure. The results yielded a two-factor solution for CRIES-8, similar to that of the American sample. These factors were ‘avoidance’ and ‘intrusion’. Chronbach’s alpha values for the two factors are as follows: avoidance, $\alpha=.65$; and intrusion, $\alpha=.66$. The scale had a reliability score of $.71$. Clinical cut-off scores for the Turkish CRIES-8 were determined using percentile scores. Those whose scores were equal to or greater than 11 were grouped as medium level and those whose scores were equal to or greater than 18 were grouped as high level.

2.3.PROCEDURE

The original project was collected following the approval of the Istanbul Bilgi University Ethics Committee and permission of Eyup District Directorate of National Education. After pilot testing with a sample of 50 children and corrections based on pilot study were done, a sample of 231 Turkish adolescents aged between 7 to 14 participated in the larger study.. Participants were recruited from elementary and middle schools in Eyup, Istanbul. The school principals were informed about the aim of the study: understanding children’s perception of life changes. After the school principals' permissions, the consent and demographic information forms were given

to parents. The parents who approved their child's participation in the study filled the demographic information form including information such as age and gender of the children, education level of the caregiver, monthly income of the family. The children whose parents' approval had been obtained were given instruments with groups in the classroom setting. Classroom applications were run by a graduate degree psychology student and two undergraduate psychology students without their teachers in the classroom. In order to measure the reliability of the Children's Life Changes Scale, all the instruments were administered again two weeks after the first application. Only the narratives of the first application were used for this study.

2.4.DATA ANALYSIS

Both quantitative and qualitative data were used in the current study. Demographic Information Form which was filled by the parents, screener part of the Children's Life Changes Scale according to which the feeling of the person in the picture is selected, and the Children's Revised Impact of Events Scale which was filled by the adolescents constituted the quantitative part of the study. IBM SPSS Statistics 23 was used for descriptive statistics.

Narratives from the first card (*father card*) of The Children's Life Changes Scale constituted the qualitative part of the study. Thematic Analysis (TA: Braun & Clarke, 2006) was used in order to understand the father representations of the adolescents with trauma symptoms in both inductive and theoretical ways. In respect of recognizing, arranging and interpreting the models of meanings in the data set, TA is an accessible and flexible method (Braun & Clarke, 2019). All the stories were transferred to electronic environment. The stories were read and re-read at the beginning of coding. In the current study, this step was done by producing initial codes for the first card of the CLCS which was the father card for adolescents ages between 11 to 14 and having trauma symptoms. Then, common codes were brought together and themes were developed. MAXQDA 18 Software program was used to

code each story and form the themes. The whole thematic analysis process was done by collaboration of the current writer, one doctoral student and the first advisor of this thesis.

2.5. TRUSTWORTHINESS

Triangulation method (Smith & Osborn, 2003) was used through the analysis process. For this study, sample were recruited from the bigger data which had been collected with a standard process. The current writer, one doctoral student and the first advisor of this thesis worked together in the analysis in order to ensure trustworthiness. Initial codes were shared and themes were formed together.

2.6. REFLEXIVITY

The researcher of this thesis graduated from the department of Psychology at Bahcesehir University and now she is master level clinical psychology student in Istanbul Bilgi University. She is working with children as a psychologist for two years and also has three years of observation and internship experience with children before her clinical practice. When she made her clinical practicum at Psychological Counseling Center in Istanbul Bilgi University, she worked with children and families. She realized that the fathers did not participate in the therapy sessions. She observed that the physical absence of the father or, more importantly, the absence of paternal function which affects negatively the children's psychology. She believed that fathers also have great importance on the child's perception of the external world and on the child's relational world but until recently, its effect was underestimated. Therefore, she chose to write a thesis about children's father representations by exploring their narratives in a projective test named the CLCS.

CHAPTER 3

RESULTS

The stories of the adolescents were analyzed by using the thematic analysis approach. The intention was to identify important themes in the father card of the CLCS. Four main themes have emerged from the analysis process; *Identification of the Paternal Character*, *Representation of the External World*, *The Role of the Father in the External World* and *Supportive Paternal Behavior*. Table 3.1 demonstrates the main themes. These themes and their subthemes are discussed below.

Table 3.1 The Themes Emerged from the Traumatized Adolescents' Narratives

Analysis of the Narratives of Twenty-Two Adolescents with Trauma Symptoms
Theme 1: Identification of the Paternal Character
Theme 2: Representation of the External World
Theme 3: The Role of the Father in the External World
Theme 4: Supportive Paternal Behavior

3.1. Theme 1: Identification of the Paternal Character

Stories written by the adolescents were different from each other in terms of their identification of the paternal character in the picture. Three subthemes arose from *Identification of the Paternal Character* theme; the father, the dangerous man and the unidentified man. Table 3.2 summarizes the subthemes.

Table 3.2 The Subthemes of the Theme 1

Theme 1: Identification of the Paternal Character	Girls	Boys	Total
Subtheme 1: The Father	9	10	19
Subtheme 2: The Dangerous Man	1	1	2
Subtheme 3: The Unidentified Man	0	1	1

3.1.1. Subtheme 1: The Father

The father was a subtheme of *Identification of the Paternal Character* theme. Majority of the adolescents identified the adult male character as the father.

In one of the stories written by an adolescent, the adult male character is identified as the father:

"The father and child were walking comfortably in a safe place by holding hands. As if they were trying to get out feeling happy."

3.1.2. Subtheme 2: The Dangerous Man

The dangerous man was another subtheme of *Identification of the Paternal Character* theme. In other two of the stories, adolescents identified the adult male character as an unknown dangerous man.

In one of the stories written by an adolescent, the adult male character is identified as an unknown dangerous man:

"Ali met a man one day. The guy was wearing a white shirt with black pants. Ali was so scared. While he was trying to figure out who he was, the man grabbed Ali's arm and took him away. Ali lived fear every day after that."

3.1.3. Subtheme 3: The Unidentified Man

The unidentified man was the last subtheme of *Identification of the Paternal Character* theme. One of the adolescents mentioned the adult male character as a man without definition.

In the story of the adolescent, the adult male character is mentioned as a man without definition:

"The man and the child in the picture are walking around comfortably in the school."

3.2. Theme 2: Representation of the External World

Representation of the External World was another main theme gathered from the narratives of the adolescents. Two subthemes arose from *Representation of the External World* main theme; the secure external world and the insecure external world. Table 3.3 summarizes the subthemes of *Representation of The External World* theme.

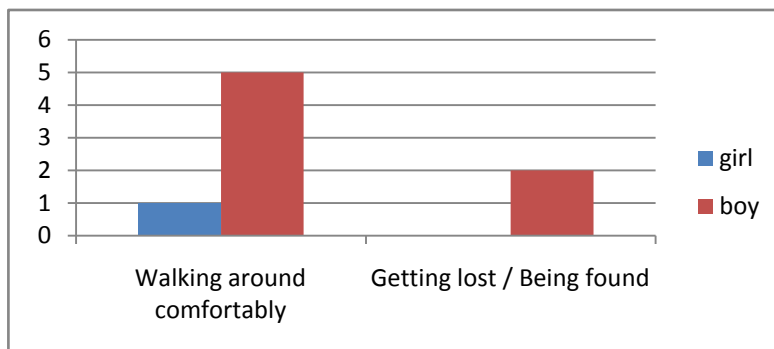
Table 3.3 The Subthemes of the Theme 2

Theme 2: Representation of the External World	Girls	Boys	Total
Subtheme 1: Secure External World	1	7	8
Subtheme 2: Insecure External World	9	5	14

3.2.1. Subtheme 1: Secure External World

Secure external world was a subtheme of *Representation of the External World* theme. In the six of the stories, the external world is represented as a place where they walk around feeling relaxed, excited or safe. In the other two stories, the external world is described as a place where they are found without damage even if they are lost. The Figure 3.1 shows the distribution of the types of positive representations of the external world between girls and boys.

Figure 3.1 Types of The Positive Representations of the External World



In one of the stories written by an adolescent boy, the external world is described as a place where they walk around together:

"The child and his father are going somewhere and the child feels excited."

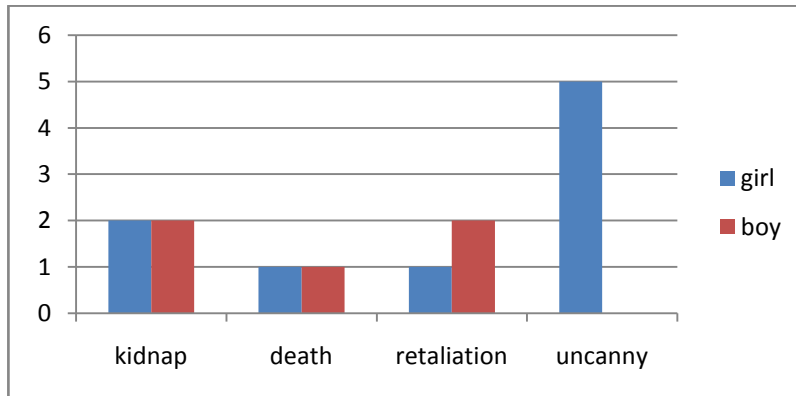
In one of the stories written by an adolescent boy, the external world is described as a place where the child is lost but found by the father:

"Once upon a time, a father decided to take his son and went outside. And he immediately shared this news with his son. His son was very happy. The father took his son and went outside immediately. They saw the show in an indoor area. They decided to go there. While the father was watching the show, the boy disappeared. His father was looking for his son frantically. He was relieved when he saw his son in front of the museum. The father who is running to his son hold his son's hand tightly and promised never to leave his hand."

3.2.2. Subtheme 2: Insecure External World

Insecure External World was another subtheme of *Representation of the External World* theme. In the four of the stories, the external world was represented as a place where the child was kidnapped. In the two of the stories, there was death. In another three of the stories, there was expectation of retaliation or punishment. In the last five of the stories, the external world was represented as an uncanny place. The Figure 3.2 shows the distribution of the types of negative representations of the external world between girls and boys.

Figure 3.2 Types of The Negative Representations of the External World



In one of the stories written by an adolescent girl, the external world was described as a place where the child was kidnapped:

"Tayfun's father is a dark man. One day, while Tayfun was playing, the thieves kidnapped him. His father found out who they were and why they kidnapped Tayfun. His father finds the thieves furiously and goes to them. He asks them to let him go. Why men are kidnapped Tayfun is obvious; revenge. Then the father saves Tayfun from the hands of thieves. Then they come to this isolated place. Tayfun feels safe and comfortable here. Then his father was very worried but he was comfortable. But he was so furious and also he felt guilty because of keeping himself responsible for what happened. Tayfun understood these. He tried to comfort his father, and they went home."

In one of the stories written by an adolescent boy, the external world was described as a place which is full of deaths:

"Mehmet was awakened that day and it was 9 o'clock in the morning. He prepared for school. He had breakfast and left the house. However there was always unhappiness within him. When he returned from school, there was an ambulance at the door of their house. Mehmet said frantically: Why is this ambulance here, Daddy? His father: Don't forget my son, everyone has a mistake. Mehmet said that I don't understand daddy. And his father said in his

eyes filled with tears: Your mother became an angel but she sees you, even though you cannot see her. Just 2 months later, while Mehmet and his father were walking down the street towards İstanbul, a car suddenly took the life of the father and son. Father and son were walking hand in hand towards heaven."

In one of the stories written by an adolescent boy, the external world was represented in anticipation of punishment:

"One day Ali was going to school. He was very stressed and afraid due to not doing his homework as usual. Then he came to school and the science class came. Ali was deeply afraid and asked his friends that "does the teacher get angry?" The teacher went to class and started to check the homework. There was a thousand thoughts in his mind until it comes to him, and it came to him. Before the teacher said anything, he started to cry and apologize. His teacher met his father for not doing his homework. Ali was more scared that his father would be angry at him. His father came to pick him up. They went home with a long silence. Dad suddenly asked why he didn't do his homework and he said he forgot. Then his father told him not to be too scared and not to be upset. He made speeches to comfort him. Ali had not delayed his homework after that day, and he learned not to get stressed from everything."

In one of the stories written by an adolescent girl, the external world was represented as an uncanny place:

"One day a child went on a trip with his father. He went out with his dad on a trip. However he was afraid due to there was no one there. There was only his father and himself. When the trip was over, they went outside and the boy took a deep breath. Then they came home and he told his mother about this. His mother looked at the child in astonishment and since that day the child is afraid of going on trips by himself."

3.3. Theme 3: The Role of The Father in the External World

The Role of The Father in the External World was another main theme gathered from the narratives of the adolescents. Three subthemes arose from this theme; being companion, protecting the child, being victim along with the child. Table 3.4 summarizes the subthemes.

Table 3.4 The Subthemes of the Theme 3

Theme 3: The Role of The Father in The External World	Girls	Boys	Total
Subtheme 1: Being companion	1	4	5
Subtheme 2: Protecting the child	4	4	8
Subtheme 3: Being victim along with the child	4	2	6

3.3.1. Subtheme 1: Being Companion

Being companion was the first subtheme of *The Role of the Father in the External World* theme. In most of the stories, the father was described as a person spending time with the child or going to a place together with him.

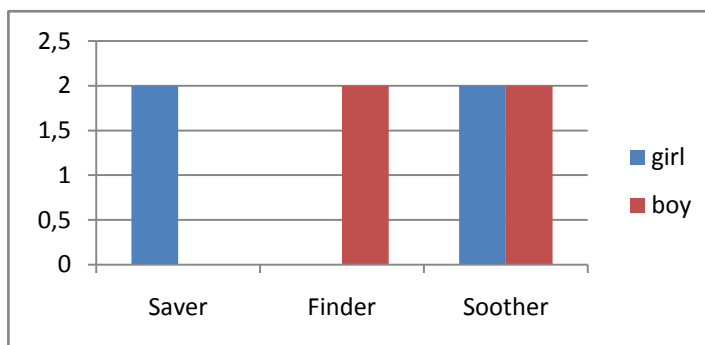
In one of the stories written by an adolescent boy, the father was described as a person going outside into the external world with the child:

"A father and his son came out of the house together and started walking around the streets. The child was having fun. His father was happy to see his son's happiness. The child was bored of going through the streets and he told his father to go home. When they got home, the father made them dinner at home. The child was happy and they started eating. When the food was finished, they continued to live happily."

3.3.2. Subtheme 2: Protecting the Child

Protecting the child was a subtheme of *The Role of the Father in the External World* theme. In the two of the stories, the father was described as the person who saved the child from the bad guys. In the other two stories, the father was described as the person who found the child when s/he got lost. In the remaining four stories, the father was described as a person who helped the child to regulate his/her fears and comforted the child. The Figure 3.3. shows the distribution of the types of protecting father roles between girls and boys.

Figure 3.3 Types of The Protecting Father Role



In one of the stories written by an adolescent girl, the father was described as a savior:

"There was a boy named Ali. This child was left at orphanage as a baby years ago. He has searched his family but he found out that his mother was dead. He was very upset and cried. While he was returning to the orphanage, someone came in front of him suddenly. A man came and saved him when he was going to kidnap him. This guy was his hero. The boy got warm towards him and after a few months he found out that his father was alive. His hero was his father, but Ali spent months with him not knowing. Eventually they understood and walked down a street and went home. Ali felt safe now. "

In one of the stories written by an adolescent boy, the father was described as a person who tried to find his son when he got lost:

"Ali goes to the market with his father one day. Ali is lost when visiting the market. Even though his father looked everywhere, there was no sign of Ali. Ali may not be even alive. Ali's father went to the police in 24 hours and did everything he could to find Ali. Two weeks later, he was found by the police, and Ali's father went to the market and got what Ali wanted."

In one of the stories written by an adolescent girl, the father was described as a person supporting the child in regulating his/her fears or making the child feels safe when the child fears:

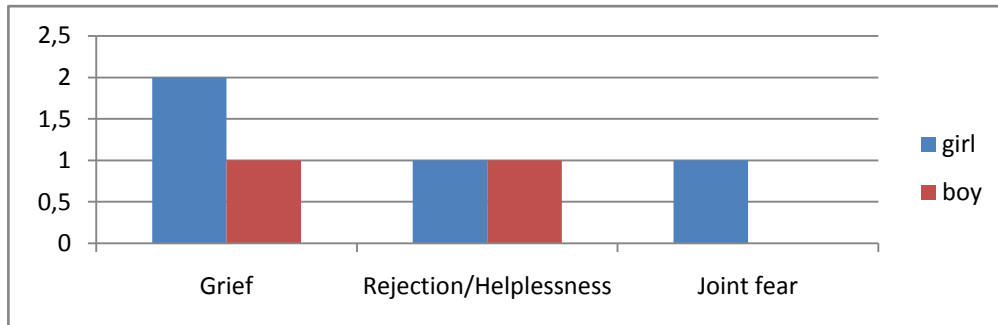
"There was a boy named Ali. They moved to a new house when they left the house they lived in. Ali was very unhappy and did not have the type of house he wanted to have. His mother asked them to go to the market. Ali and her father were on their way to market. The place where they lived was a place with nooks, dark and cold air to get to the market. Ali was very scared as he was passing by. There was a crying sound. Ali's father held Ali's hand when he saw him trembling. He said 'Don't be afraid, you are safe now.' Ali realized that he was safe now and not afraid anymore. They did the market and returned home."

3.3.3 Subtheme 3: Being Victim Along With the Child

Being victim along with the child was the last subtheme of *The Role of the Father in the External World* theme. In three of the stories, the father was described as the person who cannot cope with the mother's absence which is the death of the mother or living apart from the mother. The adolescent suffers the loss of the mother as well, but the father cannot extend any support to the child in order to help him/her cope with this trauma. In two of the stories, the father was described as the person who is rejected by people and who is helpless. In one of the stories, the father is

described as the person who could not help the adolescent to regulate his fears due to the fact that the father is in the same position as the child. The Figure 3.4. shows the distribution of the types of the sufferer father role between girls and boys.

Figure 3.4 Types of the Victim Father Role



In one of the stories written by an adolescent girl, the father was described as a person who cannot recover after the mother's death:

"One day a child and the father left the house and went to the amusement park. The child and the father had fun at the amusement park. The child ride bumper cars and all the things that she wants. However the child was a little unhappy because she wanted to ride the toys with her mother who was at house not at the amusement park. The father and the child were coming home from the amusement park. They had entered the house, and what they saw was that the mother was lying on the floor in blood. The child and her father could not recover themselves again. They took her mother to the hospital but it did not work. Her mother's heart has stopped in the ambulance. They took the child out of the car and took her home. The child could not go to school again and could not recover herself."

In one of the stories written by an adolescent boy, the father was described as rejected and helpless:

"One day there was a child. He had nothing such as house or money but he just has his father. One day the father went to a relative for asking to stay there. However all the relatives of the father was upset to him. The father and the child again left on the street unhappily."

In the story written by an adolescent girl, the father was described as indifferent, and the child feels like alone with his father. The reason may be due to the adolescent girl's perception that the father is in the same position as herself :

"One day a child went on a trip with his father. He went out with his dad on a trip. However he was afraid due to there was no one there. There was only his father and himself. When the trip was over, they went outside and the boy took a deep breath. Then they came home and he told his mother about this. His mother looked at the child in astonishment and since that day the child is afraid of going on trips by himself."

3.4. Theme 4: Supportive Paternal Behavior

The Supportive Paternal Behavior was another theme in the narratives of the adolescents. This theme includes whether the father was helping the child solve the situation in which the child has difficulty and whether the father gave emotional support to the child. This main theme had three subthemes; absence of support, instrumental support and emotional support. The Table 3.5. summarizes the subthemes of *The Supportive Paternal Behavior* theme.

Table 3.5 The Subthemes of the Theme 4

Theme 4: Supportive Paternal Behavior	Girls	Boys	Total
Subtheme 1: Absence of support	5	3	8
Subtheme 2: Instrumental support	4	8	12
Subtheme 3: Emotional support	1	1	2

3.4.1. Subtheme 1: Absence of Support

Absence of support was a subtheme of *Supportive Paternal Behavior* theme. In the stories coded as absence of the father's support, a negative situation was mentioned but there was no mention of father's support for any solution.

In one of the stories written by an adolescent girl, the support of the father was absent:

"A father and his child were walking together in a street where they were just themselves. Both of them were unhappy because there was no one on the street because they were always alienated. Therefore everyone on the street would run away when they saw them. They kept walking on the street.."

3.4.2. Subtheme 2: Instrumental Support

Instrumental support was a subtheme of *Supportive Paternal Behavior* theme. In the stories coded as the instrumental support of the father, the father's support for the solution of the negative situation was mentioned but there was no mention of the father's understanding of the child's emotions and helping the child to regulate his/her emotions.

In one of the stories written by an adolescent boy, there was instrumental support of the father:

"Ali goes to the market with his father one day. Ali is lost when visiting the market. Even though his father looked everywhere, there was no sign of Ali. Ali may not be even alive. Ali's father went to the police in 24 hours and did everything he could to find Ali. Two weeks later, he was found by the police, and Ali's father went to the market and got what Ali wanted."

3.4.3. Subtheme 3: Emotional Support

Emotional support was a subtheme of *Supportive Paternal Behavior* theme. In the stories coded as the emotional support of the father, father's empathy and

concern about the emotions of the children were demonstrated, something for comforting the child was said or physical affection for the child was shown.

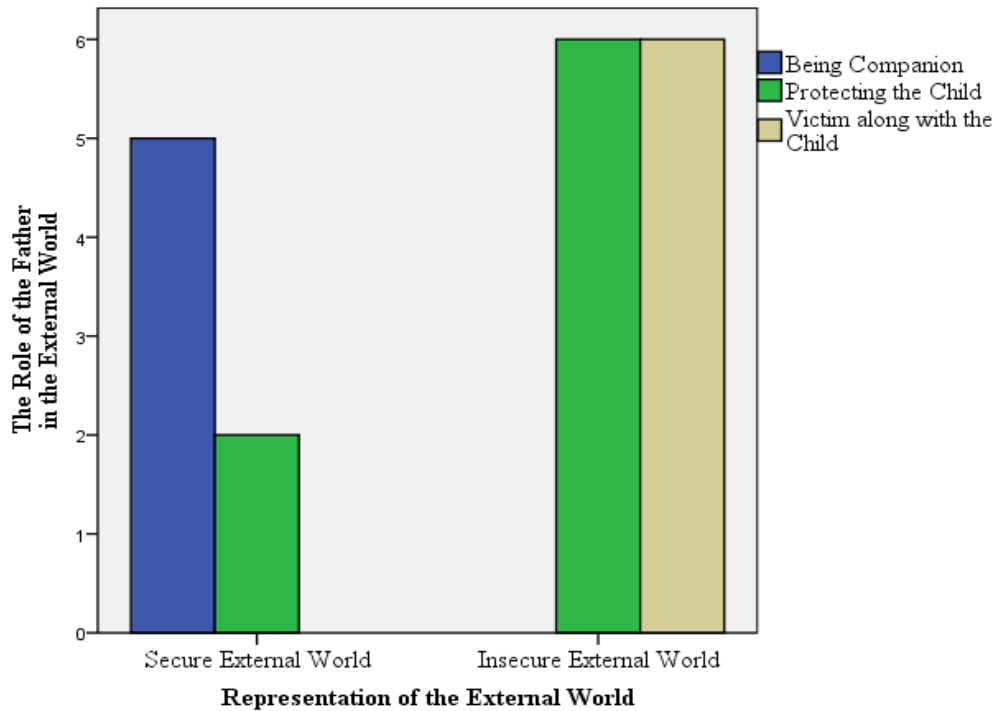
In one of the stories written by an adolescent girl, there was emotional support of the father:

"There was a boy named Ali. They moved to their new home when they left their old home. Ali was very unhappy and did not have a house as he wanted. His mother asked them to go to the market. Ali and her father are on their way to market. The place where they go to the market is nook, dark and cold. Ali was scared when he was passing by. There was a crying sound. His father who saw the Ali's trembling hold Ali's hand. The father said his child that 'Don't be afraid, you're safe now'. Ali understood that he did not need to fear anymore and that he was safe. They made the market and returned home."

Overlaps Between the Themes

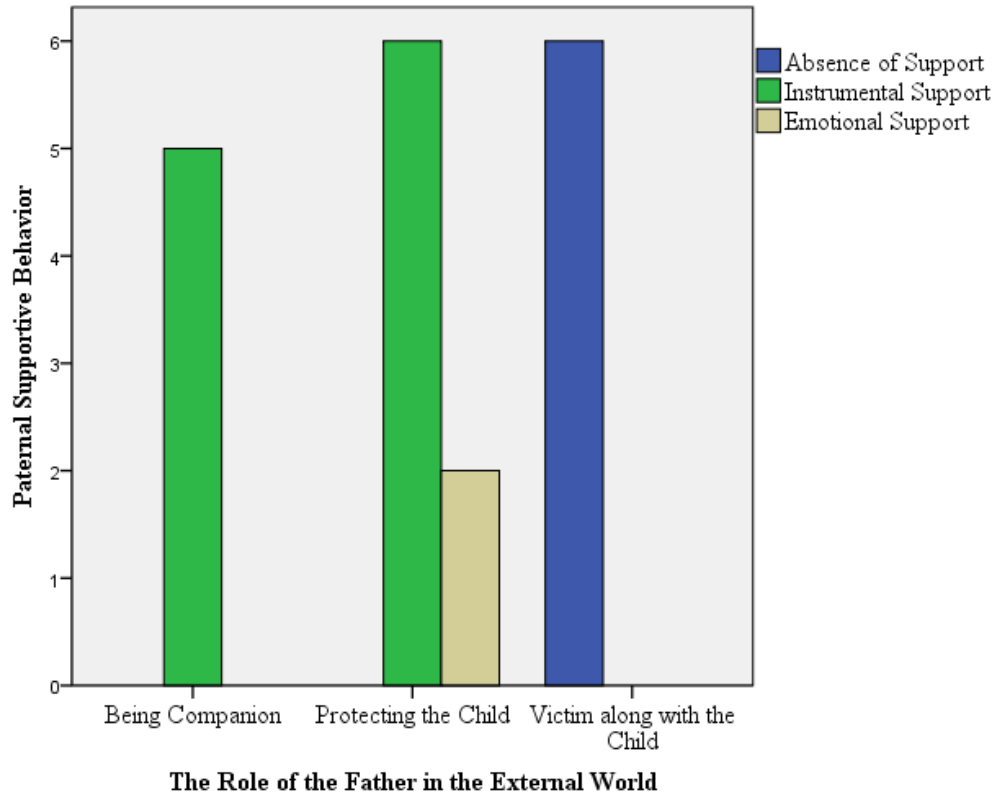
Based on the overlap between the themes of 'Representation of the External World' and 'Role of the Father in the External World', most of the adolescents with the representation of a secure external world mentioned the father as a companion and a minority of them mentioned as protector, and half of the adolescents with the representation of an insecure external world mentioned the father as protector and other half of them mentioned as victim.

Figure 3.5 The overlap between the themes of 'Representation of the External World' and 'Role of the Father in the External World'



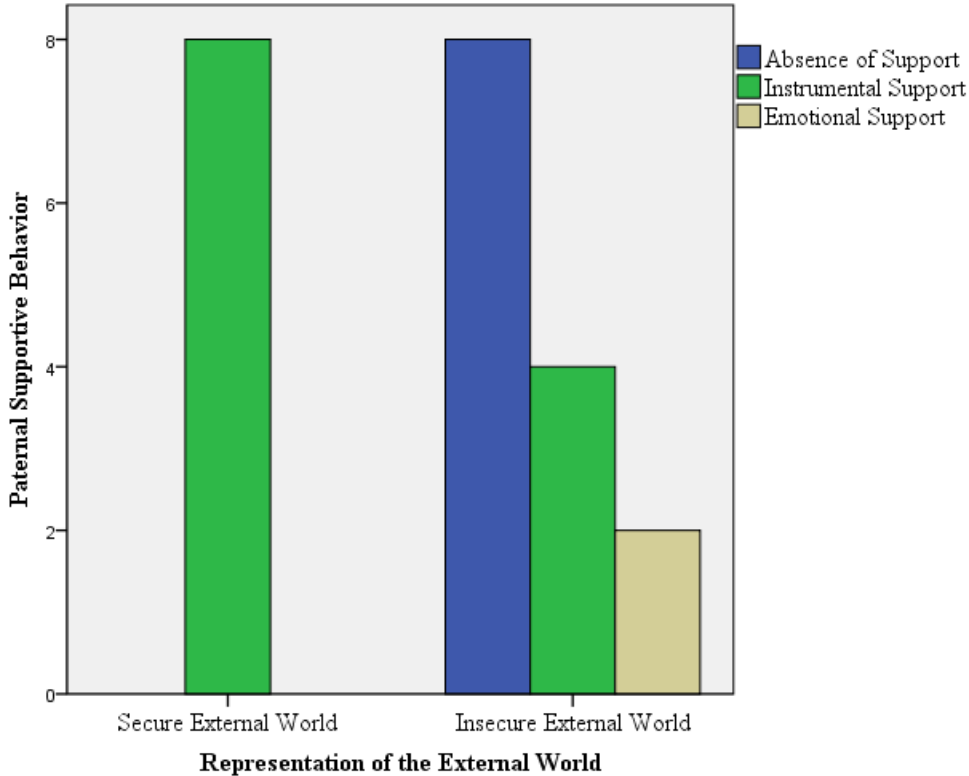
Based on the overlap between the themes of 'Role of the Father in the External World' and 'Paternal Supportive Behavior', adolescents who defined the father as a companion mentioned an instrumental support, adolescents who defined the father as victim did not mention any support, and most of the adolescents who defined the father as protector mentioned an instrumental support and a minority of them mentioned an emotional support.

Figure 3.6 The Overlap Between the Themes of 'The Role of the Father in the External World' and 'Paternal Supportive Behavior'



Based on the overlap between the themes of 'Representation of the External World' and 'Paternal Supportive Behavior', adolescents with the representation of a secure external world mentioned an instrumental support, and most of the adolescents with the representation of an insecure external world did not mention any support and others mentioned an instrumental and emotional support.

Figure 3.7 The Overlap Between the Themes of 'Representation of the External World' and 'Paternal Supportive Behavior'



CHAPTER 4

DISCUSSION

The role of the fathers in children's and adolescents' mental health are very critical however there are no studies examining the father representations in adolescents with PTSD symptoms. In this study, it is aimed to explore the representations of the father and external world of the adolescents with trauma symptoms. Qualitative analysis was done with thematic analyses of the adolescents' narratives.

The first theme on the father card of the Children's Life Changes Scale (CLCS) was the '*Identification of the Paternal Character*'. The adult male character in the picture was defined as a father by the majority of adolescents. Identification of the adult male character in the picture as a father by most children indicates that the picture activates the father-child attachment system.

Two adolescents identified the same adult male character as a dangerous man. The situation of children who described the adult male figure as a dangerous man may be related to the perception of dangerous external world seen in trauma. Unlike the children who perceive a dangerous external world but define the character as a father, children who perceive danger but can't see a father figure may be related to an interpretation that in the face of a dangerous external world and in the stressful situations, they cannot get support from the attachment figures, and they cannot reach an internalized father figure who will protect them from the danger. Inability to get support from a parent figure and refusal to define the adult male character as a father may be related to insecure attachment. It may also be related to the child's perception of his/her father as really dangerous. From the perspective of object relations, it may be related to the immature defense to deal with the destructiveness within the person in which objects are splitted as "good" and "bad", bad parts are projected into

external world and therefore, danger from the external world is expected (Klein, 1957).

One adolescent indicated the male character on the picture as an unidentified man. The narrative of this adolescent was also very restricted and contained only one sentence. The story where the character is unidentified and is explained in short sentences, it may be a reflection of an avoidance strategy which is a method of emotion regulation in individuals who are subjected to traumatic experiences. It may also indicate that the child avoids triggering his attachment system by not identifying the character as father since the child learned not to use attachment behaviors to relieve distress and not to obtain proximity from their caregiver, instead seeking to manage alone as an adaptation to less responsive caregiving (Fonagy & Campbell, 2016). As stated in DSM-V, some children reflect their traumas, while others avoid reflecting (APA, 2013). Also the unidentified character may reflect both the wish and the fear of separation from caregivers in adolescence.

The second theme, "*Representation of the External World*" points that stories differ in terms of security and in this context there were both secure and insecure external world representations. A quarter of the children represented a more secure external world in their stories while the rest of them represented a more insecure external world. This leads to the question whether the children's narratives reflect their representations as they are or reflect the way they want it to be as a strategy for emotion regulation. The fact that there are both positive and negative representations in the stories coincides with the findings in the literature that children who have experienced trauma can reflect their representations directly or reflect what they want it to be as a strategy for emotion regulation (Emde, 2003).

When the sub-categories of the securely represented external world are examined, it is seen that six of the children talk about a place that can be traveled comfortably, while two of them talk about a place where they are lost but found

without damage. On the one hand, secure external world representations may reflect the desire of adolescents to open up to the external world, security of their attachment and object relations and their capacity to open to the external world through their secure attachment and object relations. They may have mentioned a more secure external world because the father figure in the picture makes them feel safe. On the other hand, it may be said that children who speak of a more secure external world reflected the external world in the way they want it to be as a strategy for emotion regulation (Emde, 2003). In addition, when the code of '*Lost and Found*' in the context of a more secure external world perception are analyzed, it can be said that there are themes related to separation. As Green, Crenshaw and Langtiw (2009) highlighted, during children's playful activities, if themes such as being separated from parents, inability to find parents and getting lost emerge, they may be associated with separation anxiety and there may be problems related to attachment, anxiety, avoidance or regulation of emotions. They continued by saying that if the child brings a theme of reunion, it shows that there is a more manageable anxiety for that child than a child who cannot imagine reunion or has failed trials. These code may reflect both the desire and the fear of separation from parents during adolescence and due to the presence of a reunion at the end, their anxiety may be more manageable and it may also reflect their confidence in a father who can find them. As well as the separation issues in adolescence (Blos, 1967), this code may be related to trauma's interference with the child's separation-individualization and with the development of a separate self (Johnson, 1987 as cited in Solomon and Mbugua, 2014).

Adolescents who stated an insecure external world described death, kidnapping, punishment and an uncanny environment. It may be said that stories in which the external world is represented as insecure reflect the representations of the adolescents with PTSD symptoms as they are. Stories in which the children represented the external world as insecure overlap with the criterion of PTSD in

DSM-V, that is negative changes in cognitions, like persistent negative expectations about oneself, others and the world (APA, 2013). The studies examining the relationship between trauma and object relations also show results in this direction. Westen, Ludolph, Block, et al. (1990) and Ornduff, Freeddenfeld, Kelsey and Critielli (1994) found that the affective quality of representations of individuals who have experienced trauma was lower, Freeddenfeld, Ornduff and Kelsey (1995) found that individuals who have experienced trauma had a more malevolent object world and, Stovall and Craig (1990) and Ornduff and Kelsey (1996) found that representations of individuals who have experienced trauma is decreased in their affective quality. Likewise, Bedi, Muller and Thornback (2013) found that there is a relationship between the level of PTSD symptoms and the pathologies of affective quality of representations; in other words, adolescents with higher PTSD symptoms have more malevolent expectations about people and the world. All of these results show that adolescents who have experienced trauma may have more negative and malevolent expectations about people, relationships and the world. The insecure representations of the external world, including death, kidnapping, punishment and uncanny place in these stories coincide with the findings of the more malevolent object world in trauma. Moreover, attachment and object relations are known to have a major impact on relationships with the external world (Levy, Blatt & Shaver, 1998) and on the development of post-traumatic symptoms (Bedi et al., 2013). From this perspective, the insecure external world representations of the adolescents with trauma symptoms may be related to insecurity of their attachment or immaturity of their object relations. Considering that fathers represent the external world and have the roles of opening children to the external world, it may be said that the father's role in the face of negative life situations was insufficient. Looking at the difference between the genders, it is seen that girls mentioned an insecure external world more than boys. In fact, almost all of the girls mentioned an insecure external world. Studies have described that girls experienced a comparatively higher number of negative life events than boys and that adolescent girls were effected more intensely from the

negative life events than boys were (Flouri & Panourgia, 2011; Harkness et al., 2010; Sigfusdottir & Silver, 2009). Mızrakçı (1994) concluded that there was a more protective attitude towards girls by their families in Turkey. In fact, these families who take too much control and care do not give the child the opportunity to develop their own strength, and therefore the child's self-defense skills are not developed and insecurity can be seen (Tuzgöl, 1998). Also, raising girls with suggestions that the external world is dangerous because of the gender discrimination and violence against women in Turkey may be related to this. Thus, girls' talking about a more insecure external world may be related both to their being more affected by negative events and to the insecurity created by the overprotective attitudes of Turkish families towards girls.

The third theme found in the narratives of the adolescents was '*The role of the Father in the External World*'. There were three subthemes as "*Being Companion*", "*Protecting the Child*" and "*Being Victim along with the Child*".

In the "*Being Companion*" subtheme, the father was represented as a person who spent time with the child as a companion in a secure external world. This representation of father as a companion in children's narratives reminds one of the father definitions of Bowlby, (1982) which is a "trusted play companion". This subtheme is also consistent with the finding that Turkish fathers spend more time with play such as outdoor activities rather than nurturing (Kuruçırak, 2010). Looking at the difference between the genders, it is seen that boys talk about father as a companion more than girls. It was found that fathers treated their daughters differently than their sons since infancy. It was observed that fathers touched their infant sons more (Parke & O'levy, 1976), provided more stimuli to them (Parke, 1981), communicated with them more and played with them more (Marsiglio, 1991). Fathers are more involved in the life of their sons (Harris & Morgan, 1991) and fathers play with their sons more (Dipietro, Jaclin & Maccoby, 1984 as cited in Kuzucu, 2011). Although this has started to change, Turkish fathers do more

activities and chat with their sons much more than they do with their daughters (AÇEV, 2017).

In the second subtheme, the father was represented as a protective figure. The adolescents described a father who rescues when the child is kidnapped, finds when the child is lost or helps the child regulate his/her emotions as they emerged. The stories in which the father was represented as the protector and the savior, brings to mind the father definitions of Freud in which the father is described as a powerful omnipotent godlike being (1927/1961) and a protector (1930/1961 as cited in Stone, 2008). Freud also expressed the father's protective function as "I cannot think of any need in childhood as strong as the need for a father's protection". In addition to that Winnicott (1969) stated the father's protection and giving confidence by fathers' "providing the frame".

In the third subtheme, the father was represented as a victim along with the child; the father who cannot recover in the absence of the mother, mourns and cannot support the child, and the father described as rejected, helpless or frightened. The father representation in this subtheme does not contain the protective and play companion roles of the father as mentioned above. On the contrary, a weak and passive father is represented. It may indicate that these children could not internalize a strong father figure which is crucial for children's mental health. Moreover, in the case of the father represented as victim, it may be related to the adolescent's need to break himself away from the father who is disfavored (Habip, 2012). Looking at the difference between the genders, it is seen that girls talk about father as victim along with oneself more than boys. This finding is consistent with the finding that almost all of the girls represented an insecure external world. Their inability to internalize a strong father could be related to their perception of a more insecure external world. Girls' inability to internalize a strong father figure may also be related to the fact that Turkish fathers spend less time with their daughters. Moreover, how the mother place

the father in the oedipal triangle can be quite determinative in the father representations of the girls as well as what the father is really like.

Adolescents who developed post-traumatic stress symptoms could be expected to have a negative father representation in their internal world, which is a risk factor, but the majority of the father representations were positive. Fairbairn (1952) 's mention of use of splitting as a defense mechanism in traumatic children can also be considered in this case. If the trauma is in the family, the child can take the bad on his own and keep the parental figures in good split. In another way, if the trauma comes from outside the family, the child may use a splitting mechanism in a way that the external world is bad and the family is good, in order to provide a sense of security.

It is stated in the literature that the father is a figure who opens the child to the external world and represents the external reality. For the child to have a good mental health, it is important for the father to be an attachment figure who opens the child to the external world through play (Le Camus, 2000) and through setting limits at the same time (Paquette, 2004 as cited in Dumont and Paquette, 2013). Based on the representations of the father classified as positive, in half of the cases the fathers emerged as being a companion. This representation may coincide with the father's function of opening the child to the external world through play but does not include the limit setting function that gives the child a sense of security. Therefore, considering the adolescents with post-traumatic stress symptoms and in need of feeling security, it may be said that the father represented just as a companion is not sufficient for a good mental health of an adolescent.

Based on the fourth theme of "*Supportive Paternal Behavior*", it is seen that nearly half of the children did not mention any support, half of the children mentioned an instrumental support, and only two of the children mentioned an emotional support in their narratives.

Children with trauma symptoms who do not mention any support suggest the finding that the support of the family is very crucial for the traumatized children to determine if they develop emotional difficulties or not (Aker, Önen & Karakiliç, 2007). As Cassidy (1994) highlighted, mother's and father's responsiveness to the distress of their children helps the child to solve the current problem, and also it helps them to master the stressful situations through internalizing the ability to regulate negative emotions as a long-term outcome. Otherwise, absence of support from parents in the distressing situations ultimately limits the children's recognition, appraisal and management of their negative emotions (Zimmermann, Maier, Winter & Grossmann, 2001). From this point of view, there may be an association between the children's level of PTSD symptoms and the lack of support from a parental figure in distressing situations in the children's narratives. Looking at the differences between the genders, it is seen that while half of the girls did not mention any support of the father, most of the boys mentioned the instrumental support of the father. This may also be explained by the fact that fathers spend more time with their sons than with their daughters.

Half of the children mentioned an instrumental support in their stories. In these stories, there are either fathers taking their child somewhere or fathers trying to deal with the stressful situation by buying something to them. The finding that fathers in the stories of half of the children actually provide instrumental support including spending time in outdoor activities coincides with the finding that fathers in Turkey try to be closer to their children and spend more time with them (Unlu, 2010; Yalçınöz, 2011) but they spend more time in outdoor activities rather than nurturing (Kuruçarak, 2010).

The fact that almost none of the children talk about their father's emotional support coincide with the findings of Özgün, Erden and Çiftçi (2013)'s study of Turkish children's perceptions about their fathers. In the study, they describe their fathers as emotionally distant and unavailable. Also the fact that half of the children

mention their father's instrumental support coincides with the finding of the same study that children see their fathers as a play companion and an economic supplier. The finding of Boratav, Fisek and Ziya (2014) suggests that today's fathers who had been raised by emotionally distant fathers nevertheless show efforts of being more involved and more playful. Such efforts coincide with the instrumental support mentioned in the stories of half of the children. However, the fact that only two children mentioned an emotional support may indicate that today's fathers have not gone beyond the previous generation in terms of emotions. Considering the difficulties in the regulation of emotions in children experiencing trauma symptoms and the fact that some of the children with these symptoms did not mention any support from the father and almost none of children mention an emotional support from the father may be associated with the findings of Hurrell, Hudson and Schniering (2015) that children's difficulty in regulating negative emotions, especially sadness, increased with higher levels of non-support from fathers.

Some of the narrative characteristics of the traumatized children which Warren (2003) highlighted are the negative representation of parents and the child's inability to receive help from parents to relieve his/her distress. In the narratives of some of the adolescents with PTSD symptoms who participated in this study, those adolescents who related that they cannot get support from the father and represented their father as victim corresponds with the Warren's findings.

Instrumental support of the father and father's role as being a companion in the stories resembles the father in the literature of attachment. Grossman et al., (2002) emphasized that fathers and mothers have different functions as attachment figures; whereas mothers are more likely to provide an enduring secure base and a model for intimate relationships, fathers are described as providers of interactive challenges and exciting play (as cited in Newland and Coyl, 2010). Many writers (Burlingham, 1973; Pruett, 1987; Ross, 1979; Yogman, 1982) also described fathers as more "exhilarating, interactional, playful and stimulating" (as cited in Stone, 2008).

Most of the adolescents who defined the external world as secure identified the father as a companion, and half of those who defined the external world as insecure were the ones who identified the father as protector, while another half saw fathers as victims like themselves. Taking these findings of the current study into account, it seems likely to demonstrate the importance of the need for the protective function of the father when the external world is perceived as insecure. On the other hand, those who perceive the external world as secure may be experiencing the more playful side of the father without worrying much about safety.

4.1. Limitations and Implications for Future Research

This study is limited by a number of factors which need to be considered when interpreting the findings. In this study children's symptoms of post-traumatic stress disorder were measured by the Children's Revised Impact of Events Scale-8 (CRIES-8) but there were no sufficient information for the type and time of trauma. In the future it might be important to interview children and their parents for their life events and use other screening tools for childhood traumas.

The effect of various other factors such as depression, stress, marital problems as well as temperament and language skills have not been considered in the present research. Since language skills are important in projective test evaluations, a standardized test that measures children's word acquisition and expression should be used.

There are different points of view in terms of understanding the children's activities with projective methods. First of all, the question arises as to whether they are real or fantasy. Some psychoanalytic theorists put wishes and fears in the center. It is indicated that instead of real experiences, children's projective activities are based on fantasy in which children repeat events to master their anxiety (Freud, 1920/1955; Emde, 1995). Another issue regarding the narratives of children is

whether they are congruent with representations of children or they depend on emotion regulation strategies. There are studies that support both hypotheses. The first assumption suggests that children project the representations in their inner world as they are, and the second assumption suggest that children can reflect them in the opposite way as an emotion regulation strategy (as cited in Emde, 2003). Moreover telling stories in writing rather than verbally may also be another limitation of this study. In the future it would be important to combine objective and projective measures of trauma and representations in children and adolescents.

It would be helpful to get data from multiple sources about the relationship between father and child. The observation of the father-child interaction and the evaluation of the father-child relationship by the father will give important information. Evaluation of the father-child relationship by the mother will also give significant information. Since generally the primary caregiver and the first object of the children are mothers, it is known that they have a significant impact on the children's representations. Also, the children's representations of the fathers cannot be explained solely with the children's real relationship with their father since "the father in the mother's mind" also plays an important role in the children's relationship with their father as mentioned in the literature. In order to evaluate the representations of the child more comprehensively, it may be useful to assess the children's attachment with their mother and also their mother's representations.

Also another limitation was the place and time of data collection. In their classrooms, the children completed the scales within class time. The limitation of time and other children around them may have influenced their answers. In the future it might be important to have an in-depth interview in which they can describe their fathers and the use of other projective tests in a more suitable and appropriate environment may confer better results.

Information from parents related to behavioral problems would be valuable. Also the symptoms of PTSD are not enough to explain the children's experiences after trauma due to the fact that they may experience different behavioral problems. Therefore a comprehensive scale for assessing behavioral problems may be used.

4.2. Conclusion and Clinical Implications

The main purpose of the current study was to explore the father and external world representations in adolescents with trauma symptoms. The narratives of the adolescents on the father card of the Children's Life Changes Scale were examined via thematic analysis.

One of the important findings in the current study was that more than half of the children talk about an insecure external world which coincides with the literature on negative perceptions about external world after traumatic experiences. However, there were few children who represented a secure external world. This might be related to their emotion regulation strategy as well as it could be related to the paternal figure in the picture which gives them a sense of security. Narratives also revealed the issues of separation which may be related to both adolescence and trauma. There are also differences between the external world representations of girls and boys. Insecure external world representation was more common in girls than boys.

When father representations of traumatic adolescents were examined, the father representations were found to be different from each other. Various representations emerged: father as a companion, father as a protector and father as a victim along with the child. Considering the paternal function, it could be said that majority of adolescents do not see and mention the father's role for his function of limit setting, protecting and providing a sense of security. There were also differences between girls and boys in their father representation. The representation

of the father as a companion was more common in boys than girls, and the representation of the father as a victim with the child was more common in girls than boys.

Based on the theme of '*Paternal Supportive Behavior*', almost half of the adolescents did not mention fathers' support, while more than half of them mentioned instrumental support of the fathers. The lack of support from fathers may be an important factor for children to develop post-traumatic stress symptoms. The finding that fathers give instrumental support coincides with the Turkish fathers in the literature. There are also differences between the expected paternal support of girls and boys. While most of the boys mentioned the instrumental support of the father, half of the girls did not mention any support of the father.

Finally, the findings of this study shed light on the internal world of adolescents with PTSD symptoms on fatherhood constellation. The results may help clinicians to design appropriate intervention programs on adolescents. Considering that most of the adolescents who experienced trauma had negative perception of the external world, a psychotherapy process where they can experience a secure relationship can be restorative. Also, by strengthening the quality of father-child relationship, the protective function of father could be increased. The fathers' active role in children's life might also be helpful for recovery from trauma. The results of the study showed that girls do not see their fathers as supportive and that they have an insecure external world representation. In Turkish culture, fathers spend less time with their daughters; however, the findings indicate that girls need their fathers for better father and external world representations. For this reason, fathers should be informed about the importance of their role in their daughters' life and should be encouraged to spend more time with their daughters.

The results indicate that fathers should participate more in the lives of their children and should have better knowledge on parenting. In order to raise awareness

about the importance of fathers, programs such as AÇEV's "Father Support Program" should be enhanced. Programs on fathers need to be designed as appropriate to the Turkish culture so as not to cause further problems in the future. The sustainability of the impacts and achievements of these programs should be ensured. In addition, considering the role of mothers in the father-child relationship, mothers should also be informed about the importance of fathers in the mental health of children.

Finally in schools, teachers should be informed about the critical role of fathers in children's mental health. The increased participation of fathers in the lives of their children should be encouraged by the school counselors and teachers.

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APPENDICES

Appendix A. Parental Consent Form

Sayın Veli,

Bu araştırma İstanbul Bilgi Üniversitesi Klinik Psikoloji Yüksek Lisans Programı öğretim üyesi Yard. Doç. Dr. Elif Akdağ Göçek tarafından yürütülmektedir. Araştırmanın amacı çocukların yaşam olayları algısını anlamak üzerinedir.

Araştırmaya katılmayı kabul ettiğiniz takdirde size ve velisi olduğunuz çocuğa doldurması için bazı formlar verilecektir. Dolduracağınız bu formlar araştırmacılar dışında hiç kimse tarafından görülmeyecek, tamamen gizli kalacaktır. Bilgileriniz bilgisayar ortamına isimleriniz kaldırılarak geçirilecek ve kilitli dolaplarda tutulacaktır. Araştırma verileri yalnızca bilimsel amaçlar için kullanılacaktır.

Araştırma için onay verdiğiniz takdirde çocuğunuzla 50 dakika süresince 2 kere uygulama yapılacaktır. Bu araştırma için gerekli resmi izinler alınmış bulunmaktadır. Bu formu imzaladıktan sonra da araştırmadan ayrılma hakkına sahipsiniz.

Araştırma hakkında daha fazla bilgi almak için İstanbul Bilgi Üniversitesi Klinik Psikoloji Yüksek Lisans Programı Öğretim Üyesi Yard. Doç. Dr. Elif Akdağ Göçek (e-posta: elif.gocek@bilgi.edu.tr) veya Psk. Serra Küpçuoğluyla (e-posta: serra.kupcuoglu@bilgi.edu.net) iletişim kurabilirsiniz.

Lütfen kararınızı aşağıda işaretleyiniz:

Bu araştırmanın amacını okudum, anladım ve tamamen gönüllü olarak katılıyorum. Velisi olduğum’nın da katılımcı olmasına,

İZİN VERİYORUM :

İZİN VERMİYORUM :

Veli Adı-Soyadı:

Çocuğun Adı- Soyadı:

Yakınlık Derecesi:

İmza:

Tarih:

Appendix B. Youth Consent Form

Merhaba,

Bu alıřmada ocukların yařam olayları algısını anlamak istiyoruz. Eęer katılmayı kabul edersen senden bazı formları doldurmanı isteyeceęim. Dolduracaęın formlar arařtırmacılar dıřında hi kimse tarafından grlmeyecek, bilgilerin tamamen gizli kalacaktır.

Velin bu alıřmaya katılmana izin verdi. Sen de istiyorsan ařaęıdaki onay kutusunu iřaretle.

Fikrini deęiřtirirsen alıřmadan istedięin zaman ıkabilirsin.

Bu arařtırma İstanbul Bilgi niversitesi ęretim yesi Yard. Do. Dr. Elif Akdaę Gek tarafından yrtlmektedir. Arařtırma hakkında daha fazla bilgi almak istersen Psk. Serra Kpoęlu (e-posta: serra.kupcuoglu@bilgiedu.net) ile iletiřim kurabilirsin.

Ltfen kararını ařaęıda iřaretle:

Bu alıřmaya katılmayı **İSTİYORUM**:

Bu alıřmaya katılmayı **İSTEMİYORUM**:

Tarih:

Adı-Soyadı:

Okul Adı:

Sınıf:

Appendix C. Demographic Information Form

Adınız-Soyadınız:	Çocuğunuzun Adı-Soyadı:
Çocukla olan yakınlığınız: <input type="checkbox"/> Annesi <input type="checkbox"/> Babası <input type="checkbox"/> Diğer: _____	
Yaşınız:	Çocuğın annesi: <input type="checkbox"/> Sağ <input type="checkbox"/> Hayatta değil Çocuğın babası: <input type="checkbox"/> Sağ <input type="checkbox"/> Hayatta değil
Çocuğın Cinsiyeti: <input type="checkbox"/> Kız <input type="checkbox"/> Erkek	Çocuğın Doğum Tarihi: / ... /
Ailedeki çocuk sayısı: _____ Kaçıncı Çocuk: _____	Çocuk kaçınıcı sınıfa gidiyor: _____
Eğitim Durumunuz: <input type="checkbox"/> Okula gitmemiş <input type="checkbox"/> İlköğretim <input type="checkbox"/> Ortaokul <input type="checkbox"/> Lise <input type="checkbox"/> Üniversite <input type="checkbox"/> Yüksek Lisans/Doktora	Ailenin Aylık Ortalama Geliri: <input type="checkbox"/> 0 – 1000 TL <input type="checkbox"/> 1000 – 1500 TL <input type="checkbox"/> 1501 – 2500 TL <input type="checkbox"/> 2501 – 3500 TL <input type="checkbox"/> 3501 – 4500 TL <input type="checkbox"/> 4501 – 6000 TL <input type="checkbox"/> 6001 – 7500 TL <input type="checkbox"/> 7501 – 9000 TL <input type="checkbox"/> 9001 – 10500 TL <input type="checkbox"/> 10501 TL ve üzeri
Evde çalışan kişi sayısı: _____	<input type="checkbox"/> Kirada oturuyoruz <input type="checkbox"/> Ev sahibiyiz
Evde yaşayan kişi sayısı : _____ Evde yaşayanların kimler olduğu (anne, baba, kardeş, teyze, amca vs.):	
Bulduğunuz adreste kaç yıldır yaşıyorsunuz?	
Son 5 yılda taşındınız mı? <input type="checkbox"/> Evet <input type="checkbox"/> Hayır Evet ise; nereden nereye taşındığınızı ve kaç kez taşındığınızı belirtiniz. <input type="checkbox"/> Aynı ilçe içerisinde 0----1---- 2----3----4----5----6----Daha fazla : <input type="checkbox"/> Farklı ilçeye 0----1---- 2----3----4----5----6---- Daha fazla : <input type="checkbox"/> Farklı ile 0----1---- 2----3----4----5----6---- Daha fazla : <input type="checkbox"/> Farklı ülkeye 0----1---- 2----3----4----5----6---- Daha fazla : Taşınma nedenini yazınız (örn., aile, iş, doğal afet, savaş, terör gibi):	

*Bu çalışma göçmen kişilerle de yapıldığından aşağıda size uygun olmadığını düşündüğünüz soruları boş bırakabilirsiniz.

Türkiye'ye başka bir ülkeden taşındıysanız;
Hangi ülke veya ülkelerden geldiniz? : _____
Türkiye'ye geliş yılı: _____

Mülteci Kamplarında kaldıysanız süresi:

Appendix D. The Children's Life Changes Scale (The CLCS) - Father Card

“Burada birçok resim var. Her resimdeki çocuğun duygusunu işaretlemeni istiyorum. İlk 6 resimde senden resimle ilgili bir hikaye yazmanı da isteyeceğim. Resme dikkatle bak. Hayal gücünü kullanarak satırlara kendi hikayeni yazabilirsin. Bu hikayelerde doğru ya da yanlış olmayacak. Herkes kendi hikayesini istediği gibi yazabilir.”

Adı-Soyadı:

Okul Adı:

Sınıfı:

Yaşı:

Doğum Tarihi:

Bugünün Tarihi:



1. Resim

Resimdeki çocuk ne hissediyor?

Resimdeki çocuk için aşağıdaki duygulardan en uygun olan bir tanesini işaretle. Eğer aşağıdaki duygular uymuyorsa “diğer” kısmına çocuğun hissettiği bir duyguyu yaz.

- a) mutlu b) korkmuş c) suçlu d) heyecanlı e) mutsuz f) güvenli g) öfkeli h) rahat
ı) diğer:

Resimle ilgili bir hikaye yaz:

Appendix E: The Children's Revised Impact of Events Scale - 8 (CRIES-8)

Ad –Soyad:

Herhangi bir stresli olaya maruz kalan pek çok insan, olay sırasında ve sonrasında, aşağıda listelendiği gibi çeşitli belirtiler yaşayabilirler. Söz konusu bu ifadeleri okurken başınızdan geçen o olayı düşünün ve belirtilen durumların *son bir haftadır* sizin için ne kadar geçerli olduğunu, altındaki ölçek üzerinde işaretleyin.

	Hayır hiç bulmuyorum	Bazen	Sıklı kla	Hemen her zaman
1. İstemediğim halde kendimi o olayları düşünürken buluyorum.				
2. O olayları aklımdan çıkarmak için çaba harcıyorum.				
3. Arada sırada o olayla ilgili yoğun duyguların dalgalar halinde gelip gittiğini hissediyorum.				
4. O olayları hatırlatacak yerlerden ve durumlardan uzak durmaya çalışıyorum.				
5. O olaylar hakkında konuşmamaya çalışıyorum.				
6. O olaylarla ilgili görüntüler birden bire gözümün önüne geliyor.				
7. Etrafımdaki her şey bu olayları düşünmeme yol açıyor.				
8. O olayları düşünmemeye çalışıyorum.				

ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY
THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından
doldurulacaktır /This section to be completed by the Committee on Ethics in research
on Humans)

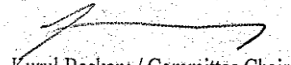
Başvuru Sahibi / Applicant: Elif Göcek

Proje Başlığı / Project Title: Assessment of children's perception of life events: The
Children's Life Changes Scale

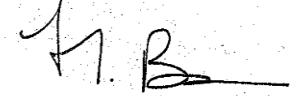
Proje No. / Project Number: 2017-40024-16

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	

Değerlendirme Tarihi / Date of Evaluation: 9 Şubat 2017


Kurul Başkanı / Committee Chair

Doç Dr. İtir Erhart

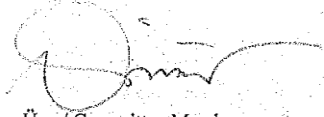


Üye / Committee Member

Prof. Dr. Hale Bolak


Üye / Committee Member

Doç. Dr. Koray Akay

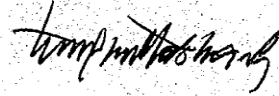


Üye / Committee Member

Doç Dr. Ayhan Özgür Toy


Üye / Committee Member

Prof. Dr. Aslı Tunç



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Prof. Dr. Turgut Tarhanlı


Üye / Committee Member

Prof. Dr. Ali Demirci