

THE INTERPLAY BETWEEN CULTURAL LIFE SCRIPTS
AND LIFE STORIES ACROSS THREE DIFFERENT AGE GROUPS

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across Three Different Age Groups

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Thesis Abstract

Berivan Ece Usta, “The Interplay between Cultural Life Scripts and Life Stories
Across Three Different Age Groups”

The aim of the present study was to explore generality of life scripts, possible effect of life scripts on remembering past, the nature of prospective life stories and the potential role of affect on life scripts and life stories. For that aim, present study collected data on cultural life scripts, retrospective and prospective life stories and affect from three different age groups (young, middle age, and old) within the same culture. Life scripts were expected to be similar across age groups. They were further predicted to be influential on only remembering life stories. Participants were anticipated to expect future life events on the basis of life scripts. Affect was hypothesized to be related to the valence of both life script and life story events reported. All predictions of the present study were confirmed. Life scripts were highly consistent across age groups and they were effective not only in remembering retrospective life stories but also in expecting prospective ones. Valence of the reported life script and life story events was related to the affective state of the participants. Old group had the lowest negative affect scores and the lowest number of negatively valenced life script and life story events compared to younger groups. Both life scripts and life stories were dominated by positive events and displayed reminiscence bump. Life scripts seem to be guiding the retrieval of autobiographical memories.

Tez Özeti

Berivan Ece Usta, “Üç Farklı Yaş Grubunda Kültürel Yaşam Akışları ve

Yaşam Hikâyeleri Arasındaki İlişki”

Bu araştırmanın amacı yaşam akışlarının yenellenebilirliğini, geçmişini hatırlamaktaki olası etkisi, geleceğe yönelik yaşam hikâyeleri ve duygu durumunun yaşam akışları ve yaşam hikâyeleri üzerindeki olası etkilerini araştırmaktır. Bu amaçla üç farklı yaş grubundan (genç, orta yaşlı ve yaşlı) yaşam akışı, yaşam hikâyeleri ve duygu durum verileri elde edilmiştir. Yaşam akışlarının yaş grupları arasında benzer olması beklenmektedir. Ayrıca yaşam akışlarının geçmişini hatırlamada etkili olması öngörülmüştür. Katılımcıların gelecekteki yaşam olaylarını yaşam akışlarını baz alarak tahmin etmeleri beklenmektedir. Duygu durumunun hem yaşam akışlarının hem yaşam hikâyelerinin duygu yüküyle ilişkili olması öngörülmüştür. Araştırmanın bütün hipotezleri doğrulanmıştır. Yaşam akışları yaş grupları arasında yüksek derecede tutarlılık göstermiştir ve sadece geçmişe yönelik yaşam hikâyelerinin hatırlanmasında değil aynı zamanda geleceğe yönelik yaşam hikâyelerinin tahmin edilmesinde de etkili olduğu görülmüştür. Yaşam akışlarının ve yaşam hikâyelerinin duygu yükü katılımcıların duygu yüküyle ilişkili bulunmuştur. Yaşlı grup en düşük negatif duygu durum puanına sahip olup hem yaşam akışlarında hem yaşam hikâyelerinde en az sayıda negatif olay belirtmişlerdir. Yaşam akışlarında ve hikâyelerinin yaşam boyu dağılımında anı tümseği ve olumlu olayların hâkim olduğu gözlemlenmiştir. Yaşam akışları otobiyografik anıların hatırlanmasına rehberlik ediyor gibi görünmektedir.

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To My Family

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CHAPTER I

INTRODUCTION

Autobiographical Memory Research

Autobiographical memory is considered as the psychological history of the individual self together with the recollection of the self in the past (Conway, Wang, Hanyu, & Haque, 2005). It is one of the most unique and important characteristics of human beings. Majority of researchers agree upon the fact that autobiographical memory is explicit, declarative and contains a sense of reliving the event at a particular time and place (e.g., Nelson & Fivush, 2004; Bluck & Habermas, 2001). It is persistently emphasized that autobiographical memory is related to the self (Brewer, 1986), specific, long lasting and important for one's self-concept (Harley & Reese, 1999) since it enables the sense of self-continuity and self-coherence together with the reconstruction of one's own life history (Piefke & Fink, 2005). On the basis of all these characteristics, Nelson and Fivush (2004) define autobiographical memory as "declarative, explicit memory for specific points in the past, recalled from the unique perspective of the self in relation to others" (p. 488). Moreover, as Harley and Reese (1999) underline, the main purpose of autobiographical memory is to share personal memories with others that's why it contains social, linguistic and self-related elements.

Research on life span distribution of autobiographical memories revealed a consistent recall pattern. The typical lifetime retrieval curve for autobiographical memories displays three main characteristics: *childhood amnesia*, *reminiscence bump*, and *recency effect* or *retention* (Rubin, Wetzler, & Nebes, 1986; Rubin, & Schulkind, 1997a; Rubin, Schulkind, & Rahhal, 1999; Rybash, 1999; Conway,

Wang, Hanyu, & Haque, 2005; Janssen, Chessa, & Murre, 2005; Thomsen & Bernsten, 2008). Individuals usually recall very few, if any, autobiographical memories from the first three years of life, a pattern called *childhood or infantile amnesia* (Winograd & Killinger, 1983; Loftus, 1993; Usher & Neisser, 1993; Howe, & Courage, 1997; Pillemer, 1998; Han, Leichtman, & Wang, 1998; Eacott, & Crawley, 1998; Eacott, 1999; Newcombe, Drummey, Fox, Lie, Ottinger-Alberts, 2000; Bruce, Dolan, & Philips-Grant, 2000; Pillemer, 2001; Multhaup, Johnson, & Tetirick, 2005). Another regular finding is the clear tendency to recall more memories from the period between ages of 10 and 30 compared to other periods of life (Hyland & Ackerman, 1988; Rubin & Schulkind, 1997a; Rubin & Schulkind, 1997b; Schrauf & Rubin, 1998; Rybash & Monaghan, 1999; Gluck & Bluck, 2007; Thomsen & Bernsten, 2008). This increased recall of autobiographical memories from second and third decades of life is referred to as *reminiscence bump*. The third, and the final, component of the life span distribution of autobiographical memories is named as *retention (recency)* which refers to the recall of more memories from recent years of life (Rubin, 1982; Rubin & Wenzel, 1996; Rubin, & Schulkind, 1997a; Rubin, & Schulkind, 1997b; Rubin, Rahhal, & Poon, 1998; Jansari & Parkin, 1996; Rybash, 1999; Thomsen & Berntsen, 2008).

Accounts of the Reminiscence Bump

Reminiscence bump is first identified by Franklin and Holding (1977) and later examined and termed by Rubin, Wetzler, and Nebes (1986). It is one of the most consistent findings in autobiographical memory research (Gluck & Bluck, 2007, Conway & Holmes, 2004; Conway, Wang, Hanyu, & Haque, 2005; Fitzgerald & Shifley-Grove, 1999) and is observed even when individuals are asked for their

favorite films, songs and books (Rubin, Rahhal, & Poon, 1998) or produced by different methods (Rubin, Wetzler, & Nebes, 1986; Rubin & Schulkind, 1997a). Many different explanations are proposed to account for the reminiscence bump phenomenon: cognitive account, self/identity account, biological/maturational account, life script account and life story account. Actually, all these accounts of the bump do not explain it in a considerably different manner; rather they focus on different factors. The basic premises of each account proposed to explain the occurrence of the reminiscence bump will be briefly outlined.

Cognitive Account

Cognitive explanation of the reminiscence bump claims that memories from the second and third decades of life are encoded better and rehearsed more due to the high frequency of novel and distinct events in that period (Rubin, Rahhal, & Poon, 1998). Novelty is claimed to enhance autobiographical recall in three different ways. First, novel information is not vulnerable to proactive interference due to the absence of similar previous information. Second, distinctiveness of novel information makes it more memorable. And finally, novel information is subject to deeper processing, hence, has advantaged retrieval. Moreover, novel and distinct events are claimed to be followed by a period of stability which adds to their encoding and retrieval advantages (Rubin, Rahhal, & Poon, 1998).

According to the cognitive account, early adulthood witnesses a period of rapid change in individuals' lives. Pillemer (2001) suggests that the reminiscence bump occurs since the events experienced during the transition from adolescence to adulthood are mainly novel and distinct events, hence, better recalled. Pillemer (2001) further claims that transitional events are vivid and long lasting. As a result,

memories from the bump period are overrepresented in autobiographical recall. In short, events of the bump period receive more elaborate processing due to their novelty and distinctiveness; consequently they are recalled more easily even after long time lags.

Schrauf and Rubin (1998) examined the basic assumption of the cognitive account that novelty and distinctiveness lead to the better recall. If this assumption is valid, then any event or memory containing novel and distinct features should display better recall than their ordinary counterparts. Schrauf and Rubin (1998) tested this hypothesis with a sample of immigrants and reported that in addition to the regular bump period, immigrant participants displayed an additional bump for the period of immigration. It is a fact that immigration process includes a rapid change with many novel and distinct events. Therefore, their results are in line with the basic assumption of the cognitive account of the reminiscence bump.

Self / Identity Account

Conway (1997) and Fitzgerald (1988) argue that reminiscence bump is related to the development of self-narrative and identity in young adulthood. According to the self/identity account, events of the bump period are remembered better since they are rehearsed more than other type of events because of their relevance to the self and identity. Relevance to self is important since self is considered to have an effect on the encoding process, which further influences the structure and organization of autobiographical memories (Conway, 1997). It is also claimed that memories of the bump period define who we are, that's why they are significant (Fitzgerald, 1988). Another reason for the emphasis on the self and identity in explaining the reminiscence bump is the fact that the bump period coincides with the task of

identity formation in Erikson's (1963) stages of psychosocial development. Developmental research on autobiographical memory revealed a clear link between the process of identity formation and the emergence of autobiographical memory (Peifke & Fink, 2005). Holmes and Conway (1999) examined this account on the basis of Erikson's stages (1963) and underlined the fact that according to these stages of psychosocial development second and third decades of life corresponded to the tasks of identity generation and intimacy versus isolation, respectively. Their results supported the self/identity account of the reminiscence bump by showing a bump for public events in the second decade while displaying a bump for personal events in the third decade. Thus, memories of bump period are encoded and later remembered better since they are critical for the development of stable self and identity. Likewise, Conway and Holmes (2004) argued that goals of working self affect the encoding of memories, hence, their following accessibility.

Benson and his colleagues (1992) reported that distribution of autobiographical memories provided by American and Japanese adults differed in terms of the timing of the bump period. American participants displayed the bump for the first decade of life while Japanese participants displayed the bump for the second decade. In Japanese culture, formation of stable self and identity is later than American culture. This may be the underlying reason behind the earlier bump observed in the American sample compared to the Japanese one (Conway, 1997). However, this finding and explanation received no further empirical support. In contrast, Conway and his colleagues (2005) observed no cross-cultural differences in the life span retrieval curve of samples from Japan, China, Bangladesh, England, and the United States. In addition, the timing of both childhood amnesia and the

remembrance bump was reported to be the same across cultures (Conway, Wang, Hanyu, & Haque, 2005)

Biological / Maturational Account

One potential explanation of the reminiscence bump may be the typical development of cognitive abilities from childhood to adulthood and their subsequent decline with increasing age (Rubin, et. al. 1998; Berntsen & Rubin, 2002). In other words, cognitive abilities may have their peak during the bump period, therefore, events experienced in that period may be encoded and stored better as a result of which they are retrieved easily at any time of life or at any age. Observation of no cross-cultural differences in the life span distribution of autobiographical memories among Japanese, Chinese, Bangladeshi, English, and American participants (Conway, et. al., 2005) supported the argument that reminiscence bump may be a byproduct of maturational / biological processes. However, it should be noted that maturation and biological development are natural processes and very hard to examine directly. It is not possible to control or manipulate maturation; hence, any results or arguments regarding the effect of maturational/biological development on the reminiscence bump will be indirect.

Cultural Life Script Account

Life scripts are cognitive schemas of individuals regarding the transitional events and expected timing of these events in their own culture (Berntsen & Rubin, 2002; Berntsen & Rubin, 2004). Berntsen and Rubin (2004) developed the idea of *cultural life script*, which is based on the assumption that each society has particular age norms that have an impact on individuals' expectations and behaviors especially

regarding the normative events. They further claim that life scripts are nonpersonal, generic, have a certain time order and reflect both semantic knowledge and cultural expectations. Life script account of the reminiscence bump argues that cultural life scripts are used as an outline in the retrieval of autobiographical memories (Berntsen & Rubin, 2004). Moreover, it is argued that cultural expectations based on these scripts may affect the emergence of the reminiscence bump by influencing the timing and nature of important transitional events.

In order to obtain cultural life scripts, Berntsen and Rubin (2004) asked participants to report the seven most important events in an expected life course of a newborn in their culture together with their expectations about the timing of these events. They operationally defined cultural life scripts as events mentioned by at least four participants and by this definition they ended up with 35 categories. On the whole, there was a considerable degree of agreement on the events of life scripts reported by the participants.

Research on the nature of cultural life scripts revealed that individuals display more agreement on positive events compared to negative ones (Berntsen & Rubin, 2002; Berntsen & Rubin, 2004). This finding is supported by subsequent studies in different cultures (Erdoğan, Baran, Avlar, Çağlar, & Tekcan, 2008; Bohn, 2009). The reminiscence bump is also observed for only positive events but not for negative ones (Berntsen & Rubin, 2002; Collins, Pillemer, Ivcevic, & Gooze, 2007). It is advocated that the consistent observation of the bump for positively charged memories and its lack for negatively charged memories can be best explained by the cultural life script account (Berntsen & Rubin, 2002). Individuals are claimed to have culturally internalized scripts for events and when they search for memories from their lives, these scripts serve as templates for recall. In terms of negatively charged

events, Berntsen and Rubin (2002) argued that negative events are not part of cultural life scripts that's why they are not retrieved when scripts are used as a retrieval strategy. That is the case because cultural life scripts consist of idealized expectations and nobody includes negative events in an expected idealized life course.

Thomsen and Berntsen (2008) explored the correspondence between the content of word-cued autobiographical memories of the reminiscence bump and the content of cultural life scripts together with the chapters of life stories. Their results indicated that the reminiscence bump was stronger for the cultural life script events and for the events considered as either starts or ends of life chapters. In other words, either scripted events or the events evaluated as the beginning or the end of life chapters were recalled better and corresponded to the bump period. Therefore, it is not only the life scripts that contribute to the reminiscence bump. On the basis of these findings, Thomsen and Berntsen (2008) concluded that chapters of life stories together with cultural life scripts contribute to the better recall of word-cued autobiographical memories from young adulthood compared to other periods of lifetime.

Life Story Account

Berntsen and Rubin (2004) differentiated between cultural life scripts and life stories. The former one is a kind of semantic knowledge, a form of a typical idealized life, whereas the latter one is consisted of experience autobiographical memories as remembered by the individual. A life story is specific and unique for a person while a cultural life script is general and non-personal (Thomsen, & Berntsen, 2008). Life stories are based on biographical facts, reflect cultural values and norms; they

encompass assumptions regarding gender, race and class (McAdams, 2001). In general, life stories are obtained by asking individuals to report certain number of most central events in their lives from birth to present. They are not recalled by cue words as in the studies of life span distribution of autobiographical memories.

Gluck and Bluck (2007) proposed the “life story” account of the reminiscence bump, which is based on the life span developmental theory. They claimed that events of the bump period may be cued by life scripts but the developmental task of this period should be considered as well. Habermas and Bluck (2000) argued that the ability to establish a coherent life story emerges in adolescence. Individuals begin to take control of their lives as young adults in that period and later they believe that events of the bump period are important since they affect who they have become. To better examine the life story account, Gluck and Bluck (2007) measured the emotional valence, perceived affect and perceived control of the most important life events reported by the participants. They further examined the effect of life events on who they have become. Their results displayed the reminiscence bump only for positive events with high-perceived control. There was no bump for positively charged events with low-perceived control. Thus, the level of perceived control is critical rather than only emotional charge of the events retrieved. Based on their overall findings, Gluck and Bluck (2007) concluded that life story account had an additional explanatory power in understanding the reminiscence bump. Life scripts may have a role in the recall of autobiographical memories and bump events; however, developmental tasks of the bump period and consequential importance of the events in that period provide them an advantage for retrieval.

Autobiographical Memory and Aging

Majority of research on the relationship between autobiographical memory and aging mainly focused on the life span distribution of these memories. As mentioned before, this distribution displayed a very consistent pattern with three characteristic features: childhood amnesia, reminiscence bump, and recency. Another dimension of the relationship between the autobiographical memory and age is the impact of aging on autobiographical memories

There is a longstanding debate over the age-related cognitive deficits and their possible effects on memory performance in general, autobiographical memory in particular. It is frequently argued that autobiographical memory is adversely affected by age-related processes (Howes and Katz, 1992; Craik & Grady, 2002; Piefke & Fink, 2005). Although older people benefit from memory strategies to the same extent with younger individuals, they display lower memory performance (Cavallini, Pagnin, & Vecchi, 2003). It is suggested that the selection and use of cognitive strategies may be influential on the degree of age-related changes in memory performance for elderly (Dunlosky & Hertzog, 1998).

Aging is accompanied by various changes at both behavioral and physiological level (Grady, 2001). Autobiographical memory is claimed to be more vulnerable to the effects of aging compared to the other forms of memory such as implicit memory (Levine, Svoboda, Hay, Winocur, & Moscovitch, 2002; Piolino, Desgranges, Benali, & Eustache, 2002) or general semantic knowledge (Jennings & Jacoby, 1993; Hay & Jacoby, 1999). Age-related changes in cognitive abilities are observed especially in tasks of recall, working memory, prospective memory and source memory (Craik & Grady, 2002). In other words, age-related changes in memory are reported to be more serious for particular types of tasks. Thus, the

severity of the decline in memory performance is not the same for all kinds of memory systems (Craik & Grady, 2002). For example, elderly perform better in recognition and implicit memory tasks compared to tasks of recall, discrimination, temporal ordering and frequency (Prull, Gabrieli, & Bunge, 2000). They were also reported to display differences in the retrieval of public and private events (Howes and Katz, 1992). More specifically, older people showed a clear decline for public events with increasing age while having no decrease for autobiographical (private) events. St Jacques and Levine (2007) and Piolino et. al. (2006) argued that self-semantic knowledge seemed to be well-preserved in elderly while they experienced deficiency in retrieval of autobiographical memories. Similarly, Piolino et. al. (2002) and Levine et. al. (2002) reported that older group retrieved more semantic information but less autobiographical information compared to young group.

Older adults were reported to be impaired compared to young adults with respect to ignoring extraneous information during retrieval (Arbuckle & Gold, 1993) and recall of contextual details (Spencer & Raz, 1995). Holland and Rabbitt (1990) observed that elderly recalled significantly fewer details compared to young adults despite the lack of differences between two groups regarding the amount of gist information retrieved. Similarly, Levine et. al. (2002) reported significantly fewer perceptual and thought/emotion details in the elderly group compared to young group. Although old and young groups had almost equal performance in localizing events in time and place, they displayed differences for retrieval of details. Older adults produced more factual details and semantic information while young adults produced more episodic and perceptual details. This retrieval of more details by older people may be an indicator of their inability to ignore extraneous information during retrieval.

It is a fact that elderly adults generally tend to retrieve autobiographical memories from the period of early adulthood (Rybash & Monaghan, 1999). It is possible that with increasing age the quality of encoding and other cognitive abilities may decline and result in the recall of memories from early adulthood. Jansari and Parkin (1996) argued that elderly adults displayed the reminiscence bump because of the age-related decline in the ability to integrate, recode and retrieve new autobiographical information. After the period of early adulthood, individuals may not encode and integrate new information into their memory system as qualified as before. In that respect, Schroeder and Salthouse (2004) examined the fate of cognitive abilities of individuals between the ages of 20 and 50. With increasing age within this age range, there was an increase for the tasks reflecting vocabulary while a steady decline was observed for the tasks standing for memory and reasoning. Therefore, it can be said that the decline in the memory performance of older people begins before the age of 50.

Autobiographical Memory and Affect

The role of affect on memory became a popular topic of research in 1970s together with the development of experimental methods enabling the study of mood and memory. Bluck and Habermas (2000) claimed that “only those memories that are linked to the self through emotional or motivational significance for one’s life are truly autobiographical” (p. 122). Although the term *emotion*, *mood* and *affect* are generally used interchangeably, they do not have exactly the same meaning. *Affect* is a much broader term encompassing both emotion and mood (Forgas, 1995). *Emotion* is claimed to be an intense and brief reaction while *mood* is considered to be weaker and long-lasting (Forgas, 1999; Bower & Forgas, 2000). It is further argued that

emotion is stimulus specific and consciously more accessible compared to mood. In present study, the term *affect* will be preferred since it already comprises the other two terms.

Previous research on affect revealed two dominant factors named positive and negative affect (Watson, Clark, & Tellegen, 1998; Watson & Clark, 1999). *Positive affect (PA)* is related to feeling enthusiastic, alert and active while *negative affect (NA)* is associated with the feelings of fear, anger, guilt, and nervousness (Watson, Clark, & Tellegen, 1998). Low PA is linked to a state of sadness and lethargy. Low NA, on the other hand, is characterized by calmness and serenity. In retrieval of memories in general, individuals are observed to display a *positivity bias* (Walker, Skowronski, & Thompson, 2003). In other words, people have a tendency to recall more positive memories than negative ones. It is reported that depressive individuals not only have a lack of positivity bias but also retrieve more negative memories compared to positive memories (Dalgleish & Cox, 2000; Serrano, Latorre, & Gatz, 2007). These findings paved the way for the argument that memories could be influenced by the affective states, they could be mood congruent. Positive and negative affect may lead to recall of more positive and negative information, respectively. In contrast, it is also claimed that people in negative mood state are usually motivated to retrieve positive information to change their affective state (Parrot & Sabini, 1990; Josephson, Singer, & Salovey, 1996). However, this argument was not supported by following research. Majority of studies on mood congruent memory revealed that people encode or retrieve material which is compatible with their affective state (Ellis & Moore, 1999; Bower & Forgas, 2000).

Mood congruency may be more relevant in retrieval of autobiographical memories rather than words or other laboratory stimuli since they self-related,

emotional and significant (Conway, 2005). It is possible that individuals with high positive affect display positivity bias while individuals with high negative affect might display a kind of negativity bias in retrieval of autobiographical memories. In addition to the affective state of individuals, emotional valence of the recalled memories may be important as well. Alea, Vick and Hyatt (2009) reported that autobiographical memories with positive affect predicted less depressive symptoms while memories with negative affect predicted more depressive symptoms. Berntsen and Rubin (2004) reported that clear reminiscence bump was observed for only positive events but not for negative ones. Therefore, the affective nature of the remembered material should be also taken into consideration in studying the link between autobiographical memory and affect in addition to the affective states of individuals.

CHAPTER II

PRESENT RESEARCH

Present study aimed to elicit cultural life scripts, retrospective and prospective life stories and affect ratings from three different age groups within the same culture. The primary purposes of the current research were to test:

- I. *The generality of life scripts*: If life scripts are universal, then they should display similarity across cultures and generations in terms of their content. Previous research indicated a considerable amount of correspondence between data collected in different cultures regarding the events reported in life scripts (Berntsen & Rubin, 2004; Erdoğan, et. al., 2008; Bohn, 2009; Tekcan, Odaman, & Kaya, 2009). Present study aimed to investigate the generality of life scripts in two ways. First, life scripts produced by three different age groups (young, middle age and old) were compared. If life scripts were expectations about a typical life course in a given society, then they should be consistent even when provided by and provided for different generations. Second, a different version of the life script questionnaire (Berntsen & Rubin, 2004) was applied: the *same age* version. Almost all previous studies on life scripts asked participants to form a life script for a *newborn*; in present study, life scripts for a person of the same age were also obtained. If life scripts are general, content of same age and newborn life scripts should display a high level of overlap.
- II. *Potential role of life scripts on remembering the past*: Another objective of the current research was to explore possible effect of life scripts on how people remember their past. Do life scripts really serve as a template for the

recall of life story events? If indeed it is the life scripts that guide the recall of life event memories, then the correspondence between the life script events and the life event memories should remain relatively stable. It is shown that there is a significant overlap between the events listed in the life scripts and life stories (Bohn, 2009; Thomsen & Berntsen, 2008). It is also possible that actual life events people experienced may influence the life scripts produced. In this case, a larger amount of overlap is expected in the older groups compared to the young group. The difference between the same age and the newborn conditions regarding the content of life scripts and stories reported might reveal the direction of the relationship between life scripts and life stories. In other words, higher correspondence between the two for the same age condition may display the fact that life scripts are used as a template while remembering events of personal past.

- III. *Prospective life story events*: Almost all previous life story research collected data by asking individuals to report the most important events of their lives from birth to present. In current study, participants were additionally asked to report prospective life story events. They were required to predict what other important life events they expected to experience in remaining part of their life stories and approximately when they expected to experience them. This prospective data would be important to better understand the life script and life story distinction in individuals' minds. It would be possible to explore whether people had expectations about their own future on the basis of life scripts or they had separate and unique expectations for remaining part of their lives. The overlap between the reported prospective life story events and

life script events produced by the same participants would be useful for examining these questions.

- IV. *Possible impact of affect on life scripts and life stories:* Positive and negative affect states of the participants for both last week and today would be assessed. The link between the affective state of the participants and the emotional valence of the events reported for life scripts and life stories was examined. If results displayed, positive correlations, it could be concluded that the affective state of the participants was related to the valence of the events created. In other words, high positive affect would be associated with positively valenced events while the production of negatively charged events would be linked to the negative affective state of the participants.

CHAPTER III

METHOD

Participants

A total of one hundred and forty eight participants (70 male, 78 female) took part in the present research. There were three different age groups: young (18-22), middle age (40-45) and old (60 – 70). Young group consisted of Boğaziçi University students and they were given one credit from an introductory psychology course for their participation. Middle-aged and elderly group were recruited by convenience sampling method and participated voluntarily. Sample sizes, mean ages and standard deviations of all age groups are given in Table 1. All participants were native Turkish speakers. In elderly group, none of the participants scored over six on Short Blessed Test (SBT), which was used as a screening device to measure orientation, memory, and concentration. Therefore, no elderly participant was eliminated.

Table 1. Age Distribution of the Participants

Age Group	n	Mean Age	SD
Young (18-22)	52	20.3	0.9
Males	23	20.5	0.8
Females	29	20.2	0.9
Middle Aged (40-45)	52	42.8	1.8
Males	23	42.8	1.9
Females	29	42.8	1.8
Old (60-70)	44	62.8	2.8
Males	24	62.9	3.2
Females	20	62.8	2.2
Total	148	40.9	17.2

Procedure

Young group was tested in groups of ten in a classroom while the middle age and old participants were tested individually. Participants were given the instruction page and asked to read the brief information regarding the present research (See Appendix A for general instruction form). Then, they were required to answer the demographic questions regarding their gender, age, occupation, education and marital status (See Table 2 for the demographic characteristics of the sample).

Table 2. Demographic characteristics of the sample

Characteristic	Young	Middle Aged	Old
Marital Status			
Single	52	9	
Married		43	38
Widowed			6
Educational Status			
Primary school			3
Secondary school			6
High school		12	14
University student	52		
University		37	18
Master		3	2
PhD			1

Half of each age group received the cultural life script scale for a newborn while the remaining half was given the cultural life script scale for a same age person. They were randomly assigned to newborn and same age groups. Every participant also received a life story task with a prospective life story task on the last page. The order

of tasks was counterbalanced. Participants were randomly assigned to different task order conditions as well. After these two tasks, they were required to complete the Positive and Negative Affectivity Schedule (PANAS). At the end of the session, only elderly group was given Short Blessed Test (SBT). Completion of a session took approximately thirty minutes.

Materials

Cultural life script task

The cultural life script task was originally developed by Berntsen and Rubin (2004). In current research, Turkish version of this cultural life script task was applied (See Appendix B for Turkish version of cultural life script task). In this task, participants were asked to report the seven most important events in an expected life course of a *newborn* in their culture together with their expectations about the timing of these events. Cultural life script was operationalized as the events mentioned by at least four participants (Berntsen & Rubin, 2004). In addition to this typical cultural life script for a newborn, a manipulated version was also applied in the present research. This second version asked participants the seven most important events in an expected life course of a *person at the same age* with the participant in their culture (See Appendix C for same age version of cultural life script task). Just like in the regular cultural life script task, they were required to predict the timing of these expected events.

For each event reported in the cultural life script task, participants were asked the age at the time of the event, importance of the event (1: not important at all and 7: extremely important), and affective valence of the event (-3: not positive at all and +3: extremely positive). At the end of the task, participants were asked to report if

they experienced any of the life script events they reported and if they did, their age at the time of the event. A final question asked the birth year of the newborn/same age person the participant thought about while completing the cultural life script scale.

Life story task

Instruction developed by Thomsen and Berntsen (2008) was used in the present research after being translated into Turkish. Life story task asked participants to report the seven most important events they have experienced in their lives from birth to present. Life story task is given in Appendix D.

For each event reported in the life story task, participants were asked the age at the time of the event, importance of the event (1: not important at all and 7: extremely important) affective valence of the event (-3: not positive at all and +3: extremely positive), perceived control over the event (1: none and 7: complete) and the effect of the event on who the participant has become (1: extremely low and 7: extremely high). In present research, participants were additionally asked to report what other important life events they expected to experience in the remaining part of their lives and when they expected to experience them.

Positive and Negative Affectivity Schedule (PANAS)

PANAS is a commonly used measure of emotional state (Watson, Clark, & Tellegen, 1988). Turkish version of PANAS is applied in the present study. (See Appendices E and F for Turkish versions of PANAS today and last week).

At the beginning, there was a total of sixty terms included in the factor analysis (Zevon & Tellegen, 1982). Factors analysis resulted in ten adjectives for PA

scale (*attentive, interested, alert, excited, enthusiastic, inspired, proud, determined, strong and active*) and ten adjectives for NA scale (*distressed, upset-distressed; hostile, irritable-angry; scared, afraid-fearful; ashamed, guilty; nervous, and jittery*). Items were responded on a 5-point scale (1 = very slightly or not at all to 5 = extremely).

The PANAS scale is developed for seven different time periods: present moment, today, last few days, last week, last few weeks, last year, on the average (general) (Watson, Clark, & Tellegen, 1988). Among these different time versions, only two were applied in the current research: today and last week (These two versions of PANAS scales are displayed in Appendices E and F). Respondents made their evaluations by considering their positive and negative affect for the last week and for today. The PANAS scale has a significant level of stability for each time period.

Internal consistency reliabilities are quite high for both PA and NA scales (ranging from 0.86 to 0.90 and 0.84 - 0.87, respectively). The reliability of the scales didn't differ as a function of the time period applied. No significant gender differences were reported for the PANAS (Watson, Clark, & Tellegen, 1988). Crawford and Henry (2004) investigated the reliability and validity of PANAS scales and concluded that it is a valid and reliable measure of positive and negative affect.

Short Blessed Test (SBT)

The six-item Short Blessed Test is preferred as a screening tool because of its easy administration, reliability, and validity (See Appendix G). It basically assesses orientation, memory, and concentration (Katzman, Brown, Fuld, Peck, Schechter, & Schimmel, 1983). In current study, it was applied only in the elderly group.

Each item on SBT has different scoring depending on the number of tasks it requires. Correct answers are given a score of zero while errors are scored ranging from one to five. Final score for each participant is the sum of weighted score that are calculated by multiplying the score obtained for each item based on the weight provided. The maximum total score is twenty eight. Total score of six or lower is considered to be normal while score of ten and over is considered as an indicator for the possible presence of dementia (Katzman, Brown, Fuld, Peck, Schechter, & Schimmel, 1983). Thus, lower score means better memory performance and better cognitive functioning.

In present study, four additional questions were attached at the end of SBT (See Appendix G). These questions were: 1) Where and with whom do you live, 2) Do you have serious health problem 3) Do you have any ongoing medical treatment 4) How do you feel for your age (very bad, bad, neither bad nor good, good, very good).

CHAPTER IV

RESULTS

Generality of life scripts

Life script events reported by all participants were examined. For the overall data, a total of ninety one different life script (LSC) events were reported and thirty four of these were common for young, middle aged and elderly groups.

The first ten and first five life script events were compared across age groups. Among the first ten life script events, six events were common while the first five life script events were exactly the same for all age groups. These events were *marriage, having children, beginning school, college and first job*. The overall overlap between life script events provided by three different age groups supported the generality of life scripts (Percentages of life script events, means and standard deviations of estimated ages for these events are given in Table 3).

Table 3. Mean valence ratings, percentages, mean and standard deviations of estimated ages for life script (LSC) events

Life Script (LSC) Event	<u>Young (N=52)</u>				<u>Middle age (N=52)</u>				<u>Old (N=44)</u>			
	Valence	%	<i>M</i>	<i>SD</i>	Valence	%	<i>M</i>	<i>SD</i>	Valence	%	<i>M</i>	<i>SD</i>
Marriage	1.5	84.6	26.5	3.4	1.9	84.6	27.3	5.0	2.7	75.0	26.1	3.5
Having children	1.9	59.6	28.7	1.5	2.6	76.9	28.4	6.1	2.9	65.9	28.4	3.6
Begin school	1.4	53.8	7.2	1.7	2.3	53.8	7.2	2.2	2.6	61.4	7.2	2.4
First job/payment	1.3	51.9	23.7	3.1	2.3	63.5	24.8	4.3	2.6	61.4	25.5	8.0
College	2.1	46.2	19.8	2.6	2.5	50.0	18.7	2.8	2.8	38.6	20.5	2.8
University Entrance Exam	2.1	26.9	17.5	1.3	2.5	7.7	17.5	1.0	2.8	9.1	17.8	0.9
Military	-0.6	21.2	21.7	2.2	1.2	25.0	21.4	2.8	1.8	36.4	25.2	3.1
Falling in love	1.3	21.2	15.1	4.6	1.6	26.9	16.7	7.8	2.0	4.5	16.0	1.4
Loss in Family	-2.6	19.2	25.4	4.8	-2.4	13.5	38.6	3.0				
Retirement	0.8	15.4	52.5	5.9	0.9	13.5	59.3	1.3	2.7	13.6	60.8	2.7
Begin walking	2.5	11.5	1.1	0.2	3.0	13.5	1.2	0.4	2.7	6.8	1.0	0.0
Own illness	-2.3	7.7	33.8	8.3	-1.2	19.2	24.5	7.9	-2.0	27.3	37.2	8.3
Child's marriage	1.7	5.8	53.3	5.8	2.3	3.8	53.3	2.9	2.9	20.5	50.7	8.8
Leaving home	1.7	5.8	21.0	3.6								
Own birth	2.0	5.8	0.0	0.0	3.0	3.8	0.0	0.0	3.0	15.9	0.0	0.0
Begin daycare	1.5	3.8	5.0	0.0	2.0	5.8	3.0	0.0	3.0	4.5	4.0	1.4
Parental death	-3.0	3.8	26.5	18.5	-2.8	7.7	46.8	4.0	-2.7	6.8	45.0	5.8
High school qualifying exam	-1.0	1.9	13.0	0.0								

Generality of life scripts can also be investigated by comparing results of current research with findings of previous studies. Table 4 displays the comparison of top ten life script events reported by the young participants in the present study and in studies by Bohn (2009) and Tekcan, Odaman and Kaya (2009). As seen in Table 4, six of the first ten life scripts were common across these three different studies. Both the current data and the Tekcan et. al. (2009) data were from Turkish samples; therefore it was not surprising to have eight common events among the first ten life script events reported in these two studies. Current results indicated one more common event with data from Danish culture (Bohn, 2009) for young participants: *retirement* (see Table 4). Thus, there were a total of seven common events between the first ten life script events of the present research and Bohn (2009) when young groups were compared.

Table 4. First Ten Life Script Events among *Young* Groups across studies

Tekcan et. al. (2009)	Bohn (2009)	Present Study
<i>Marriage*</i>	<i>Having children*</i>	<i>Marriage*</i>
<i>Begin school*</i>	<i>Begin school*</i>	<i>Having children*</i>
<i>Having children*</i>	<i>Marriage*</i>	<i>Begin school*</i>
<i>College*</i>	<i>College*</i>	<i>First job/payment*</i>
University entrance exam	Retirement	<i>College*</i>
<i>First job/payment*</i>	<i>Falling in love*</i>	University entrance exam
<i>Falling in love*</i>	<i>First job/payment*</i>	<i>Falling in love*</i>
Loss in family	Begin daycare	Military service
High school qualifying exam	Leaving home	Loss in family
Financial problems	Confirmation	Retirement

* Common for three studies

Comparison of elderly groups from current study, Tekcan et. al. (2009) and Bohn (2009) yielded four common life script events in the top ten (See Table 5). Present research once more displayed eight common events with results of while having six common events with Danish (Bohn, 2009) data produced by the elderly groups. To sum up, results based on the comparison of different studies also supported the generality of life scripts, especially the high frequency ones.

Table 5. First Ten Life Script Events among *Old* Groups across studies

Tekcan et. al. (2009)	Bohn (2009)	Present Study
<i>Marriage*</i>	<i>Having children*</i>	<i>Marriage*</i>
<i>Begin school*</i>	<i>Marriage*</i>	<i>Having children*</i>
Parental death	<i>Begin school*</i>	<i>Begin school*</i>
First job/payment	<i>College*</i>	First job/payment
<i>Having children*</i>	Confirmation	<i>College*</i>
<i>College*</i>	Begin daycare	Military service
Own illness	Baptism	Own illness
Child's marriage	Retirement	Child's marriage
Falling in love	Begin walking	Own birth
<i>Military service</i>	Own birth	Retirement

* Common for three studies

Age and life script events: For positively valenced life script events, all age groups displayed a clear reminiscence bump for second and third decades of life (See Figure 1a). Majority of the bump events were the life script events from the top ten for all age groups: *marriage, having children, first job, and college*. Majority of the uncommon events in Turkish data were negative. For both young and old groups, first ten life script data included higher number of negatively charged events in Turkish samples compared to the Danish sample.

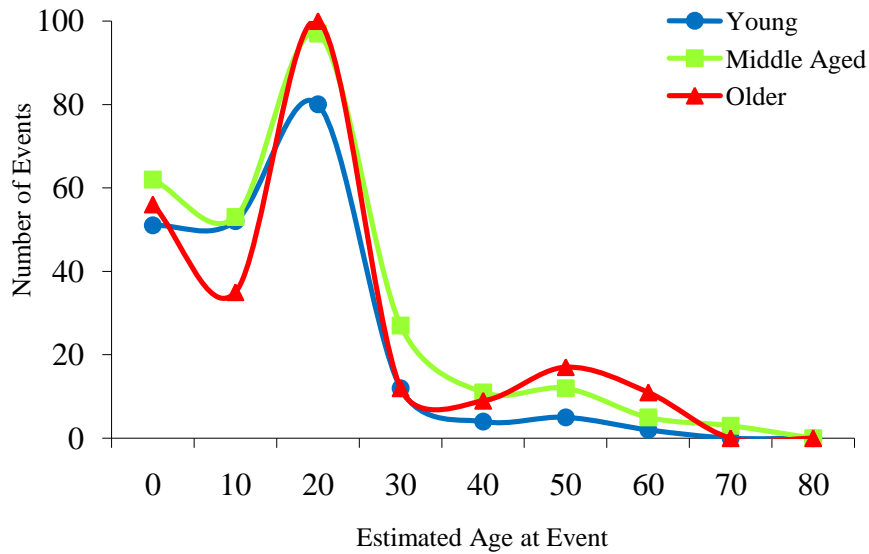


Fig.1a. Distribution of positive life script events

In distribution of negatively valenced life script events, young group showed a bump around 10s (See Figure 1b). These negative life script events were *high school qualifying examination*. Middle-aged group also had a bump around teens. The negative event around for this period was *own accident/injury*. Older participants, on the other hand, displayed no bump for negative life script events but a clear dip around age of twenty. Dip stemmed from the fact that old participants reported almost no negative events from this period of life.

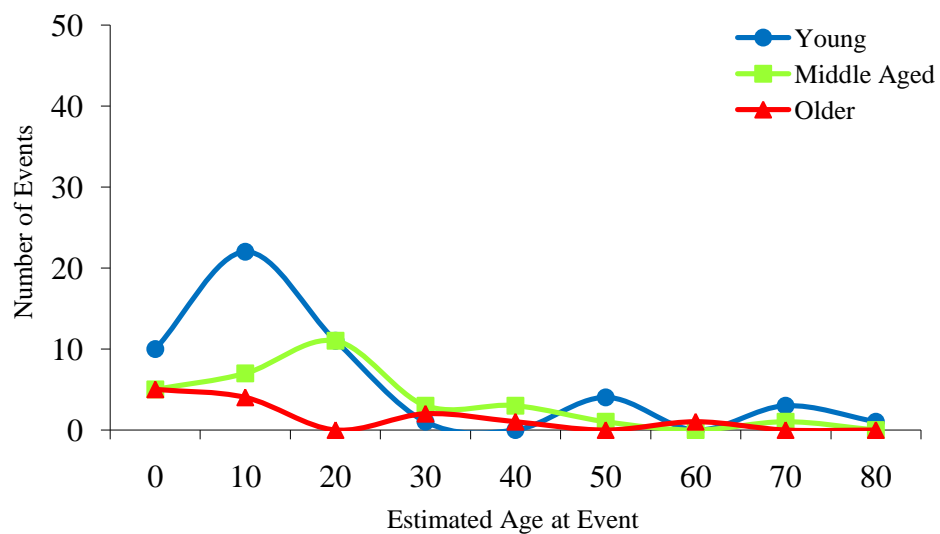


Fig.1b. Distribution of negative life script events

The number of reported neutral events was quite low since participants generally produced either positively or negatively charged life script events. For example, elderly group displayed a dip around the age of twenty since they reported no neutral events for that period (See Figure 1c). The frequency of two little bump events was also very low. Young group displayed a bump around age of ten and middle-aged group had a bump around the age of twenty.

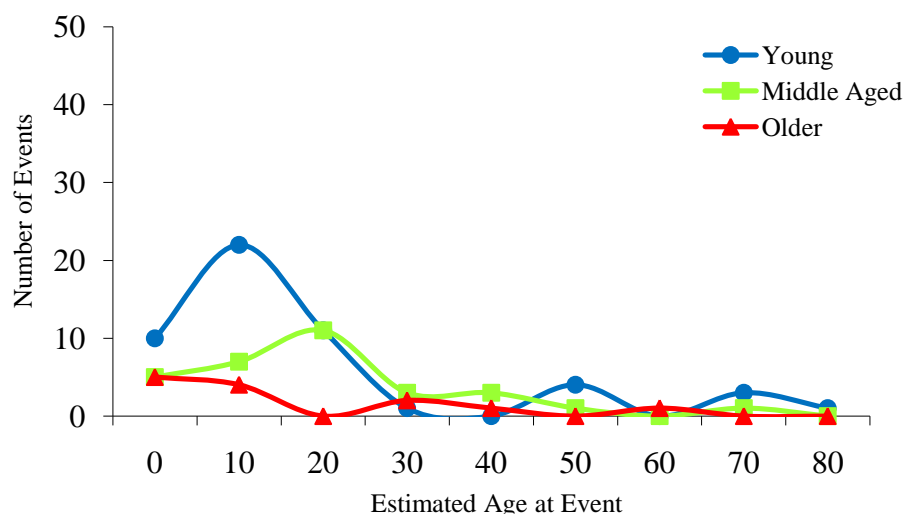


Fig.1c. Distribution of neutral life script events

Valence and life script events: Distribution of first ten and first five life script events was examined as function of valence for both the overall data and for each age group separately. Overall data displayed only one negative event (*own illness*) among top ten life script events reported by all participants. All other nine events were positively charged life script events. Therefore, results of the overall data supported previous research by displaying the domination of positive events with 90 % in life script data. This regular pattern in line with life script literature may be another indicator of the generality of life scripts.

Analysis of age groups individually regarding the valence of life script events revealed some differences. In the first ten events, elderly group provided two

negative events (*own illness* and *financial problems*); middle-age group reported only one negative event (*own illness*) while the young group reported four negative life script events (*university entrance exam, military service, loss in family* and *own death*). Thus, almost half of the life script events produced by the young group was negatively valenced for the top ten life script events.

When the first five life scripts were analyzed in terms of the valence of the reported events, neither overall data nor any age group individually displayed negative events. In short, all of the first five life script events were positively charged.

Effect of the target person (newborn versus same age): The age of the person participants imagined while producing the life script was examined. For that aim, first ten life script events provided for a newborn and for a person of the same age were compared. Among top ten life script events, first six events were the same independent of the type of life script. When the first five life script events were taken into account, a perfect match was observed across newborn and same age life script data. Whether participants produced a life script for a newborn or a person of the same age didn't differ. They all produced the same five life script events: *marriage, beginning school, having children, first job* and *college*. Due to the lack of difference between newborn and same age person data, these two types of life script data was collapsed and used as a whole for further analysis regarding life scripts.

The coherence between newborn and same age person life script data is important for the generality of life scripts across different age groups since it actually provides life script data for four different age groups. For newborn group, life script data was provided only for a newborn baby. However, for the life script data for a person of the same age, the life scripts created were based on three different age

groups: young, middle age and old. Among all these newborn, young, middle age and elderly life script data the first five life script events displayed a great degree of coherence.

Gender and life script events: First ten and first five life script events were compared as a function of gender. Seven of the first ten and four of the first five life script events were common for male and female participants independent of their age group. Some of the different events were gender specific such as *military service* and *circumcision*. *Retirement* and *university entrance examination* were other life script events that were in the top ten for males but not for females. The life script events reported by females but not by males were *own illness*, *puberty*, *begin walking* and *begin talking*. Therefore, on the basis of overall data, gender comparisons revealed that the life script events reported, apart from the gender-specific ones, seemed to be more career-related events for males while they were mainly concerned with health and maturational processes for females.

The highest overlap between two gender groups was observed in elderly group while young group displayed the lowest coherence. In elderly group, the seven common events for males and females were *marriage*, *beginning school*, *having children*, *first job*, *own illness*, *college* and *having grandchildren*. The uncommon events were *financial problems*, *psychological problems* and *retirement* for males while they were *child's marriage*, *own divorce*, and *child's graduation* for females in the old group. It is clear that uncommon life script events reported by elderly females were more child-centered while the ones provided by males were more negative. In the young group; events of *marriage*, *beginning school*, *having children*, *first job*, *university entrance examination*, and *college* were common across gender groups. Different from females, young males reported *military service*, *circumcision*,

retirement, and *falling in love*. Females, on the other hand, reported *puberty*, *loss in family*, *own death* and *family conflict*. In contrast to elderly group, females had more negatively valenced events among the uncommon events compared to young male participants in the young group.

In the middle aged group, six events were common for male and female participants: *marriage*, *beginning school*, *having children*, *first job*, *college* and *falling in love*. Different life script events in male group were *having children*, *retirement*, *military service* and *circumcision*. For females, uncommon events were *own illness*, *child's graduation*, *begin walking* and *begin talking*. It seems that with increasing age, the coherence between life script events reported by males and females gets higher. It may be argued that life scripts keep developing until old ages after it gets established around adolescence.

Excluding the gender-specific events such as circumcision and military service, the level of overlap between male and female life script data was considerable. Gender of the target person didn't influence the life script events reported. In other words, whether the life script was created for a male or for a female person didn't make a big difference. The general pattern was quite similar especially when the first five life script events were taken into consideration.

Potential Role of Life Scripts on Remembering Past

Possible effect of life scripts on the retrieval of retrospective life stories was explored based on the data regarding life script and life story correspondence, self-experience of life script events, task order, and valence of the events reported.

First of all, life stories were examined independent of life scripts. When only life stories were investigated, two common events were observed among the three

different age groups: *college* and *beginning school*. Middle age and old groups had four more common events (*marriage, having children, first job* and *parental death*) while middle age and young group displayed only one more common life story event (*falling in love*). Young group had no additional common event with elderly group (Percentages of life story events across age groups, mean valence ratings, means and standard deviations of age at event are displayed in Table 6).

Coherence between life scripts and life stories was examined to understand whether life scripts served as a guideline in recall of life stories or not. For that aim, first ten life script and life story events were compared based on the overall data. Results indicated that seven of the life script and life story events were identical in the top ten. These events were *marriage, having children, first job, college, beginning school, falling in love* and *university entrance exam*. When this overlap was examined as a function of age, the lowest amount of overlap was observed in the young group as expected. Young group had five common events when first ten life script and life story events were compared: *begin school, college, university entrance exam, falling in love* and *loss in family*. Old and middle aged groups, on the other hand, had seven common events among first ten life script and life story events. These events were *marriage, having children, first job, college, beginning school, having grandchildren* and *children's marriage* for elderly group while they were *marriage, having children, first job, college, beginning school, falling in love* and *military service* for the middle age group.

Table 6. Mean valence ratings, percentages, mean and standard deviations of age at event for life story (LST) events

Life Story (LST) Event	<u>Young (N=52)</u>				<u>Middle age N=52)</u>				<u>Old (N=44)</u>			
	Valence	Age at event			Valence	Age at event			Valence	Age at event		
		%	<i>M</i>	<i>SD</i>		%	<i>M</i>	<i>SD</i>		%	<i>M</i>	<i>SD</i>
Marriage	3.0	3.8	20.5	1.5	1.6	71.2	26.8	0.8	2.4	75.0	24.9	0.7
Having children					2.6	86.5	28.9	0.9	3.0	84.1	26.9	0.7
Begin school	1.6	26.9	6.6	0.2	2.7	30.8	7.1	0.5	2.6	22.7	6.9	0.2
First job/payment	2.8	9.6	18.4	1.3	2.5	65.4	26.5	1.2	3.0	43.2	26.6	2.1
College	1.9	76.9	18.3	0.1	2.6	42.3	20.8	1.5	2.9	22.7	22.2	1.6
University Entrance Exam	1.9	50.0	18.1	0.3	2.3	15.4	17.9	0.4	3.0	4.5	18.0	1.0
Military					1.1	21.2	23.6	0.7	1.7	15.9	23.3	1.9
Job success & career					2.5	21.2	32.7	1.8				
Falling in love	1.2	53.8	16.4	0.5	1.9	26.9	26.8	2.8	3.0	9.1	21.8	1.7
Own accident & injury	-1.9	26.9	12.4	1.4	-3.0	3.8	5.5	2.5	-1.3	6.8	11.0	6.5
Friendship problems	-1.1	26.9	16.1	0.7								
Having wealth					3.0	5.8	34.0	1.5	2.5	18.2	41.1	3.3
Begin high school	2.2	23.1	14.8	0.2	1.0	1.9	15.0	0.0	3.0	6.8	13.0	1.0
Family conflict	-0.5	19.2	14.8	1.7	-3.0	3.8	28.5	0.5	-0.7	6.8	10.3	2.0
Failure at school	-1.1	19.2	18.2	1.4	-2.0	15.4	18.6	2.0				
Job selection	1.4	19.2	16.5	0.4	0.0	7.7	17.3	0.3				
Loss in Family	-2.4	26.9	14.2	1.2	-2.6	13.5	27.4	5.2	-2.1	15.9	34.9	7.0
Illness in family	-2.0	11.5	11.0	1.2	-2.4	23.1	27.1	3.1	-2.9	15.9	34.7	6.2
Own illness					-1.8	9.6	28.6	6.0	0.0	6.8	39.7	16.5
Child's marriage					2.0	1.9	40.0	0.0	2.9	38.6	53.2	1.6
Having grandchildren					3.0	1.9	43.0	0.0	3.0	20.5	52.2	2.4
Child's graduation					2.8	7.7	36.8	2.3	3.0	18.2	53.1	2.7
Circumcision	2.3	7.7	8.5	1.9	0.4	9.6	9.6	0.5				
Parental death	-2.0	3.8	12.0	5.0	-2.5	38.5	26.0	2.6	-2.6	40.9	34.7	4.2
High school qualifying exam	0.9	15.4	14.5	0.3								

When estimated ages for life script events and actual ages for the self experienced ones were examined, it was observed that the overlap was higher for positive events in general especially in older groups (See Figures 2a, 2b and 2c). In the young group, the overlap for the negative life script events was also considerable. However, it should be noticed that young group had the highest amount of negative life script events. Older groups had fewer negative events compared to the young group.

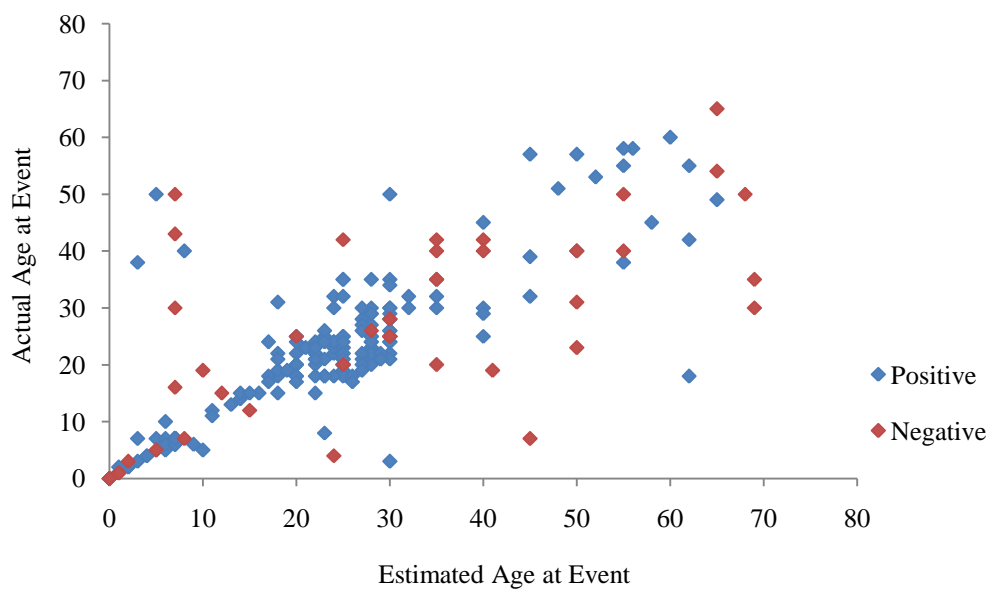


Fig. 2a. Estimated and actual ages for life script events in the elderly group

As shown in figures 2a, 2b and 2c, the highest overlap between actual ages and estimated ages for life script events seems to fall in the reminiscence bump period. It is also clear that there is more agreement on the timing of positive life script events.

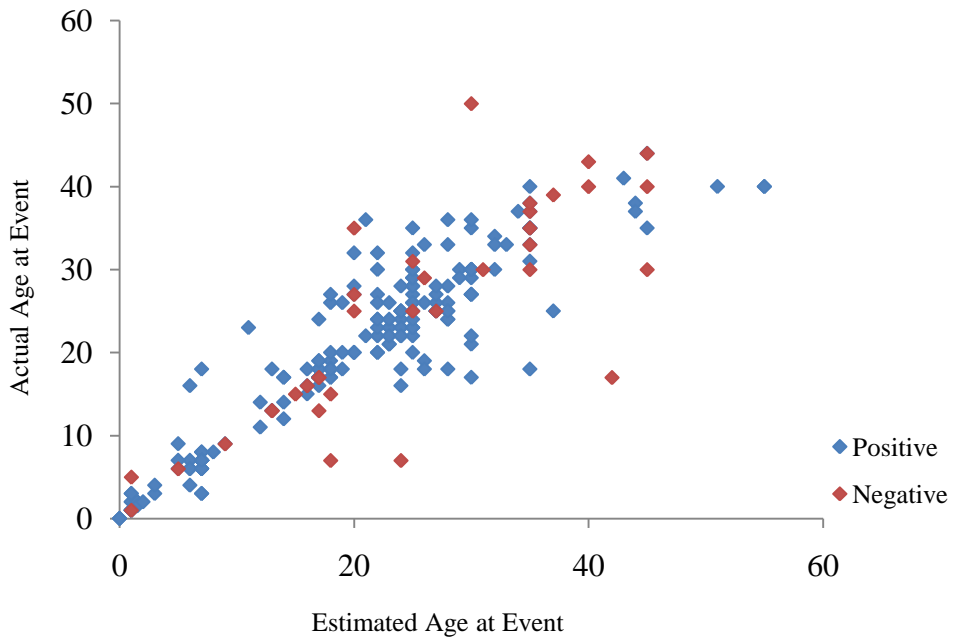


Figure 2b. Estimated and actual ages for life script events in the middle age group

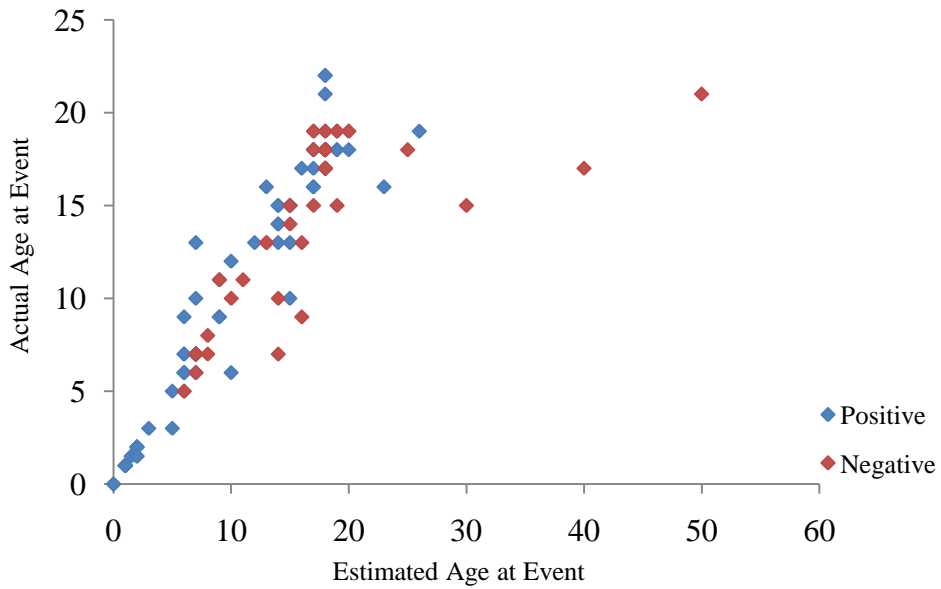


Figure 2c. Estimated and actual ages for life script events in the young group

Comparison of common events for both life script and life story data among elderly and middle aged groups may be important to understand the role of life scripts on remembering past. As mentioned before, middle age and old groups had seven common life script and six common life story events in their top ten individually. When these within group common events for two types of events compared between groups, it was observed that five of these common events were identical: *marriage*, *having children*, *first job*, *college*, and *beginning school*. In short, elderly and middle aged participants reported the same five events in their top ten for both life scripts and life stories. Therefore, it may be argued that they use the life script in their mind as a guide to remember their retrospective life story events. However, it may be also claimed that they produce the life script on the basis of their own life stories. But if this is the case, then it becomes difficult to explain the six common life script events with young group who haven't experienced majority of these reported events yet. Actually, only two of these events were experienced in the young group (*college* and *beginning school*). Thus, they don't have the chance to create a life script on the basis of their own life story, which is quite short but they still have four more common events with two older groups.

Age distribution of both life scripts and life stories was examined for each age group on the basis of positive events since both kinds of events were dominated by positively valenced events. Age distributions for positive life scripts, positive life stories and prospective life stories are displayed in Figures 3a, 3b and 3c. For all age groups, reminiscence bump was observed for not only life stories but also for life scripts. The number of life stories corresponding to the bump period showed differences due to the age range of the three groups.

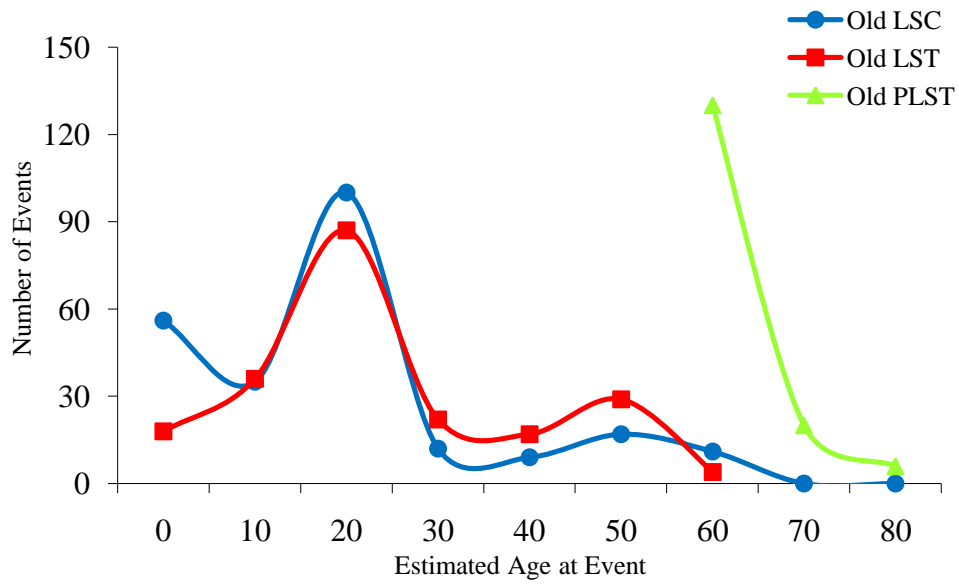


Fig. 3a. Distribution of positive life scripts, life stories and prospective life stories in the elderly group

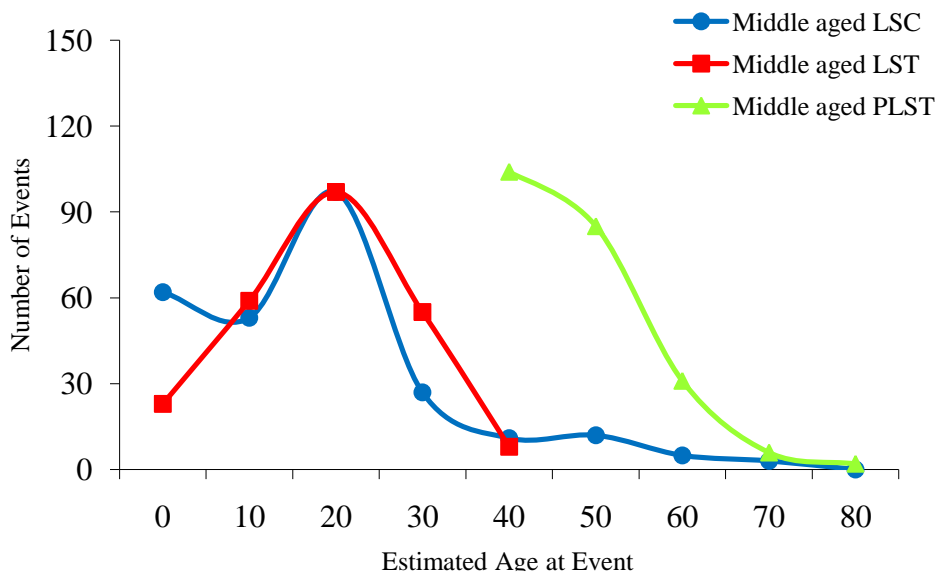


Fig. 3b. Distribution of positive life scripts, life stories and prospective life stories in the middle aged group

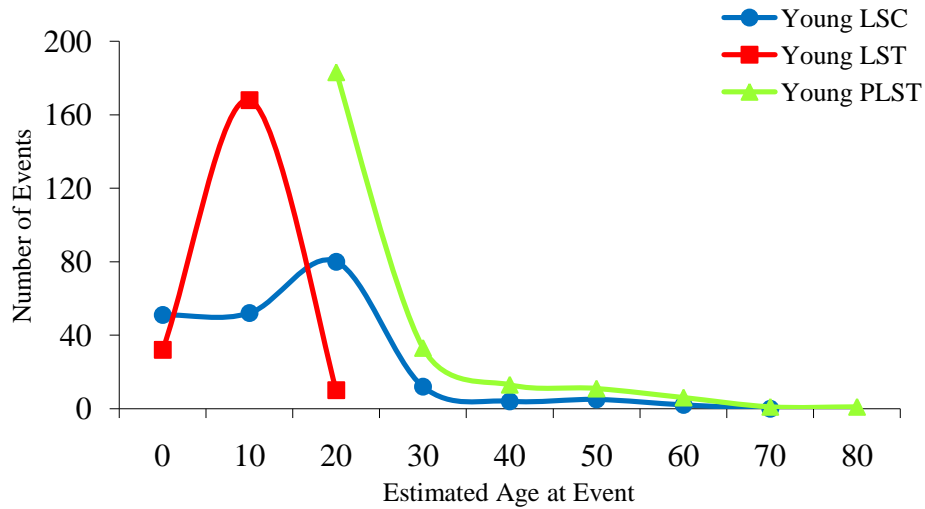


Fig. 3c. Distribution of positive life scripts, life stories and prospective life stories in the young group

Valence and life story events: First ten and first five life story events were examined in terms of their valence. Overall data indicated three negative life story events among the top ten. These were *parental death*, *loss in family* and *illness in family*. However, there was no negatively valenced life story event when the first five life story events were taken into consideration rather than the first ten. Just like life script events, life story events also showed domination of positively charged events for the overall data.

Distribution of negative and positive life story events was examined for each age group individually (See Figures 4a and 4b). Especially distribution of negative life story events displayed differences across age groups. Elderly group reported only one (*parental death*), middle-age group reported two (*parental death* and *illness in family*) and the young group reported five (*own accident-injury*, *death of someone close*, *friendship problems*, *family conflict* and *failure at school*) negatively valenced life story events. Just like in the life script data, young group produced the highest number of negatively valenced events in life story data while old group produced the lowest amount.

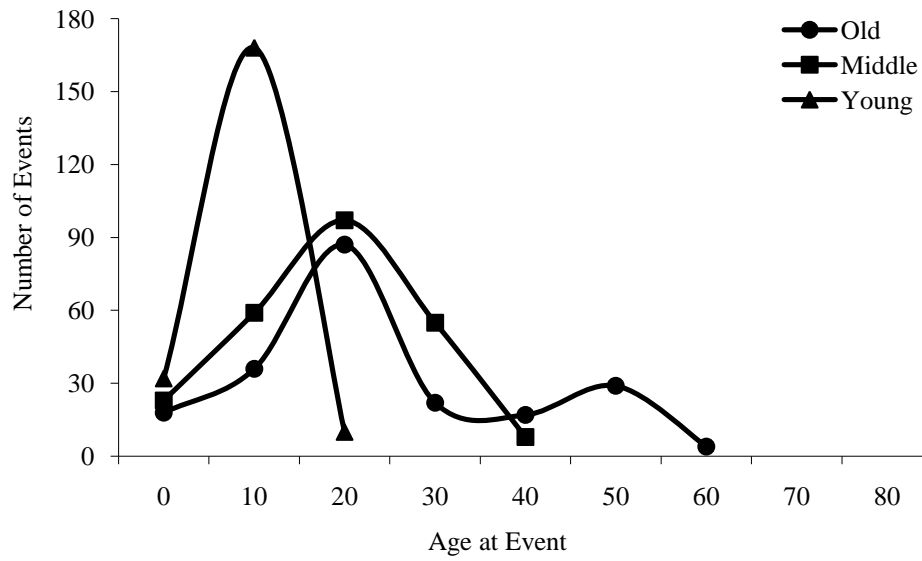


Fig. 4a. Age distribution for positive life story events

When the first five life story events were examined rather than first ten, each age group displayed only one negative life story event, which was *parental death* for elderly and middle age group and *own accident-injury* for the young group.

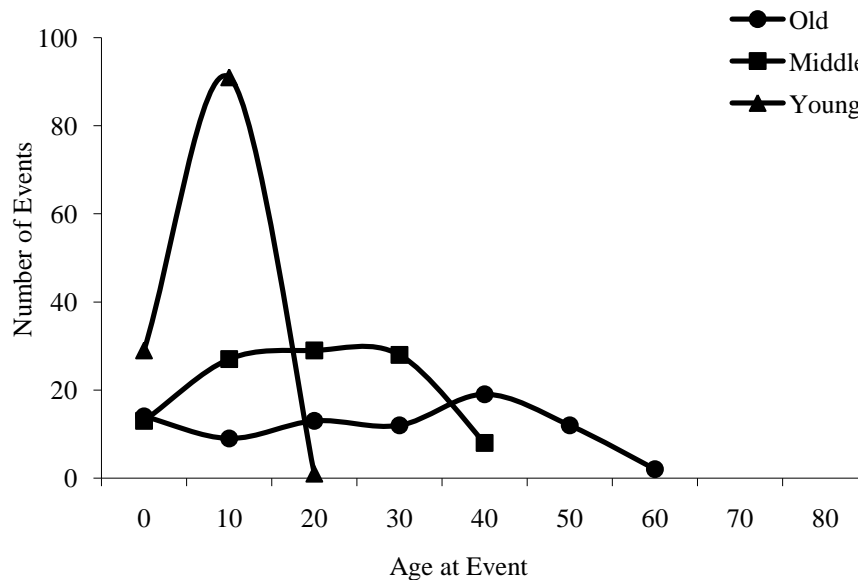


Fig. 4b. Age distribution for negative life story events

Age and life story events: For each age group, distribution of positive, neutral and negative life story events was examined (See Figures 5a, 5b and 5c). For all age groups, positive life story events outnumbered negative and neutral life story events. Reminiscence bump was clearly observed for positive life story events in all age groups. Middle age and old groups had the bump around twenty while the young group had the bump around 10s due to their age range (18-22). Old group displayed an additional smaller bump around 50s. On the whole, it can be claimed that life stories are also dominated by positive events just like life scripts.

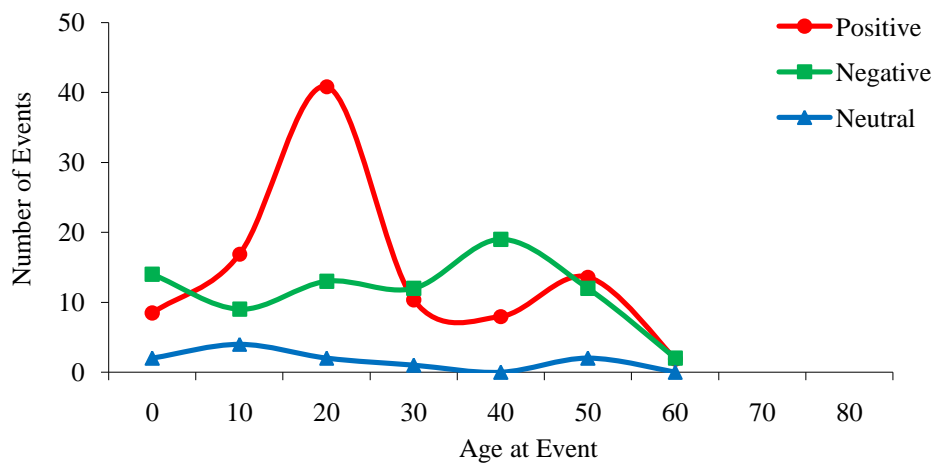


Fig. 5a. Age distribution for life stories (Elderly)

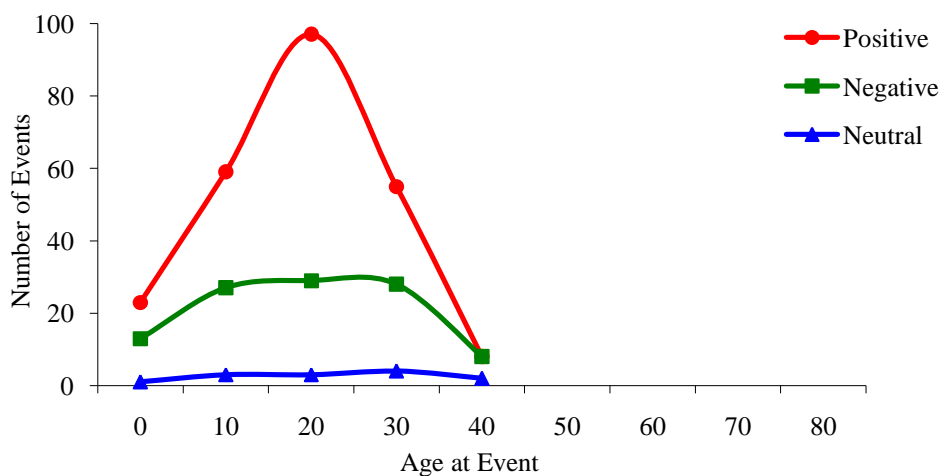


Fig. 5b. Age distribution life story events (Middle aged)

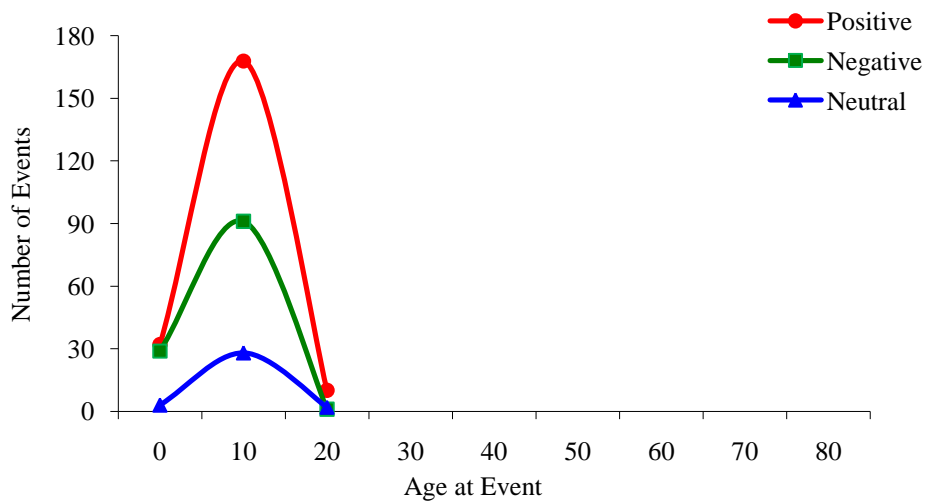


Fig. 5c. Age distribution for life story events (Young)

Effect of task order: Task order may be helpful to better understand the link between life scripts and remembering retrospective life stories. In present study, half of the participants received life script task first while the remaining half received the life story task first. Both life script and life story events were examined as a function of task order. Overall results displayed that for the first ten life script events, eight events were the same. For the first five life script events, there was a perfect match. Elderly, middle-aged and young groups had eight, seven and six common life script events respectively between life script events produced by two different task order conditions. Thus, having life script or life story task first didn't make a difference for the life script events provided.

For the life story events, first ten and first five events showed seven and four common events respectively across two different task order conditions. Results of the comparison of life story events provided by different task orders displayed eight, seven and six common events for elderly, middle aged and young groups respectively. Life story events seem not to be affected by the task order just like life

script events. The number of common events was consistent for each age group for both life script and life story events when compared on the basis of task order.

Self-experience of life script events: For each life script event provided, participants reported whether they have personally experienced this event or not. When life script events were examined on the basis of self-experience, results indicated that elderly group experienced 78.2 % of the events they reported for the life script. This amount of overlap was 76.4% for middle-aged participants and 43.1% for young participants. The percentage of experienced life script events was very similar for middle age and old groups. Thus, it may be possible that majority of life script events are experienced until the middle of 40s and do not show radical changes afterwards.

Increasing overlap with increasing age may be an indicator of the usage of life script as a retrieval strategy in remembering retrospective life event memories. It is a fact that the lower rate of overlap in the young group stems from their age. Due to their age, they haven't experienced most of these life events. However, when only life scripts are compared, they have exactly the same first five events with the other age groups.

The overlap between life script events reported by young participants and life story events reported by old and middle aged participants was investigated. Five common events between young life script and elderly life story data were *having children, marriage, first job, begin school and college*. There were two additional common events with middle age life story events: *falling in love and military service*. Actually this overlap is the same with the life script and life story overlap within the middle age group itself.

Age distribution of life stories of old and middle age groups and life scripts of young group is given in Figure 6. As clear, reminiscence bump was observed not

only for life scripts of young participants but also for life stories of elderly and middle aged. Distributions were based on the positively valenced events due to their domination over negative and neutral events in both life script and life story data in general.

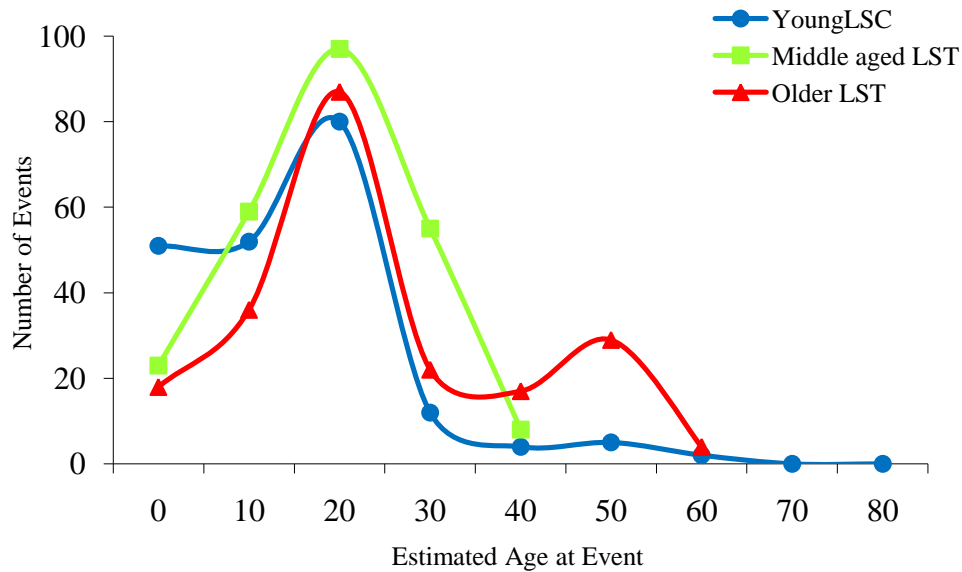


Fig. 6. Distribution of positive life scripts of young and positive life stories of middle aged and old

Prospective Life Story Events

Each participant produced five prospective life story events that they expected to experience in the future and reported estimated age for these expected events. For the overall data, fifty three prospective life story events were reported and thirteen of these were common among all age groups: *Own death, parental death, child's graduation, child's marriage, having grandchildren, job success & career, having wealth, traveling, going abroad, living abroad, child's first job, being a helpful person, and retirement.* (Percentages of prospective life story events reported by each age group were displayed in Table 7 together with means and standard deviations of expected ages)

Table 7. Percentages, means and standard deviations of estimated ages for prospective life story events in the young, middle age and old groups

Prospective LST Event	<u>Young (N=52)</u> <u>Age at Event</u>			<u>Middle age (N=52)</u> <u>Age at Event</u>			<u>Old (N=44)</u> <u>Age at Event</u>		
	%	<i>M</i>	<i>SD</i>	%	<i>M</i>	<i>SD</i>	%	<i>M</i>	<i>SD</i>
Marriage	71.2	27.8	0.5	9.6	44.0	1.5			
College (Graduation)	57.7	23.9	0.3	1.9	46.0	0.0			
First job/payment	53.8	25.8	0.7	3.8	43.5	2.5			
Having children	51.9	29.6	0.5	13.5	43.3	1.1			
Job success-career	44.2	33.5	1.9	28.8	46.3	1.3	13.6	67.5	2.1
Going abroad	40.4	31.3	3.7	19.2	55.0	1.9	20.5	63.8	1.2
Master & PhD	38.5	25.7	0.6				2.3	66.0	0.0
Living abroad	23.1	28.1	1.0	1.9	47.5	2.5	4.5	63.0	2.0
Own death	17.3	58.6	4.8	13.5	76.4	1.8	15.9	77.1	2.9
Retirement	13.5	56.7	3.5	53.8	53.7	2.5	20.5	67.2	1.0
Parental death	11.5	38.3	6.8	3.8	65.0	0.0	2.3	63.0	0.0
Military	9.6	25.6	0.7						
Leaving home	7.7	23.8	1.3						
Falling in love	7.7	20.8	0.3	1.9	45.0	0.0			
Child's marriage	1.9	53.0	0.0	46.2	57.4	1.2	45.5	64.7	0.8
Having wealth	5.8	35.3	6.6	26.9	47.5	0.9	22.7	67.1	1.2
Child's graduation	3.8	46.0	1.0	59.6	49.5	1.2	13.6	65.8	1.4
Having grandchildren	3.8	55.0	5.0	48.1	60.0	1.1	100	68.2	0.9
Child's first job				23.1	53.4	1.2	4.5	61.0	0.0
Moving to another city				17.3	57.8	3.7	13.6	62.2	1.8
Own illness				5.8	67.3	7.9	11.4	61.7	1.7
<u>Healthy and happy life</u>				5.8	60.0	17.6	22.7	64.3	1.6

Analysis of the first ten prospective life story events revealed that for all age groups, there were four common prospective life story events. These commonly expected events were *job success-career, going abroad, retirement* and *own death*. In addition to these four events, young group displayed only one common prospective life story event with middle-aged group (*having children*) but no additional common event with elderly group. However, middle age and elderly group had five more common prospective life story events (*having grandchildren, moving to another city, children's graduation, children's marriage* and *having wealth*). Thus, there was a considerable overlap among middle age and old age groups; nine of the first ten prospective life story events were identical. The lower overlap between young group and older groups actually stems from the fact that majority of prospective life events reported by the young group were already experienced life story events for old and middle age groups. When the first ten *prospective life story* data of young group was compared with the first ten *life story* data provided by old and middle aged participants, young group displayed four and five common events with these groups respectively. Therefore, most of the retrospective life story events reported by older groups were expected as prospective life story events by young participants.

Age and prospective life story events: Due to age differences, each age group displayed bump for a different period regarding the expected timing of prospective life story events. Young group had a bump for 20s, middle-age participants for 40s and elderly for 60s (See figure 7). In other words, distribution of prospective life story events were dominated by expected events from the participants' ongoing decade of life (See Table 8 for means and standard deviations). Expectations of elderly group were based on a more limited age range compared to middle aged and young groups.

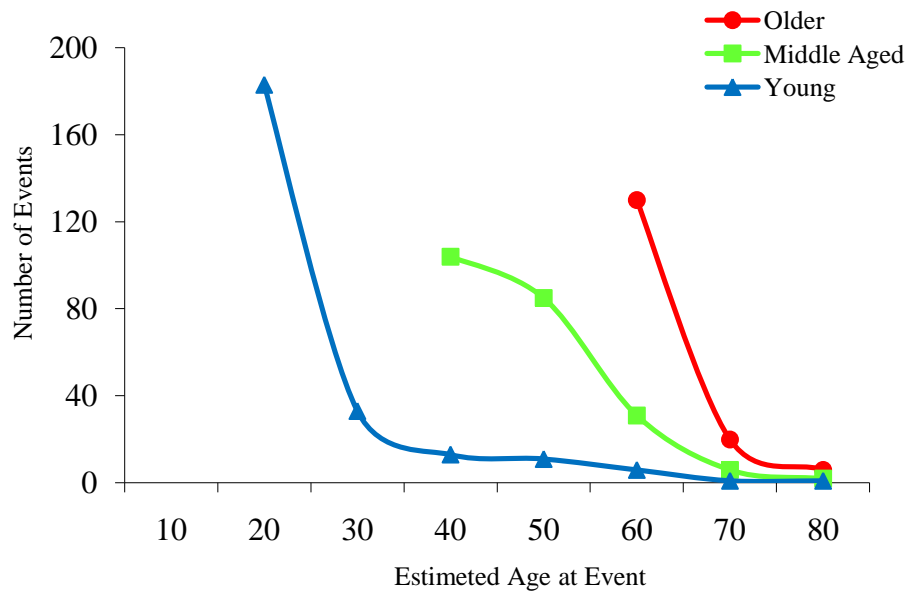


Fig. 7. Distribution of prospective life story events

Table 8. Means and standard deviations of current ages and estimated ages for prospective life story events in the young, middle aged and old groups

Age group	Current Age		Estimated age	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Young	20.3	0.9	30.8	11.7
Middle aged	42.8	1.9	53.8	9.8
Elderly	62.8	2.8	66.8	5.7

Valence and prospective life story events: Prospective life story events were not rated in term of their valence by the participants. However, prospective events common with life script and life story data were examined on the basis of their valence reported in life script and life story tasks. Among the 13 common prospective life story events reported by three age groups, only two events were negatively valenced: *own death* and *parental death*. All remaining events were positively charged.

Therefore it can be argued that just like life scripts and life stories, prospective life stories are also dominated by positively valenced events.

Life Script, Life Story and Prospective Life Story Events: Middle aged and elderly groups displayed the greatest amount of overlap between life script and life story events as mentioned before. Young group had the lowest overlap as expected since they haven't experienced the majority of the life script events they reported.

When the overlap between life script and the prospective life story events was examined, young group showed the highest amount. Five of the first ten life script and prospective life story events provided by the young participants were identical:

Marriage, college, first job, having children and own death. For elderly group, there was no common event while middle-aged group displayed only one, *child's graduation*

Age distribution of life scripts and prospective life stories of young group was examined (See Figure 8). Although both data displayed reminiscence bump around 20s, the bump for prospective life story events was steeper. This stems from the fact participants in all age groups expected prospective life story events from their current decades of life. Young group's expectations accumulated in 20s while prospective events of middle age and old groups accumulated around 40s and 60s respectively. Apart from the number of events corresponding to the bump period, the general pattern of the age distribution was similar for life scripts and prospective life stories of young participants.

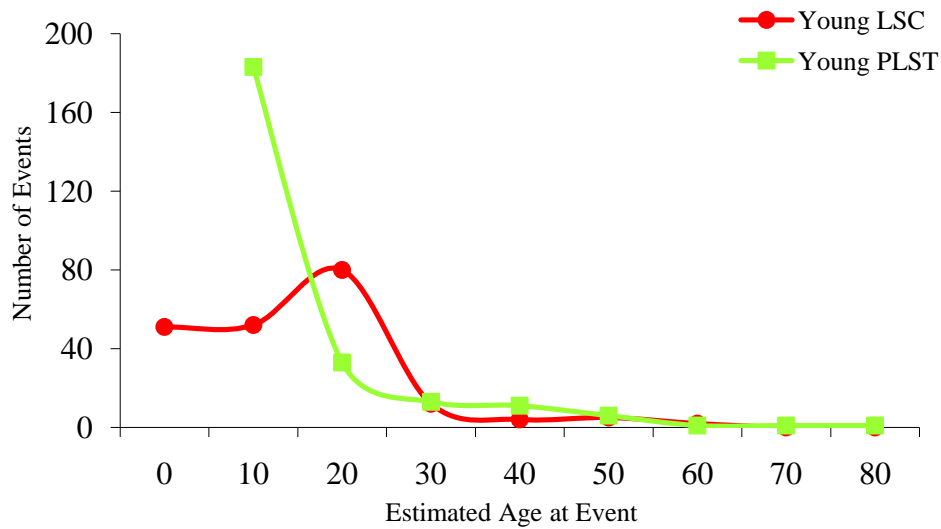


Fig. 8. Distribution of positive life scripts and prospective life stories of the young group

Possible Impact of Affect on Life Scripts and Life Stories

Potential role of affect on the emergence of life scripts and retrieval of life stories was examined. Total scores of positive and negative affect were computed for each participant for both today and last week versions. Analysis of total scores showed significant differences only for negative affect today ($F(2,147)= 7,11, p<.01, MSE=43.9$) and negative affect last week ($F(2,147)= 4,28, p<.05, MSE=49.3$) total scores but not for positive affect scores. Post Hoc analysis revealed that old group had lower negative affect scores for both today and last week compared to middle age and young group (See table 9). These results supported the percentages of negatively valenced life script and life story events reported by each age group. Young group not only had the highest negative total affect scores for today and last week but also had the highest percentage of negatively valenced events for both life scripts and life stories.

Table 9. Sample sizes, mean and standard deviations, F and significance values of positive and negative affect scores for each age group

Affect Type		N	M	SD	F	Sig
Positive Affect Today					2.2	.118
	Old	43	33.3	7.6		
	Middle age	52	32.4	8.7		
	Young	52	30.0	7.5		
	Total	147	31.8	8.0		
Positive Affect Last Week					0.4	.652
	Old	44	31.1	10.1		
	Middle age	52	29.4	9.1		
	Young	52	30.4	7.0		
	Total	148	30.3	8.7		
Negative Affect Today					7.1**	.001
	Old	44	14.2	5.2		
	Middle age	52	17.4	5.7		
	Young	52	19.3	8.4		
	Total	148	17.1	6.9		
Negative Affect Last Week					4.3*	.016
	Old	44	15.0	6.5		
	Middle age	52	18.6	6.6		
	Young	52	18.8	7.9		
	Total	148	17.6	7.2		

* Significant at .01 level

**Significant at .05 level

Positive affect today scores were positively correlated with positive affect scores for last week ($r(147)=.63, p<.001$). The similar pattern was observed for negative affect today and negative affect last week scores ($r(147)=.55, p<.001$). The correlations were valid when examined individually for each age group (see Table 10). As seen in Table 10, for each age group last week and today affect scores were significantly correlated for both negative and positive affect.

Table 10. Correlation coefficients for positive and negative affect scores

Affect Type		PA (Last Week)	NA(Last Week)
Positive Affect Today			
	Old	0.84**	
	Middle age	0.74**	
	Young	0.28*	
	Total	0.63**	
Negative Affect Today			
	Old		0.66**
	Middle age		0.39**
	Young		0.55**
	Total		0.55**

* Significant at .01 level

**Significant at .05 level

Additional Results

For life script events, participants provided importance and valence ratings for each event reported. Correlations between importance and valence ratings of life scripts were examined for the overall data and for each age group separately (See Table 11). Although the correlation coefficients were not high, importance and valence ratings were significantly correlated in each age group and for the overall data. In other words, life script events rated as more positive were also considered to be more important.

Table 11. Correlation coefficients for ratings for life script events in each age group

Rating Type		Importance
Valence		
	Old	0.19**
	Middle age	0.13*
	Young	0.12*
	Total	0.18**

* Significant at .05 level

**Significant at .01 level

For life story events, perceived control and the effect of the event on who one has become ratings were collected in addition to the importance and valence ratings (See Table 12).

Table 12. Correlation coefficients for ratings for life story events in each age group

Rating Type		Importance	Valence	Perceived control
Valence				
	Old	0.03		
	Middle age	-0.06		
	Young	0.19**		
	Total	0.07*		
Perceived control				
	Old	0.06	0.66**	
	Middle age	0.06	0.59**	
	Young	0.20**	0.58**	
	Total	0.12*	0.61**	
Effect on who one has become				
	Old	0.41**	0.19**	0.29**
	Middle age	0.41**	0.13*	0.27**
	Young	0.53**	0.24**	0.28**
	Total	0.47**	0.20**	0.28**

* Significant at .05 level

**Significant at .01 level

As seen in Table 12, life stories rated as more important were reported to have more impact on participant's identity development and rated as more positive. Moreover, life story events with higher perceived control were also considered to be more positive and more influential on who the participant has become. Finally, life story events with higher perceived control were perceived as more effective on their identity development by the participants.

CHAPTER V

DISCUSSION

Present study elicited life scripts, retrospective and prospective life stories from three different age groups within the same culture. The primary objectives were to examine the generality of life scripts, possible effects of life scripts on remembering past, prospective life story events and the link between affective states of individuals and valence of the life scripts and life stories produced.

Generality of Life Scripts

Present research made it possible to explore potential cohort effects on the nature of life scripts. Although life scripts were explored in different cultures (Berntsen & Rubin, 2004; Erdoğan, et. al., 2008; Bohn, 2009), there was very limited data on life scripts across different age groups within the same culture. Results displayed a considerable amount of overlap between life scripts provided by these three different age groups, hence supported the generality of life scripts.

Previous studies collected life script data either for a newborn (Berntsen & Rubin, 2004; Thomsen and Berntsen, 2008) or for an elderly (Erdoğan, Baran, Avlar, Çağlar, & Tekcan, 2008). Present research provided life script data for a *newborn* and for a person of the *same age*. Therefore, it was possible to compare life scripts created for four different age groups: newborn, young, middle age and old. Whether participants produced a life script for a newborn or a person of the same age didn't create a difference for the life script events reported. If life scripts are so similar when provided by different age groups (young, middle age and old) and created for

different age groups (newborn or same age) then they should have a universal feature.

Present study included an additional question at the end of the cultural life script task: birth year of the baby/the person imagined while creating the life script. This question would help to shed light on the issue that whether people really thought of a newborn, a same age person or a person of a totally different age for life scripts they produced. It was observed that for newborn scripts, young participants sometimes thought of a person of the same age while old people thought of a child around ages of their grandchildren or children. Middle-aged participants also reported different birth years, either for a newborn or a person at the same age with their children. For same age scripts, birth years displayed differences as well. However, the life scripts produced were almost the same no matter which age the participant thought while creating the life script. Thus, this result also indicates that individuals think of a life script independent of the age of the person. They just think of a typical life course for a person in their culture.

Distribution of positive, negative and neutral life script events for all age groups displayed a clear reminiscence bump for positive life script events around 20s. However, distribution of negative and neutral events displayed some differences across age groups (See Figure 1b and 1c). For both negative and neutral events, young participants displayed a bump around 10s. This may stem from the fact that the age range of the young group was eighteen and twenty two. If they used their life stories as a guide to produce life scripts, most of the events might be accumulated between the ages of ten and twenty regardless of its valence. Thus, each category of events displayed a bump around this period for the young group.

Age comparisons supported the generality of life scripts. What about similarity across different cultures? Previous research displayed some overlap between life script data collected from different cultures (Berntsen & Rubin, 2004; Erdoğan, et. al., 2008 and Bohn, 2009). In present research, results were compared with life script data from the same culture (Turkish) and from a different culture (Danish). The comparison of first ten life script events in these three different data is given in Tables 4 and 5. Current data displayed seven and six common life script events with Danish data (Bohn, 2009) for young and old groups, respectively. The overlap between Turkish and Danish data displayed that life scripts may be culture-free. Life scripts created by different cultures displayed a particular degree of consistency.

Previous research revealed domination of positive events in life script data (Berntsen & Rubin, 2004; Erdoğan, et. al., 2008; Bohn, 2009). Results of present study supported these findings. Among the first ten life script events reported, there was only one negatively valenced event, which was “*own illness*”. All of the first five life script events were positive. Thus, these results supported the argument that life scripts are dominated by positive events since they are expectations about a typical life course (Berntsen & Rubin, 2004). Nobody wants to include many negative events in a typical life course. This finding is also consistent across different age groups and cultures. Actually, retrospective and prospective life stories were also dominated by positively valenced events. Therefore, a positivity bias may be at work in retrieval of life stories, expectation of prospective life events and production of life scripts.

Life script events were examined as a function of gender and no significant differences were observed for the majority of events reported. Inconsistent events

across two gender groups were mainly gender-specific such as military service and circumcision. In short, life scripts seem to be gender-free as well.

In summary, generality of life scripts were investigated on the basis of various factors: age (three different age groups), age for the life script (newborn versus same age) gender, valence, culture and previous research. Examination of all these factors supported the generality of life scripts by indicating considerable overlap for majority of the comparisons.

Potential Role of Life Scripts on Remembering the Past

Life scripts should display a considerable overlap with life story events if they serve as a guide in remembering life events as claimed by Berntsen and Rubin (2004). In present study there were three different age groups and it should be considered that the number of life story events experienced by the young group would be fewer. For that reason, it would be better to compare the overlap between life scripts and life stories for older groups while comparing the life scripts and prospective life stories produced by the young group with life stories of older participants. If young group display similar amount of overlap with elderly group, then it can be argued that people both recall (retrospective) and expect (prospective) life story events on the basis of life scripts. If there is no noticeable overlap between young and elderly groups, then it can be argued that it is the life stories that shape the life scripts. Results of current study indicated a high level of consistency among life script and life story events reported, as predicted. The lowest level of overlap between life script and life story events was in the young group due to the restricted number and type of events they have experienced. Middle aged and elderly group, on the other hand, displayed the same amount of overlap. When young life scripts were compared

with elderly and middle aged life stories, they displayed five and seven common events with these older groups respectively. Furthermore, prospective life story events reported by young group were compared to life story events provided by older groups. It was observed that life stories reported by middle age and old participants displayed five and four common events respectively with prospective life story events expected by young participants. On the basis of these findings, it can be argued that life scripts guide the retrieval of retrospective life stories and have also impact on expecting prospective life story events.

Elderly group personally experienced majority of the life scripts events they reported just like expected. Interestingly, middle age group experienced almost same amount of life script events with elderly group. Thus, it may be the case that majority of the life script events are getting experienced by the end of 40s. As a result, age groups after 40 do not display great differences regarding self-experience of life script events. Further studies may investigate this point by exploring different age groups from thirty and on to see when this amount of self-experience begins to be stable.

The critical point is that which one is more influential on the other? Does the life script serve as a template in remembering life stories or do life stories affect which events to include in a life script? Task order analysis was carried out to examine this question. Interestingly, whether the person first remembered his/her personal past or first created a life script didn't influence the pattern of life script or life story events reported. They were similar to a great extent in two task order conditions. It should be considered that, life script and life story events displayed an overlap in present research and previous research (Thomsen & Berntsen, 2008; Bohn, 2009). However, this is just a certain degree of consistency. The presence of

inconsistency, even if it is small, indicates that individuals can differentiate between life script for a typical person and life story of their own. It seems that individuals have a life script in their minds, which is already developed during adolescence. Actually, it is claimed that autobiographical memory system is not fully developed until adolescence (Perner & Ruffman, 1995). From adolescence and on, life script seems to be free of the age of the person producing life script together with the age of the person for whom the life script is created. It may be possible that rather than remembering our past on the basis of life script; we may be encoding our present (and even expecting our future) by using life script as an outline. Thus, we may retrieve the events in the life script more easily and frequently since they have an encoding advantage.

Prospective Life Story Events

Previous studies on life story account mainly focused on the most important events individuals experienced in their lives, from birth to present. Different from previous research, current study required participants to report the most important five prospective life events they expected to experience together with estimated ages. Nine of the first ten prospective life story events were the same for middle aged and elderly groups. This great amount of consistency revealed that individuals had particular templates in their minds for the events to be experienced at certain ages. For the young group, life script and prospective life story data were compared. Five of the first ten prospective events expected by young group were from the first ten life script events they reported. As mentioned before, life script data of young group displayed an overlap with life story data provided by older groups. These results

once more displayed the effect of life scripts on expectations of prospective life story events in addition to remembering past.

Interestingly, if prospective life events reported by young group were taken as real life stories (supposing that they have really experienced these events), the overlap between their life script and life story data becomes even greater than middle age and elderly groups. In other words, if their *prospective life stories* were considered as *life stories*, young group displayed nine common events in the first ten life script and life story events.

Finally, results indicated that each age group had future event expectations mainly from their current decades of life (See Figure 7 and Table 7). In other words, when asked for their expectations about prospective life story events, individuals respond on the basis of near future rather than a lifetime period.

Possible Impact of Affect on Life Scripts and Life Stories

Present study examined the possible influence of affect on life scripts and life stories. Data on the relationship between life story events and their valence was important in explaining the overlap between LSC and LST events. Life script and life story events had seven common events in their top ten events. The three uncommon events in life story category were the negatively valenced events: *parental death*, *loss in family* and *illness in family*. All these events were rated to be negatively valenced, highly important with almost no perceived control. If a life script is an expected life course for a typical person in a certain culture, it usually contains positive events. Results of present research also displayed domination of positively valenced life script events. However, life stories are real; they are not expectations about another person but memories of personal experiences. That's why they contain relatively more negative

events compared to life scripts. This difference is clearly observed in the comparison of first ten LSC and LST events obtained in the current study. If life scripts were not dominated by positively valenced events, it might be possible to observe a perfect match between LSC and LST events in the analysis first ten events.

Current research revealed no differences regarding positive affect while observed significant differences across age groups in terms of negative affect. Young group had the highest negative affect scores for both last week and today assessments. They also had the highest percentage of negatively valenced events for life scripts and life stories. Elderly had the lowest negative affect scores and lower percentage of negatively charged events. Thus, it can be argued that affective states of individuals may be linked to the emotional valence of the memories retrieved in general, life scripts and life stories in particular.

CHAPTER VI

CONCLUSION

Results of present research indicated that life scripts are highly consistent across generations. Further comparisons of life script events on the basis of different cultures, gender, and task order also displayed that life script events are general to a considerable extent. On the whole, findings supported the generality of life scripts. Furthermore, it was observed that life scripts were influential not only in remembering past but also had an effect on expecting future events. Middle aged and elderly people use life scripts as a guide to a certain extent while remembering their retrospective life stories while young group use life scripts as guideline for predicting prospective life story events and their timing. Middle aged and old individuals complete their life stories on the basis of life scripts to a lower degree compared to young participants since they have already experienced most of the events they reported in life scripts.

Life scripts and life stories were dominated by positive events and all age groups displayed a clear reminiscence bump for positively valenced events. Affective states of individuals seemed to be related to the emotional valence of the events they produced. Participants with high negative affect reported higher number of negatively valenced events for both life scripts and life stories.

Overall results provided support for the cultural life script account of the reminiscence bump. Individuals use life scripts as a retrieval strategy for retrospective life events. Moreover, considerable number of events produced for life scripts are from the second and third decades of life. Since individuals use life scripts as a guide, they recall memories from the period between ages of 10 and 30 more

frequently. It should be noted that accounts of the reminiscence bump are not mutually exclusive rather they focus on different factors. The fact that life scripts are used as a guide doesn't mean that events of the bump period are not novel, distinct, self-centered, identity related and so on. It also doesn't nullify the fact that cognitive functioning may have its peak during early adulthood and then displays a decline with increasing age or the idea that developmental task of the bump period may have a role in the occurrence of the reminiscence bump. Rather, on the basis of various comparisons, current results favor the cultural life script account.

Further research is suggested especially regarding prospective life story events in young samples. The coherence between their life script and prospective life story events may clarify the potential role of life scripts as a guide in expecting future events in addition to remembering past.

APPENDICES

APPENDIX A. GENERAL ISNTRUCTION FORM

Bu çalışma Boğaziçi Üniversitesi Psikoloji Bölümü tarafından gerçekleştirilmektedir. Araştırmanın amacı tipik bir yaşam seyri ile ilgili beklentileri ortaya çıkarmaktır. Araştırma zeka ya da yetenek ölçmemektedir. Az sonra karşılaşacağınız soruların doğru ya da yanlış cevapları yoktur. Sorular kişisel hayatınızla ilgili değildir. Birinci sayfadan başlamanız ve birinci sayfayı bitirmeden diğer sayfalara bakmamanız önemle rica olunur. Araştırmamıza yaptığınız katkıdan dolayı teşekkür ederiz.

Sıradaki sayfaya geçmeden önce lütfen aşağıdaki bilgileri doldurun:

Doğum yılınız: _____

Cinsiyetiniz: _____

Medeni Haliniz: _____

Eğitim _____

Durumunuz: _____

Mesleğiniz: _____

Teşekkürler. Bir sonraki sayfaya geçebilirsiniz.

APPENDIX B. CULTURAL LIFE SCRIPT TASK / NEWBORN

Oldukça sıradan, normal ve yeni doğmuş bir bebek düşünün (cinsiyeti sizin cinsiyetinizle aynı olsun). Bu bebek tanıdığınız, bildiğiniz bir bebek olmasın. Daha ziyade önünde oldukça sıradan ve normal bir yaşam seyri uzanan, bizim kültürümüze doğan tipik bir bebeği düşünün. Sizden istediğimiz bu tipik bebeğin önünde uzanan yaşantısında başına gelmesi muhtemel *en önemli yedi olayı* yazmanız. Bu araştırmada “olay”dan kasıt ortaya çıkan, başı ve sonu fark edilebilen, belirli bir durumdur.

Lütfen olayları aklınıza ilk gelen sırayla yazınız. Her olaya, olayın içeriğini belirten kısa başlıklar veriniz.

1. Olay: _____
2. Olay: _____
3. Olay: _____
4. Olay: _____
5. Olay: _____
6. Olay: _____
7. Olay: _____

Lütfen belirtmiş olduğunuz her olay için aşağıdaki soruları teker teker cevaplayınız.

1. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

2. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

3. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

4. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

5. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

6. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

7. OLAY

A. Sizce bu bebek belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

Bu soruları cevaplarken düşündüğünüz bebek kaç yılında doğmuştur?

Lütfen belirtin: _____ yılında.

Lütfen birinci sayfaya geri dönerek listelediğiniz bu 7 olay arasından yaşamış olduklarınızın yanına bu olay başınıza geldiğinde kaç yaşında olduğunuzu belirtin.

APPENDIX C. CULTURAL LIFE SCRIPT TASK / SAME AGE PERSON

Türkiye’de yaşayan, oldukça sıradan bir yaşam süren ve sizinle yaşıt bir kişi düşünün (cinsiyeti sizin cinsiyetinizle aynı olsun). Bu kişi tanıdığınız, bildiğiniz bir kişi olmasın. Daha ziyade oldukça sıradan ve normal bir yaşam süren, bizim kültürümüzde büyüyen bir kişi düşünün. Sizden istediğimiz bu kişinin yaşamı boyunca başına gelmesi muhtemel *en önemli yedi olayı* yazmanız. Bu araştırmada “olay”dan kasıt ortaya çıkan, başı ve sonu fark edilebilen, belirli bir durumdur.

Lütfen olayları aklınıza ilk gelen sırayla yazınız. Her olaya, olayın içeriğini belirten kısa başlıklar veriniz.

1. Olay: _____
2. Olay: _____
3. Olay: _____
4. Olay: _____
5. Olay: _____
6. Olay: _____
7. Olay: _____

Lütfen belirtmiş olduğunuz her olay için aşağıdaki soruları teker teker cevaplayınız.

1. OLAY

A. Sizce bu kişi belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

2. OLAY

A. Sizce bu kişi belirttiğiniz olayı kaç yaşına geldiğinde yaşar?

(Lütfen tek bir yaş belirtiniz, yaş aralığı vermeyiniz) _____ yaşında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin.).

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

3. OLAY

A. Sizce bu kiři belirttiđiniz olayı kaç yařına geldiđinde yařar?

Lütfen tek bir yař belirtiniz, yař aralıđı vermeyiniz) _____ yařında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı iřaretleyin.).

1	2	3	4	5	6	7
Hiç önemli deđil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın iđerdiđi duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu deđil			Ne olumlu ne olumsuz			Çok olumlu

4. OLAY

A. Sizce bu kiři belirttiđiniz olayı kaç yařına geldiđinde yařar?

(Lütfen tek bir yař belirtiniz, yař aralıđı vermeyiniz) _____ yařında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı iřaretleyin.).

1	2	3	4	5	6	7
Hiç önemli deđil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın iđerdiđi duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu deđil			Ne olumlu ne olumsuz			Çok olumlu

5. OLAY

A. Sizce bu kiři belirttiđiniz olayı kaç yařına geldiđinde yařar?

(Lütfen tek bir yař belirtiniz, yař aralıđı vermeyiniz) _____ yařında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı iřaretleyin.).

1	2	3	4	5	6	7
Hiç önemli deđil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiiđi duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu deđil			Ne olumlu ne olumsuz			Çok olumlu

6. OLAY

A. Sizce bu kiři belirttiđiniz olayı kaç yařına geldiđinde yařar?

(Lütfen tek bir yař belirtiniz, yař aralıđı vermeyiniz) _____ yařında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı iřaretleyin.).

1	2	3	4	5	6	7
Hiç önemli deđil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın içerdiiđi duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu deđil			Ne olumlu ne olumsuz			Çok olumlu

7. OLAY

A. Sizce bu kiři belirttiđiniz olayı kaç yařına geldiđinde yařar?

(Lütfen tek bir yař belirtiniz, yař aralıđı vermeyiniz) _____ yařında.

B. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı iřaretleyin.).

1	2	3	4	5	6	7
Hiç önemli deđil			Ne önemli ne önemsiz			Çok önemli

C. Sizce bu olayın iđerdiđi duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu deđil			Ne olumlu ne olumsuz			Çok olumlu

Bu soruları cevaplarırken düřündüğünüz kiři kaç yılında doğmuřtur?

Lütfen belirtin: _____ yılında.

Lütfen birinci sayfaya geri dönerek listelediđiniz bu 7 olay arasından yařamıř olduklarınızın yanına bu olay başınıza geldiđinde kaç yařında olduđunuzu belirtin.

APPENDIX D. LIFE STORY TASK

Bu bölüm sizin kendi hayat hikayenizle ilgilidir. Sizden hayat hikayenizde en önemli olayların hangileri olduğuna karar vermenizi rica ediyoruz. Doğal olarak, bunlar sizin kendi yaşamış olduğunuz olaylar (kendi deneyimleriniz) olmalıdır. Burada doğru veya yanlış cevap yoktur. Hayatınızda neyin en önemli/merkezi olduğunu en iyi siz bilirsiniz.

Hayatınız hakkında hiçbir bilgisi olmayan, yeni tanıştığınız birisine hayat hikayenizi anlatacağınızı ve bu kişinin tamamen güvenebileceğiniz, dürüst olabileceğiniz birisi olduğunu düşünün. Sizden istediğimiz doğduğunuz günden bugüne kadar hayat hikayenizde en önemli/merkezi olduğunu düşündüğünüz 7 olayı anlatmanız.

Lütfen anlatacağınız olayları aklınıza gelen sırayla yazınız. Aklınıza bir olayın gelmesi biraz zaman alabilir; fakat sadece hayatınızla ilgili düşüncelerinize odaklanırsanız, önemli olaylar otomatik olarak aklınıza gelecektir. Olayları detaylı anlatmanız gerekmiyor. Her olayı lütfen kısa bir başlık ve birkaç cümle ile yazınız.

Lütfen her olayı kısa bir başlık ve birkaç cümle ile yazınız.

1. OLAY : _____

.....

.....

.....

.....

.....

.....

.....

Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	- 1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

2. OLAY : _____

.....

.....

.....

.....

.....

.....

.....

Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

3. OLAY : _____

.....

.....

.....

.....

.....

.....

.....

Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

4. OLAY : _____

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Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

5. OLAY : _____

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Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

6. OLAY : _____

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Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

7. OLAY : _____

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Bu olayı yaşadığınızda kaç yaşındaydınız? _____ (Lütfen tek bir yaş belirtiniz).

A. Sizce bu ne kadar önemli bir olaydır? (Lütfen uygun rakamı işaretleyin)

1	2	3	4	5	6	7
Hiç önemli değil			Ne önemli ne önemsiz			Çok önemli

B. Sizce bu olayın içerdiği duygu olumlu mudur, olumsuz mudur?

- 3	- 2	-1	0	1	2	3
Hiç olumlu değil			Ne olumlu ne olumsuz			Çok olumlu

C. Bu olay sizin şu andaki siz olmanızda ne kadar etkilidir?

1	2	3	4	5	6	7
Hiç etkili değil			Ne etkili ne etkisiz			Çok etkili

D. Sizce bu olay ne kadar kontrolünüz altındaydı?

1	2	3	4	5	6	7
Hiç değildi			Orta derecede			Tamamen

Lütfen hayat hikayenizin kalan kısmında yaşayacağınızı düşündüğünüz *en önemli beş olayı* yazınız. Her olay için, bu olayı kaç yaşında yaşayacağınızı tahmin ettiğinizi belirtiniz.

1. Olay: _____

Bu olayı kaç yaşında yaşayacağınızı düşünüyorsunuz? (Lütfen tek bir yaş belirtin)

.....

2. Olay: _____

Bu olayı kaç yaşında yaşayacağınızı düşünüyorsunuz? (Lütfen tek bir yaş belirtin)

.....

3. Olay: _____

Bu olayı kaç yaşında yaşayacağınızı düşünüyorsunuz? (Lütfen tek bir yaş belirtin)

.....

4. Olay: _____

Bu olayı kaç yaşında yaşayacağınızı düşünüyorsunuz? (Lütfen tek bir yaş belirtin)

.....

5. Olay: _____

Bu olayı kaç yaşında yaşayacağınızı düşünüyorsunuz? (Lütfen tek bir yaş belirtin)

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APPENDIX E. TURKISH VERSION OF PANAS / TODAY

Bu envanter farklı his ve duyguları tanımlayan bazı kelimelerden oluşmuştur. Her kelimeyi okuyun ve bugün kendinizi ne dereceye kadar bu kelimenin ifade ettiği şekilde hissettiğinizi, beş seçenekten size uyanın numarasını kelimenin solundaki boşluğa yazarak belirtin.

1	2	3	4	5
Çok az ya da hiç	Biraz	Orta derecede	Oldukça	Son derece

_____ İlgili	_____ Tedirgin
_____ Sıkıntı içinde	_____ Uyanık
_____ Heyecanlı	_____ Utanmış
_____ Rahatsız	_____ İlham gelmiş
_____ Güçlü	_____ Sinirli
_____ Suçlu	_____ Azimli
_____ Korku içinde	_____ Dikkatini vermiş
_____ Düşmanca	_____ Huzursuz
_____ Coşkun	_____ Hareketli
_____ Gururlu	_____ Korkmuş

APPENDIX F. TURKISH VERSION OF PANAS / LAST WEEK

Bu envanter farklı his ve duyguları tanımlayan bazı kelimelerden oluşmuştur. Her kelimeyi okuyun ve geçen hafta kendinizi ne dereceye kadar bu kelimenin ifade ettiği şekilde hissettiğinizi, beş seçeneğe size uyanın numarasını kelimenin solundaki boşluğa yazarak belirtin.

1	2	3	4	5
Çok az ya da hiç	Biraz	Orta derecede	Oldukça	Son derece

_____ İlgili	_____ Tedirgin
_____ Sıkıntı içinde	_____ Uyanık
_____ Heyecanlı	_____ Utanmış
_____ Rahatsız	_____ İlham gelmiş
_____ Güçlü	_____ Sinirli
_____ Suçlu	_____ Azimli
_____ Korku içinde	_____ Dikkatini vermiş
_____ Düşmanca	_____ Huzursuz
_____ Coşkulu	_____ Hareketli
_____ Gururlu	_____ Korkmuş

APPENDIX G. SHORT BLESSED TEST (SBT) / TURKISH VERSION

“Şimdi bellek ve konsantrasyonunuzu ölçmek için size bazı sorular soracağım. Bazı sorular kolay bazıları zor olabilir.”

Katılımcının söylediğini deneycinin uyarısı olmadan ve hemen düzeltilmesi haricindeki durumlarda sadece ilk yanıt puanlanır. Toplamda ağırlıklı puanın 0 olması hiç hata olmadığını, 28 puan ise en üst düzeyde bozulmayı gösterir.

	Hata	Puan
#1-3; doğru yanıt ise hata = 0	Maksimum Hata	Ağırlık Alt Toplam
1. “Şimdi hangi yıldayız?”	1 _____	X 4 = _____
2. “Şimdi hangi aydayız?”	1 _____	X 3 = _____

“Size birkaç dakika aklınızda tutmanız için bir isim ve adres vereceğim. Bu ismi ve adresi bana tekrarlayınız”

“Emine Keskin, Fırın Sokak, Numara 42, Bartın” *(gerekirse 2 kere daha tekrarlayınız-Toplam 5)*
“Emine Keskin, Fırın Sokak, Numara 42, Bartın” *Kritere uygun denemeler _____ (3 kerede yapamazsa = C)*
“Emine Keskin, Fırın Sokak, Numara 42, Bartın” *Saat: _____*

“Güzel. Şimdi bu ismi ve adresi birkaç dakika aklınızda tutun.”

3. “Saatinize bakmadan, şu anda yaklaşık olarak saat kaç?” 1 _____ X 3 = _____

Doğru zamanından önce veya sonraki 1 saatlik zaman dilimi içindeyse (yani aslında 2 saatlik bir saat diliminin içindeyse) yanıt doğru kabul edilir.

4. “Yirmiden 1’e kadar geriye doğru sayınız” 2 _____ X 2 = _____

(Doğru sırayla söylenen sayıları işaretleyiniz

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1)

Hiç hata yoksa 0 puan veriniz. 1 hata varsa 1 puan veriniz. 2’den fazla hata varsa 2 puan veriniz.

5. “Yılın aylarını sondan başa söyleyiniz” 2 _____ X 2 = _____

(Doğru söylenen ayları işaretleyiniz: Ara Kas Eki Eyl Agu Tem Haz May Nis Mar Şub Oca)

Hiç hata yoksa 0 puan veriniz. 1 hata varsa 1 puan veriniz. 2’den fazla hata varsa 2 puan veriniz.

6. “Aklınızda tutmanızı istediğim isim ve adresi söyleyiniz” 5 _____ X 2 = _____

Bu maddeyi daha önce adresi üç kerede öğrenemediyse bile uygulayınız!

Emine Keskin, Fırın Sokak, Numara 42, Bartın

1 2 3 4 5

(“Fırın” veya Fırın Sokak/Sokağı” yanıtları doğru kabul edilir- 1 hata puanı olarak kabul edilir.

“42” yada “Numara 42” doğru kabul edilir-1 hata puanı olarak kabul edilir.)

Hiç hata yoksa 0 puan veriniz. Her hata için hata puanına bir puan ekleyiniz.

1. Nerede ve kimlerle yaşıyorsunuz? _____

2. Ciddi bir sağlık probleminiz var mı? ()Yok ()Var: _____

3. Sürmekte olan herhangi bir tedaviniz var mı? ()Yok ()Var: _____

4. Kendinizi yaşınıza göre ne kadar iyi hissediyorsunuz? (Lütfen işaretleyin)

()Çok Kötü ()Kötü ()Orta ()İyi ()Çok iyi

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