



CON AMORE
Center on Autobiographical
Memory Research

Autobiographical Memory and the Self

Programme

Aarhus University, Denmark,
20-21 June 2018

Conference venue:
Radisson Blu Scandinavia Hotel



CON AMORE – CENTER ON
AUTOBIOGRAPHICAL MEMORY RESEARCH
DEPARTMENT OF PSYCHOLOGY
AND BEHAVIOURAL SCIENCES
AARHUS UNIVERSITY



Danmarks
Grundforskningsfond
Danish National
Research Foundation





Content

Welcome to Aarhus	4
About the programme	5
Programme overview	6
Keynote presentations.....	8
ARoS reception	18
Overview of poster session I	20
Overview of poster session II	24
Poster session I.....	28
Poster session II	49

Welcome to Aarhus

DEAR CONFERENCE PARTICIPANT

We are very happy to host this international conference bringing together many different perspectives on the relation between autobiographical memory and the self. We look forward to some stimulating and thought provoking days.

The relation between autobiographical memory and the self has intrigued researchers for decades. This complex relationship has been studied from an abundance of perspectives, including philosophical, social, neural, developmental, cultural and clinical perspectives. There is strong evidence that our current sense of self, our goals and attitudes affect how we remember and construct our personal past, and that our personal memories help us to maintain a positive sense of self. Yet, many questions are left unresolved. Although our memories and sense of self are intertwined, they are also somewhat independent phenomena. For example, not all memory loss affects our sense of self. Thus, exactly how should we understand this relationship? We believe that there is a need for bringing different perspectives on autobiographical memory and the self together and to explore the ways in which they may enrich and challenge one another, conceptually as well as methodologically.

At this conference, some of the most outstanding researchers and scholars

present their key findings and particular perspective on the conference topic. In addition, we have two poster sessions (one on each conference day) in which excellent researchers from more than 20 different countries present their most recent and exciting findings concerning autobiographical memory. We encourage everyone to attend the poster sessions and engage in the discussions.

We recognize that there are many conferences in the world, and that we are privileged to have you here. Thank you for coming to Aarhus. We hope you will enjoy your stay.

THE CONFERENCE COMMITTEE

Dorthe Berntsen
Annette Bohn
Tine Bennedsen Gehrt
Heidi Eskegaard Jensen
Marie Kirk
Niels Peter Nielsen
Kirsten Pedersen
Sinué Salgado

About the programme

The programme

The conference programme consists of nine keynote presentations and two poster sessions. Each keynote presentation reviews and discusses findings in a particular area of the conference theme. A 60 minute time slot is scheduled for each keynote presentation, including 15-20 minutes for discussion. Keynote presenters are kindly asked to leave time for discussion.

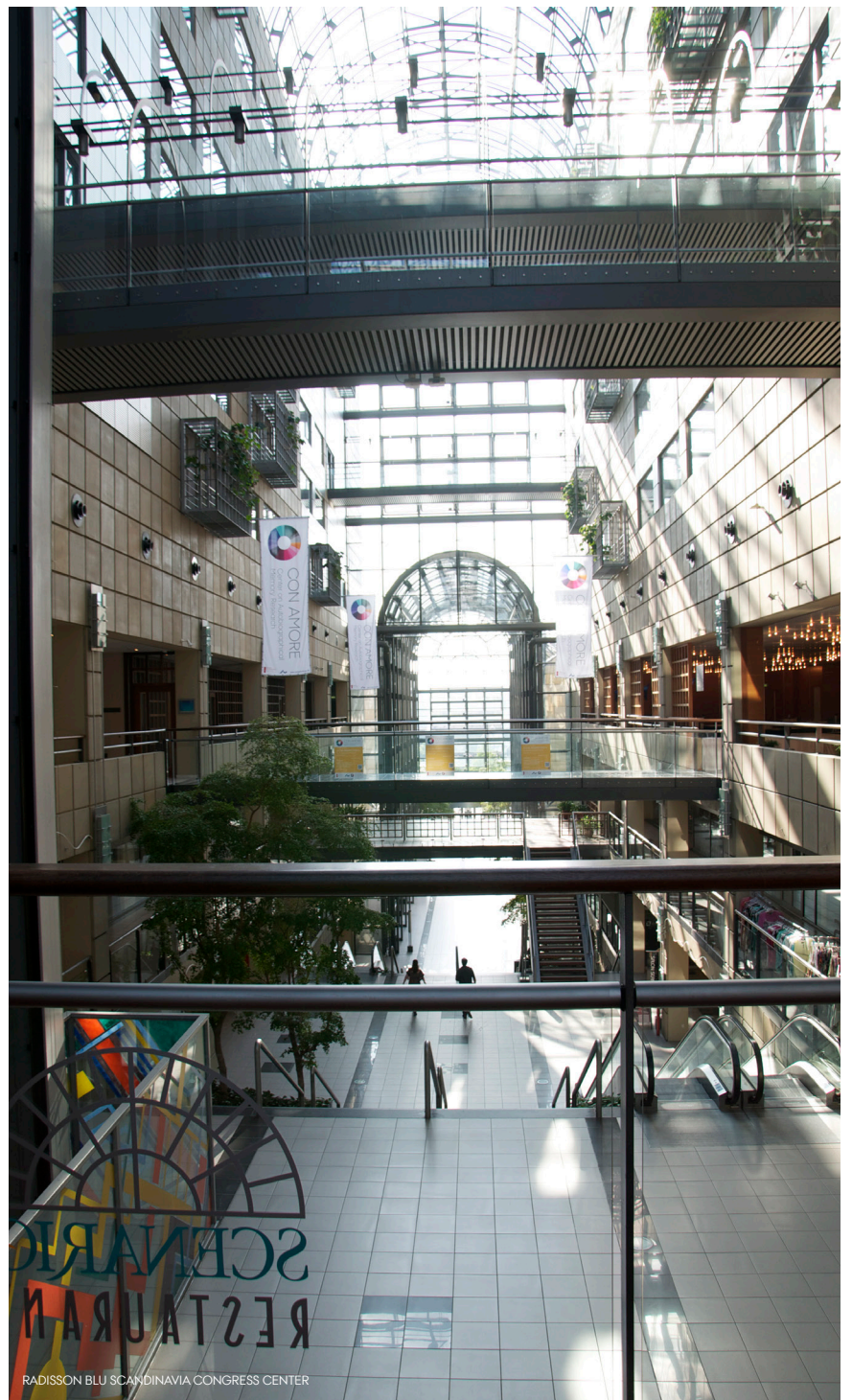
The poster sessions

The poster sessions are scheduled after lunch Wednesday and Thursday. There will be refreshments available during the poster sessions.

In order to allow plenty of time to discuss the posters with the presenters, the poster sessions are scheduled for 2 hours. Poster presenters are expected to be present at their poster during the scheduled session. The posters can be displayed from morning to evening during the day of their session.

The social programme

If you have signed up for the visit to ARoS Aarhus Art Museum it will be indicated on the back of your nametag. Furthermore, your nametag will indicate whether you have signed up for the conference dinner. The nametag will serve as a ticket for both ARoS and the conference dinner.



Programme overview

20 JUNE

08.15-08.45

Foyer Area

Registration and coffee

08.45-09.00

Scandia Room

Welcome, Dorthe Berntsen

09.00-10.00

Scandia Room

Keynote speech, Jefferson A. Singer,
Connecticut College:

**Looking Back on Over Twenty-Five Years
of Self-Defining Memory Research: What
Have We Learned?**

10.00-11.00

Scandia Room

Keynote speech, Elaine Reese,
University of Otago:

**Making a Life: The Role of Parent-Child
Conversations Across Time and Cultures**

11.00-11.30

Foyer Area

Coffee break

11.30-12.30

Scandia Room

Keynote speech, Rick H. Hoyle,
Duke University:

**The Interplay of Self-Regulation and
Autobiographical Memory**

12.30-13.30

Restaurant Scenario

Lunch

13.30-15.30

Scandia Room & Foyer Area

Poster session I and refreshments

15.30-16.30

Scandia Room

Keynote speech, Dan P. McAdams,
Northwestern University:

**Early Memories and Narrative Identity
in Three American Presidents: Joy,
Curiosity, and?**

17.00-19.15

ARoS Aarhus Art Museum

Reception and time on your own

19.30-22.00

Restaurant Scenario

Conference dinner

21 JUNE

08.45-09.45**Scandia Room**

Keynote speech, Michael D. Kopelman,
King's College London:
**Autobiographical Amnesia: Neurological
and Psychogenic**

09.45-10.45**Scandia Room**

Keynote speech, Fabrice Berna,
CHRU de Strasbourg:
**A Dysconnexion Between Self and
Autobiographical Memory in
Schizophrenia?**

10.45-11.15**Foyer Area**

Coffee break

11.15-12.15**Scandia Room**

Keynote speech, Barbara Dritschel,
University of St. Andrews:
**Bridging the Gap: The Role of Auto-
biographical Memory in Facilitating our
Understanding of the Self in Autism
Spectrum Disorder**

12.15-13.00**Restaurant Scenario**

Lunch

13.00-15.00**Scandia Room & Foyer Area**

Poster session II and refreshments

15.00-16.00**Scandia Room**

Keynote speech, Felipe De Brigard,
Duke University:
**Autobiographical Memory and Moral
Decision-Making**

16.00-17.00**Scandia Room**

Keynote speech, Constantine Sedikides,
University of Southampton:
The Future of Nostalgia

17.00-**Scandia Room**

Thanks and goodbye, Dorthe Berntsen

Keynote presentations



Fabrice Berna

CHRU de Strasbourg (France)

A DYSCONNEXION BETWEEN SELF AND AUTOBIOGRAPHICAL MEMORY IN SCHIZOPHRENIA?

Disorders of self are regarded as core symptoms of schizophrenia. As autobiographical memory (AM) represents a crucial ground for the self, investigating AM provides a unique way to better understanding the cognitive mechanisms of these alterations. Several studies demonstrated patients' difficulty to mentally travel in time and to re-experience the person they were in past events. These findings point to alterations of the experiential component of self. Other studies showed that patients were impaired in their capacity to reason about past events and to find out the meaning of these events, this pointing to a weakness of the narrative self. Altogether, these results

led us to the hypothesis of a dysconnexion between the self and autobiographical memories in schizophrenia. This dysconnexion would be the consequence of altered executive processes linked to the self, this affecting the balance between cognitive and affective processes. This dysconnexion may also account for a deficient organization of AM and the development and maintenance of persecutory delusions. The therapeutic implications of the findings will be finally discussed.



Felipe De Brigard

Duke University (USA)

AUTOBIOGRAPHICAL MEMORY AND MORAL DECISION-MAKING

It is commonly held that autobiographical memory structures our personal identity through time, and that it provides the foundation of our enduring self. Recently, however, a number of studies have shown that the continuity of our moral traits and the systematicity of our moral decision-making may be more important to our judgments of self and personhood than the continuity of our autobiographical memories. What is unclear, though, is how autobiographical memory and moral decision-making interact. In this talk I will explore this issue, and will present some results that speak to the way in which people remember personal events involving moral decision-making.

Keynote presentations



Barbara Dritschel

University of St. Andrews (Scotland)

BRIDGING THE GAP: THE ROLE OF AUTOBIOGRAPHICAL MEMORY IN FACILITATING OUR UNDERSTANDING OF THE SELF IN AUTISM SPECTRUM DISORDER

An atypical sense of self is a characteristic feature of autism spectrum disorders (ASD). A key component for the development of the self is the ability to retrieve autobiographical memories. Research employing different paradigms will demonstrate how autobiographical memories are retrieved in autism spectrum disorder. The findings from these different paradigms each shed a different perspective into the functioning of the self in ASD. Focus will be on topics such as the ability to retrieve specific autobiographical memories and how this ability is associated with theory of mind for self and others. The quality of self defining memories in individuals with ASD ver-

sus their typically developed counterparts is another aspect that will be reviewed. Research involving both children and adults will be covered. The findings will illustrate that the relationship between the self and autobiographical memory retrieval is complex in ASD and highlight some unanswered questions worthy of future research.



Rick H. Hoyle

Duke University (USA)

THE INTERPLAY OF SELF-REGULATION AND AUTOBIOGRAPHICAL MEMORY

Self-regulation encompasses the cognitive, motivational, and behavioral processes by which personal goals are autonomously pursued. The sources of personal goals are many, ranging from the demands of immediate circumstances to long-term considerations such as identity, values, and aspirations. Autobiographical memory has clear relevance for goals that reflect such long-term considerations. The role of autobiographical memory in the self-regulation of goal pursuits that reflect more immediate or mundane concerns is less clear. To highlight potential connections between autobiographical memory and routine self-regulation, I first delineate the various

processes implicated in most instances of self-regulation. I then explore potential connections between those processes and features of autobiographical memory. I emphasize the likely reciprocal relations between self-regulatory processes and autobiographical memory. I draw on the limited set of published findings, and present new and suggestive data, on these relations with the goal of illustrating the interplay of self-regulation and autobiographical memory.

Keynote presentations



Michael D. Kopelman

King's College London (UK)

AUTOBIOGRAPHICAL AMNESIA: NEUROLOGICAL AND PSYCHOGENIC

Autobiographical memory alludes to personal recollection of past episodes and incidents. In clinical disorders, neurological or psychological, it can be affected in a variety of ways. This presentation will highlight examples, and it will review current explanatory theories.

Retrograde amnesia (RA) is a fascinating phenomenon, referring to loss of memories for autobiographical episodes and/or personal semantic facts which occurred before the onset of a brain disease or injury. In neurological disease, the severity of RA is only loosely associated with the severity of anterograde amnesia, suggesting different underlying mechanisms. There are several main theories of how

and why RA occurs, and it will be (politely) suggested that they all have their limitations. The role of a retrieval deficit and age-related differences at encoding will be discussed.

Psychogenic amnesia intrigues the media. It can be 'global' or 'situation-specific'. It is sometimes, not always, associated with loss of the sense of personal identity. A recently published study of 53 cases has highlighted 4 different types of syndrome (or subgroups), and case-examples will be given discussed. The study emphasised the psychosocial circumstances in which the amnesia occurs, and demonstrated different patterns of autobiographical

memory loss across the subgroups, and with differential patterns of outcome. Commonalities and differences across these forms of autobiographical memory will be discussed, and outstanding issues highlighted.



Dan P. McAdams

Northwestern University (USA)

EARLY MEMORIES AND NARRATIVE IDENTITY IN THREE AMERICAN PRESIDENTS: JOY, CURIOSITY, AND?

Integrating features of the remembered autobiographical past with the imagined future, narrative identity is the internalized and evolving story a person constructs to explain how he or she came to be the person he is she is becoming. In narrative identity, the emotional coloring of childhood memories may affirm and foreshadow the values and beliefs that comprise personal ideology, which in turn may provide guidance and justification for a specific motivational agenda in life. Simply put, emotion, value, and goal-directed action may come together in the life story. I will examine these proposed thematic linkages by considering the narrative identities displayed by the three

most recent U. S. Presidents – George W. Bush, Barack Obama, and Donald Trump. In their early-adult and midlife years, two of these men managed to construct morally coherent and highly redemptive life stories. Their narrative identities helped to shape their respective presidential agendas. The third case, however, suggests a disturbing disconnect between life narrative and the self.

Keynote presentations



Elaine Reese

University of Otago (New Zealand)

MAKING A LIFE: THE ROLE OF PARENT-CHILD CONVERSATIONS ACROSS TIME AND CULTURES

The way parents talk with their young children about the past plays an indisputable role in children's memory. Parents who discuss past events in richer detail have children with stronger and earlier autobiographical memories. Yet it is the interpretation of life events, not simply having early memories, that appears crucial for self-understanding. How do parent-child conversations shape children's interpretations of life events, culminating in coherent life stories in adolescence? I will reveal the results of a longitudinal study of autobiographical memory and self in a sample of over 50 New Zealand children from ages 1-1/2 to 16 years. My focus will be on the contribution of parent-child

conversations to adolescents' interpretations of critical life events at age 16. I will also discuss how these findings may differ across cultures, especially in non-European cultures that place a stronger emphasis on interpersonal rather than personal narratives for informing the self.



Constantine Sedikides

University of Southampton (UK)

THE FUTURE OF NOSTALGIA

Nostalgia is a bittersweet, self-relevant, and social emotion. The content of nostalgic accounts features the self as protagonist, albeit embedded with close others into momentous occasions. Also, nostalgic content entails more expressions of positive than negative affect, and depicts redemption than contamination life scenes. Nostalgia has remarkable implications for one's future. It promotes an approach (vs. avoidance) orientation. It raises optimism, and it does so by boosting social connectedness (a sense of support, belongingness, and acceptance) and subsequently lifting self-esteem. It increases creativity, and it does by bolstering openness to experience. It kindles

prosociality, such as intentions to donate and actual monetary donating. And it promotes intergroup contact. Far from reflecting escapism from the present, nostalgia potentiates a positive, attainable future.

Keynote presentations



Jefferson A. Singer

Connecticut College (USA)

LOOKING BACK ON OVER TWENTY-FIVE YEARS OF SELF-DEFINING MEMORY RESEARCH: WHAT HAVE WE LEARNED?

This paper provides a systematic examination of more than 100 empirical and theoretical studies of self-defining memories that have been conducted since the first published study appeared in 1991. The goal of this review is to define the specific contributions that the identification and collection of this form of autobiographical memory has made to our understanding of the relationship of memory and self. Drawing on multiple fields, including cognitive, social, personality, developmental, neuroscience, and clinical psychology, three distinct but overlapping research domains can be discerned – basic self and identity construction; emotion and goal regulation; and impaired self-memory

processes due to psychological disorders. Across these three domains, a consistent theoretical model of self-defining memory emerges as a unit of self-understanding that integrates affect, meaning, and identity coherence. The paper concludes by highlighting new findings and clinical applications relevant to self-defining memory research.



ARoS Reception

20 JUNE 17.00-19.15

The social programme offers participants a reception and time on their own at AROS Aarhus Art Museum on 20 June 2018 from 17:00 – 19:15.

The reception will take place from 17:30 – 18:00. Afterwards, there will be time to see the museum on your own.

Exhibiting on June 20, 2018, the American pop artist, James Rosenquist: *Painting as Immersion*.

ARoS Aarhus Art Museum is one of Europe's largest art museums and is situated in the heart of Aarhus. The striking architecture is created by Schmidt Hammer Lassen architects, and the building is 17,700 square meters offering an extensive collection comprising 1,100 paintings, 400 sculptures and installations, 200 art videos and over 7,000 drawings, photos and graphics.

The museum was founded in 1859, but the present building was inaugurated in 2004. In 2011, the spectacular *Your Rainbow Panorama* opened on the top of the museum. The unique project was created by Studio Olafur Eliasson, Berlin, and has since then become a significant landmark of the city of Aarhus.

We look forward to welcoming you to AROS Aarhus Art Museum!





Overview of poster session I

WEDNESDAY 20 JUNE 13.30 - 15.30

AUTOBIOGRAPHICAL MEMORY AND THE SELF

- 101 Autobiographical memory after intentional self-identity change (in trans sexual participants). **Ivanova**
- 102 An exploration of the retrieval of self-defining memory with people suffering from antisocial personality disorder in forensic hospital. **Lavallee, Husson, Pham, & Nandrino**
- 103 Self-Representations in Autobiographical Memories and Future Possible Selves. **Sahin-Acar, Bilici, & İnan-Kalkan**
- 104 Self-construals influence the accessibility of early memories. **Aydin & Conway**
- 105 Testing the Self-Memory System using a category verification paradigm. **Rathbone & Moulin**
- 106 Digitized Self-Recordings – A Socio-Narratological Mapping. **Birke & Kusche**
- 107 Who am I? Self-concept in adolescent depression. **Hards, Fisk, Ellis, & Reynolds**
- 108 Ambiguous loss affects agency and redemption/contamination in self defining memories, but not in other memories. **Huang & Habermas**
- 109 Self-Defining Memories of Change and Continuity: Effects of University Experience. **Özvarol & Tekcan**
- 110 Avoidance, neediness, and satisfaction of basic needs influences the integration of worst events into the self. **Bouizegarene & Philippe**
- 111 How Do Different Life Events Change the Relationship between Self-Concept Clarity and Self-Continuity Function? **Elibol-Pekaslan & Kara**
- 112 Perfectionism and remembering the past failures. **Sametoğlu & Öner**
- 113 My life as a pupil: The autobiographical memories of adolescents excluded from inner-city schools. **Farouk**
- 114 Self-Image, Motivational, and Affective Responses to The Retrieval of Positive and Negative Self-Defining Memories. **Çili & Stopa**
- 115 Dance and self-concept: the effect of uniform on autobiographical memory. **Wood**

CLINICAL ASPECTS OF AUTOBIOGRAPHICAL MEMORY I

- 116 Preserved musical instrument playing in people with dementia: a unique form of access to memory and the self. **Baird & Thompson**
- 117 The Life Span Distribution of Autobiographical Memory in Alzheimer's Disease. **Kirk & Berntsen**
- 118 Effects of olfactory stimulation on autobiographical memory in Alzheimer's disease. **Glachet, Gandolphe, Galouj, Antoine, & El Haj**

- 119 Autobiographical memory cuing in people with dementia: The Perceived impact of reminiscence sessions in 5 European, open-air museums. **Overgaard, Davenport, Allenson, Galani, Mason, & Berntsen**
- 120 Emotional Responses to Mental Time Travel in Social Anxiety and Non-Anxiety. **del Palacio-Gonzalez & Berntsen**
- 121 Narrative Identity in Adolescence: Relations with Attachment, Mentalization, and Psychopathology. **Lind, Vanwoerden, Penner, & Sharp**
- 122 Disruption of identity and autobiographical memory functioning in patients with Dissociative Identity Disorder (DID). **Huntjens, Marsh, & Dorahy**
- 123 Voluntary and involuntary memory for health related and negative pictures in patients with severe health anxiety. **Gehrt, Niziurski, Frostholm, & Berntsen**

SOCIAL, COLLECTIVE, AND CULTURAL ASPECTS OF MENTAL TIME

- 124 Using a goal-related task to induce involuntary future thoughts in younger and older adults. **Jordão, Pinho, & St. Jacques**
- 125 Effects of recalling personal and public events on the age at earliest childhood memories. **Küçüktaş & Tekcan**
- 126 A diary study of spontaneous memories in 33- to 37-month-old children. **Hjuler, Sonne, Kingo, Berntsen, & Krøjgaard**
- 127 Experimentally induced spontaneous memories in young children across different retention intervals: A study in progress. **Jensen, Krøjgaard, Kingo, & Berntsen**
- 128 Does the storyline matter? Eighteen-month-olds' memory for movies. **Sonne, Kingo, & Krøjgaard**
- 129 Remembering past events in great apes. **Lewis, Call, & Berntsen**
- 130 Mood induction by music and psychopathological symptomatology: which relation with autobiographical memories and cultural life scripts. **Alcobia & Cláudio**
- 131 Memory and emotion regulation. **Nørby**
- 132 Looking at remembering: Eye movements, pupil dilation, and autobiographical memory. **Janssen, Lim, & Satel**

LIFE STORIES AND NARRATIVES

- 133 Life Story Coherence and Well-Being. **Gürdere, Mertan, Uluşahin, & Gülğöz**
- 134 Analysis of the Reminiscence Bump in Autobiographical Memory: A New Approach Based on Multilevel Multinomial Models. **Zimprich & Wolf**
- 135 Examining age differences in life story stability. **Thomsen & Jensen**

- 136 What does your watch tell (about) you: Image schema of time perspective underlying global narrative coherence of self-narrative. **Zaitseva**
- 137 Personal life stories are more positive than vicarious life stories of mothers, followed by vicarious life stories of friends' mothers. **Panattoni, Allé, Pillemer, & Thomsen**
- 138 Relations Between Attachment Security and Life Story Themes: A 40-year Longitudinal Study. **Waters & Lee**
- 139 How do dispositions for self-reflection and rumination show in different kinds of autobiographical narratives? **Habermas, Bischoff, & Dürdoth**
- 140 Themes of unfulfilled agency and communion in life stories of patients with schizophrenia. **Holm, Thomsen, & Bliksted**

PHENOMENOLOGICAL QUALITIES OF AUTOBIOGRAPHICAL MEMORY

- 142 Memory coherence and memory specificity: Two peas in a pod? **Vanderveren, Hermans, & Bijttebier**
- 143 Autobiographical memory biases and mindfulness meditation. **Dominguez**
- 144 Forming Memories for Events from Multiple Visual Perspectives in a Virtual Environment. **Iriye & St. Jacques**
- 145 The role of documentation in the evaluation of holiday experiences. **Dijkstra, Pekaar, Hooftman, & Kemper**
- 146 How Shifting Visual Perspective during Retrieval Alters Subsequent True and False Memories. **Marcotti & St. Jacques**
- 147 Age Differences in Remembering Mixed Emotional Experiences. **Demir, Uzer, & Solak**

SOCIAL, COLLECTIVE, AND CULTURAL ASPECTS OF AUTOBIOGRAPHICAL MEMORY I

- 148 The TRANSMEMO project: Intergenerational transmission of memories of World War II (WWII) in Belgian families of resisters and collaborators. **Cordonnier, Bouchat, & Luminet**
- 149 Collective memory and social psychology: two case studies. **Bouchat**
- 150 Co-constructing Autobiographical Memories of Long-Married Couples. **Grysmen, Harris, Aldrich, Tankala, Savage, & Barnier**
- 151 Conversations about the Self: Autobiographical Memory and the Formation of Group Identity. **Enz & Coman**
- 152 Vicarious and Personal Memories in Older and Younger Adults. **Steiner**
- 153 A study investigating cross-sectional and longitudinal relationships between parent-adolescent reminiscing, youth rumination and internalising problems. **Dewhirst, Salmon, & Fletcher**

- 154 Autobiographical Memory Pathway from Shared Dysphoria to Identity Fusion.
van Mulukom & Whitehouse
- 155 Reminiscing – Gendered activity typical of females, or a reflection of parental involvement? **Svane, Kingo, & Krøjgaard**
- 156 Transgenerational Transmission of Trauma: The Link between Children's Life Stories about Their Parents and Dysfunctional Cognitions, Emotions and Behavioral Patterns. **Seyrekbasan-Güngör, Uzer, & Danışman**

TRAUMA AND AUTOBIOGRAPHICAL MEMORY I

- 157 Memory Centrality of a Distressing Event and its Effect on Post-Traumatic Stress Symptoms. **Vermeulen, Brown, Raes, & Krans**
- 158 The effects of answering specific questions on the coherence of traumatic and non traumatic memories. **Jordan, Taylor, Garry, Zajac, & Takarangi**
- 159 Emotional Hotspots in Virtual Events. **Nielsen & Berntsen**
- 160 Characteristics of stressful imagined future events associated with symptoms of pre-traumatic stress. **Wilson, Sanson, & Garry**
- 161 The Memory Enhanced Specificity Training for refugees with PTSD.
de la Rie, van Est, & Boelen
- 162 Remembering the past and imagining the future in children of refugees diagnosed with PTSD: A comparison with community controls.
Ramsgaard & Bohn
- 163 Trauma-related changes in daily life and relations to current basic assumptions and changes in core beliefs. **Jakobsen & del Palacio-González**
- 164 Intrusive memories and Tetris –What is the connection?
Solberg, Blix, Holmes, Skumlien, & Brennen

Overview of poster session II

THURSDAY 21 JUNE 13.00 - 15.00

AUTOBIOGRAPHICAL MEMORY ACROSS THE LIFESPAN

- 201 Most important, happiest, and saddest autobiographical memories across the lifespan. **Tekcan, Boduroglu, Mert, & Elkinci**
- 202 "I can't believe what I did!" – Language use and emotionality in autobiographical memories. **Graneist & Habermas**
- 203 A case series of reminiscence therapy and autobiographical memory in healthy older adults. **Allen, Doyle, & Roche**
- 204 Memories of public events: a comparison between children and adults. **Eisner, Dasolki, Rouzinov, & Morselli**
- 205 Do peak cognitive abilities account for recollection during young adulthood? **Ay & Gülgöz**
- 206 Autobiographical memories in middle-age: Changes not in detail but in phenomenological features. **Çapan & Gülgöz**
- 207 Metamemory Accuracy across the Adult Lifespan: Does Resolution of Judgments-of-Learning (JOLs) decline with Age? **Frisch, Handschuh, & Zimprich**
- 208 Investigating the coherence of autobiographical narratives and psychological well-being in school-aged children. **Vanden Poel**
- 209 Consistency of memory and self in emerging adulthood. **Merrill, Jaganjac & Bauer**
- 210 Is Autobiographical Memory affected by Episodic Forgetting? **Handschuh, Frisch, & Wolf**

CLINICAL ASPECTS OF AUTOBIOGRAPHICAL MEMORY II

- 211 Missing 'me' from my memory: A comparison of autobiographical memory cues in a case of depression, post-traumatic stress disorder and electroconvulsive treatment. **Baird**
- 212 The interrelationships between autobiographical memory specificity, executive functions and rumination in depression. **Kaya-Kızılöz, Tekcan, & Boduroglu**
- 213 A cluster randomized controlled platform trial comparing group Memory Specificity Training (MEST) to group psychoeducation and supportive counselling (PSC) in the treatment of recurrent depression. **Hitchcock, Werner-Seidler, Schweizer, Watson, Raes, Jobson, & Dalgleish**
- 214 Chronic pain and depression - do characteristics of narratives explain depressive symptoms in women with endometriosis? **Marschall, Hansen, Forman, & Thomsen**
- 215 Depressive symptomatology's role in the type of Autobiographical Memories evoked by the elderly. **Cláudio & Alcobia**
- 216 Overgeneral autobiographical memory as a risk factor for adolescent depression in a UK population cohort. **Warne & Rice**

- 217 Depressive affect impairs the emotion regulation function of autobiographical recall. **Öner & Gülgöz**
- 218 Disgust-based Autobiographical Memory Processing in Adolescents with an Eating Disorder Diagnosis. **von Spreckelsen, Wessel, Glashouwer, & de Jong**
- 219 Involuntary and voluntary autobiographical memories in schizophrenia: A diary study. **Allé, Berna, & Berntsen**

CUEING AND RETRIEVAL PROCESSES II

- 220 Investigating the Influence of Sensory Modality Specific Retrieval Cues on Involuntary Episodic Memory. **Congleton, Nielsen, & Berntsen**
- 221 Both Self- and Partner-Generated Cues Lead to Direct Retrieval of Autobiographical Memory. **Harris**
- 222 Remembering episodic memory with nostalgia and delay discounting: Its relation to individual difference of visual imagery. **Kawaguchi, Nakamura, & Suzuki**
- 223 Age-related differences in experimentally induced involuntary and voluntary memories. **Rasmussen & Berntsen**
- 224 How intention and expectation that memory will happen influence retrieval of autobiographical memories. **Barzykowski & Staugaard**
- 225 Effect of autobiographical experience on boundary extension. **Krajčičková, Děchtěrenko, & Lukavský**
- 226 How distinct are the characteristics of voluntary and involuntary memories? **Sanson & Takarangi**
- 227 Self-referential and categoric thoughts underlying overgeneral autobiographical memory. **Matsumoto & Amemiya**
- 228 Retrieval intentionality and forgetting: How cue distinctiveness and the passage of time affects involuntary and voluntary episodic memories. **Staugaard & Berntsen**

FUNCTIONS OF AUTOBIOGRAPHICAL MEMORY

- 229 Functions of conversational time travel: A naturalistic observation study of young and older adults. **Demiray & Martin**
- 230 How much R is there? **Moulin, Ernst, Souchay, O'Connor, Pauly-Takacs, Alouani, & Rathbone**
- 231 Stability of Autobiographical Functions in Different Event Types. **Köber, Waters, & McLean**
- 232 Can the negative be positive? Or how emotion regulation and integration of negative memories can positively affect well-being. **Houle & Philippe**

- 233 Mood Regulation upon Remembering Open Memories. **Ergen & Gulgoz**
- 234 The importance of the social function of autobiographical memory in the relation between narrative coherence and mental health. **Vanaken**
- 235 How Do Mothers and Adolescents Use Autobiographical Memories in a Functional Way during Reminiscing? **Elibol-Pekaslan & Sahin-Acar**
- 236 The influence of priming psychological goals on the functions of autobiographical memory. **Taylor & Crawford**
- 237 Memories people no longer believe can continue to serve functions. **Burnell, Garry, & Nash**
- 238 Exploring the functions of autobiographical memories in a sample of bereaved adults. **Wolf & Strack**
- 239 Counterfactual Thinking in Autobiographical Memory: The Direction and Function Analysis. **Adigüzel & Gülgöz**

MENTAL TIME TRAVEL AND FUTURE THINKING

- 240 You better do what you want! The influence of goal self-concordance on the representation of personal future events. **Ernst, Philippe, & D'Argembeau**
- 241 Episodic Future Thinking in Adolescents and Young Adults: Relations to Self. **Aktan-Erciyas, Özvarol, & Tekcan**
- 242 Envisioning the times of future events: the role of personal goals. **Ben Malek, Berna, & D'Argembeau**
- 243 The moderating role of self-agency on episodic mental time travel. **Topcu & Hirst**
- 244 Mental time traveling in first-time pregnant women: Investigating the association between content of time travelling and measures of well-being. **O'Toole & Berntsen**
- 245 Phenomenology of personally important episodic memories, counterfactual thoughts, and future projections in younger and older adults. **Özbek, Bohn, & Berntsen**
- 246 A tale in the future: Future oriented thinking about life experiences. **Coşkuner & Gülgöz**
- 247 My future is brighter than yours: the role of the self in the positivity bias. **Salgado & Berntsen**
- 248 Individual Differences in Imaginative Ability. **van Mulukom**

SOCIAL, COLLECTIVE, AND CULTURAL ASPECTS OF AUTOBIOGRAPHICAL MEMORY II

- 249 How Public Opinion Influences Personal Flashbulb Memory Formation. **Talarico, Bohn, & Wessel**

- 250 Do Flashbulb Memories Transmit Across Generations? 9/11 a case study.
Meyler & Stone
- 251 The Self and Other Selves in Autobiographical Memories of Important Life Events in Mexico, Greenland, China, and Denmark.
Zaragoza Scherman, Salgado, Shao, & Berntsen
- 252 Autobiographical literature from extreme environments on Earth can help planning coming missions to Mars and beyond. **Jørgensen**
- 253 The Fading Affect Bias in Relation to Political Events: The Case of the Re-Election of President Barack Obama.
Koppel, Brown, Stone, Coman & Hirst
- 254 Exploring the Master Narrative for Overcoming Adversity in the UK.
Blackie & Colgan
- 255 The cultural pathway to independence: the role of social and historical factors. **de la Mata-Benítez, Santamaría, Cubero, Arias, Ruiz-Cansino, & Monreal-Aranda**
- 256 The Childhood Autobiographical Memory as a Database for the Cultural Self.
Nourkova

TRAUMA AND AUTOBIOGRAPHICAL MEMORY II

- 257 Centrality and Disorganization of Traumatic Memories: Comparison between PTSD and non-PTSD groups in an Event-cueing Experiment.
Uzer, Beşiroğlu, Ulgen, Coşgun, Akça, Karakılıç, Koçkar, Yazar, & Yalçın
- 258 Developing through coping: Autobiographical memories and the self in the mirror of childhood narratives of mass disaster survivors in Asia. **Taube Dayan**
- 259 Imagining what could have happened: Type and vividness of counterfactual thoughts and the relationship with posttraumatic stress reactions.
Blix, Kantén, Birkeland, & Thoresen
- 260 Life stories and trauma: Are youth more likely to integrate traumas into their life stories than adults are? **Kongshøj, Bohn, & Berntsen**
- 261 Emotional Distress and Positive and Negative Deployment Memories: The Influence of PTSD Symptoms and Time. **Niziurski, Johannessen, & Berntsen**
- 262 Integrating conceptions of integration: How seemingly opposed views of the integrative process inform and enrich each other. **Bouizegarene**
- 263 The effects of Autobiographical Reasoning and Retelling on traumatic autobiographical memory. **Ikeda, Kawasaki, Nishiura, & Sato**

Poster session I

WEDNESDAY 20 JUNE

Autobiographical memory and the Self

101 Autobiographical memory after intentional self-identity change (in transsexual participants)

Anna Ivanova, Moscow State University, Russia

Contact information: funambulist.ak@gmail.com

Whereas reciprocal relationships between autobiographical memory and self are broadly emphasized, there is no empirical research that examines how major life changing transitions affect the graphically expressed life story. 28 transsexual volunteers and 28 cisgender participants were asked to produce a Life-Line which required them to identify the most memorable events in their lives. Transsexual participants have self-focused Life-Lines with a high proportion of vivid flashbulb-like memories and unhappy recollections of childhood. The emotional profile of autobiographical memory addressing childhood was more negative in transsexual participants. Those with high acquisition of affirming gender-typed traits assigned more space on the timeline for childhood, revealing the process of self-continuity restoration that leads to an increase in the proportion of positive memories. We interpreted the results by focusing on the utility of autobiographical memories as a cognitive resource for filling the gap between past and current selves and maintaining self-continuity across the lifespan.

102 An exploration of the retrieval of self-defining memory with people suffering from antisocial personality disorder in forensic hospital

Audrey Lavallee^{ab}, Gaëlle Husson^b, Thierry Pham^{bc}, Jean-Louis Nandrino^a

^aUniversity of Lille, SCALab, UMR CNRS 9193, France

^bUMons, Department of Legal Psychology, Belgium

^cResearch Center in Social Defense, Tournai, Belgium

Contact information: audrey.lavallee@univ-lille3.fr

Self-defining memories (SDM) are autobiographical memories which contribute to explain and understand the construct of identity. This study examined three dimensions (meaning, affective and specificity) of SDM retrieved by patients suffering from antisocial personality disorder and hospitalized in forensic hospital. Results showed that participants recalled more integrative memories than non-integrative memories. Results highlighted participants have retrieved the same proportion of each valence (positive, negative, neutral, mixed) and as many specific as non-specific memories. Especially for the specificity dimension, when they retrieved specific memories they preferentially recalled specific memory with multiple single-events (Type 3) and when they retrieved general memories, they recalled more episodic narratives memory than generic memory. Our findings suggest compromised phenomenological reliving of autobiographical memory in patients with antisocial personality; integrative dimension and specific single-events are likely to play a main role in the subjective experience of the past in these patients.

103 Self-representations in autobiographical memories and future possible selves

Ceren Arslan, Basak Sahin-Acar, Zeynep S. Bilici and Seyma Inan-Kalkan
Middle East Technical University, Turkey

Contact information: basaks@metu.edu.tr

Autobiographical memories reflect who we have been throughout our lives and aid to construct our possible selves about who we plan to be in future. We asked 135 participants to provide a happy and a sad memory, as well as who they expect and fear to be in the future. Narratives were coded for self-related, other-related and total number of words. A significant correlation between self-related words ($r=.272^{**}$) and total number of words ($r=.421^{**}$) was found between our happy memories and expected possible selves; there is also a significant correlation between self-related words ($r=.296^{**}$) and total number of words ($r=.274^{**}$), in our sad memories and feared possible selves. There is no significant correlation between other-related words. Taken together, representations of ourselves and volume of narratives, both about personal past and future possible selves, are similar in nature and reflect a cohesive sense of self on time continuum. $^{**}p<.001$

104 Self-construals influence the accessibility of early memories

Cagla Aydin^a and Martin A. Conway^b

^aSabancı University, Turkey

^bCity University of London, United Kingdom

Contact information: caglaaydin@sabanciuniv.edu

The present study examines the idea that self-construal operates as an organisatory structure, and contributes to the accessibility of early memories. Kagitcibasi's model (2007) was used to explore the relative contributions of self-construals on (1) the age-at-event and (2) the level of details in early memories. Participants recalled and dated two earliest positive and negative memories that they were highly confident were memories. For positive memories, autonomous-related-self scores predicted both the age and the level of detail in the early memories. For negative events, no such relationship was observed. Also, self-construals were differentially related to what details were to be included in the event accounts. Together the findings indicate that accessibility of earliest memories are influenced by self-construals not only at the level of the boundaries of childhood amnesia but also at the level of how specific childhood recollections would be.

105 Testing the self-memory system using a category verification paradigm

Clare J. Rathbone^a and Chris J. A. Moulin^b

^aOxford Brookes University, United Kingdom

^bUniversité Grenoble Alpes, France

Contact information: crathbone@brookes.ac.uk

The Self-Memory System proposes that the Working Self controls retrieval of autobiographical memories (AMs). This experiment measured AM accessibility for congruent and incongruent self-image primes using a category verification task. 32 young adults generated 12 AMs to each of four self-image cues (Student, Friend, Happy, Sad). They were then presented with 96 memories (48 self-generated; 48 generated by another participant), each preceded by a congruent or incongruent self-image prime. Participants had to judge whether or not the memory was their own. Participants were faster at rejecting other-generated memories compared to detecting self-generated memories, regardless of prime congruency. However, they made more errors for self-generated memories preceded by an incongruent prime (e.g. a memory of revising alone for exams – originally generated to the cue 'Student' – preceded by the prime 'Friend'). Results suggest that activation of self-images in the working self can inhibit retrieval of memories that are incongruent with that self-image.

106 Digitized self-recordings – a socio-narratological mapping

Dorothee Birke and Isabel Kusche

Aarhus Institute for Advanced Studies, Denmark

Contact information: dorotheebirke@aiaa.au.dk

With the advent of digital media, the options to record aspects of the self, from the iPhone's step counter over Facebook Memories to Google Clip, have exploded. Some devices focus on the self's physical state, others claim to preserve emotional experiences. While the quantified self has been at the centre of many digital humanities projects, relatively little has been done to explore how these phenomena relate to more traditional forms of life writing. In our interdisciplinary contribution, we use narratological and sociological approaches to life writing in order to systematize the forms and functions of digitized self-recordings.

107 Who am I? Self-concept in adolescent depression

Emily Hards, Jennifer Fisk, Judi Ellis and Shirley Reynolds

University of Reading, United Kingdom

Contact information: E.G.Hards@pgr.reading.ac.uk

Self-concept includes self-images defined as "I am" statements (e.g. I am happy) (Rathbone & Moulin, 2017), forms of direct appraisals e.g. "What am I like" derived from autobiographical memories (Chessell et al., 2013). A negative self-concept is a core feature of adolescent depression (Orchard et al., 2017), therefore better understanding of an adolescent self-concept may identify a key mechanism related to wellbeing. This research examines self-images in adolescents aged 13-18 years (n = 764), to assess whether depressed adolescents vary in terms of the type and valence of self-images. To do this, adolescents completed the Twenty Statements Test (Kuhn & McPartland, 1954) which consists of 20 incomplete sentence stems "I am...". Negative self-images were predictive of depression consistent with current theory. Despite this, these data suggest that positive pro-social self-images (e.g. I am kind) were preserved, suggesting that adolescents retain a positive sense of self in relation to others.

108 Ambiguous loss affects agency and redemption/contamination in self defining memories, but not in other memories

Manxia Huang and Tilmann Habermas

Goethe-Universität Frankfurt Arbeitsbereich Psychoanalyse Institut f. Psychologie, Germany

Contact information: manxiah@gmail.com

Compared with clear-cut loss by death, ambiguous loss (AL) is defined as a loss which is not definite because the person is missing (Psychological AL) or mentally absent but physically present (Physical AL – e.g., through Alzheimer). Do different kinds of loss affect autobiographical memory narratives? Participants narrated their experiences of AL or non-AL and memories of sad and turning-point events as well as self-defining memories (SDM). Individuals with AL exhibited higher levels of contamination and lower levels of redemption and agency in narratives of loss and SDM than individuals with non-AL. However there were no group differences in memories of sad and turning point events. Individuals with AL also indicated higher levels of grief than those with non-AL. These findings suggest that AL affects self-identity, highlighting how the sense of agency plays an important role in working with individuals undergoing AL.

109 Self-defining memories of change and continuity: effects of university experience

Müge Özvarol and Ali İ. Tekcan

CANCELLED AFTER PRINTING OF PROGRAMME

Bogazici University, Turkey

Contact information: basaks@metu.edu.tr

People tend to retrieve memories to reflect a continuous but improving self-view (e.g. Wilson & Ross, 2003). Life transitions typically present challenges to the self, in which case individuals use autobiographical reasoning and specific memories to restore coherence. The current study investigated stability and change in self-concepts in response to a transitional experience that may contain both positive and negative events: university experience. Freshman and senior undergraduates recalled two self-defining memories, one memory representing how they changed after starting university and another one representing how they remained the same after starting university. More specifically, we addressed the effects of the degree of transitional impact (both psychological and material) and the length of university experience on the phenomenology and the narrative qualities (e.g. coherence and integration) of self-defining memories.

110 Avoidance, neediness, and satisfaction of basic needs influences the integration of worst events into the self

Nabil Bouizegarene and Frederick L. Philippe

Department of Psychology, University of Quebec at Montreal, Canada

Contact information: nabil.bouizegarene@gmail.com

We developed the Dimensions of Need Satisfaction Scale (DNSS Bouizegarene & Philippe, in preparation) to assess the avoidance, neediness, and satisfaction of autonomy, relatedness, and competence needs. The present study aimed at exploring how these dimensions uniquely relate to the organization of negative personal memory in the self. Participants ($N = 160$) completed the DNSS, described the memory of their worst failure, and were prompted to elaborate on the personal significance of this event. The three dimensions uniquely predicted closure; satisfaction predicted higher closure and avoidance and neediness predicted lower closure. Neediness was uniquely associated with negative self-event connections, lower memory need satisfaction, and more frequent intrusions of the event. Avoidance was uniquely associated with adopting an observer perspective while reexperiencing the event, and fewer self-event connections. Satisfaction was uniquely associated with more self-event connections, and higher memory need satisfaction. The clinical implications of these results are discussed.

111 How do different life events change the relationship between self-concept clarity and self-continuity function?

Nur Elibol-Pekaslan^a and Demet Kara^b
^aAnkara Yıldırım Beyazıt University, Turkey
^bMiddle East Technical University, Turkey

Contact information: nurelibol@gmail.com

Autobiographical memory researchers examined the relationship between self-concept clarity (SCC) and self-continuity function, while another line of research showed the role of different life events on individuals' level of SCC. Current research would combine these two lines of research by investigating the role of important life events on the relationship between SCC and self function. Participants would complete SCC Scale, Thinking About Life Experiences Questionnaire, and would respond to one open-ended question asking for recently experienced important life event and follow-up questions (emotional valence and significance of the event). We hypothesized that the direction and strength between SCC and the use of self-continuity change according to emotional valence of life events (i.e. positive, negative, neutral) while controlling for their significance. Such that, there would be a strongly positive relationship for positive events, a strongly negative relationship for negative events, while weaker or no relationship for neutral events.

112 Perfectionism and remembering the past failures

Selim Sametoğlu and Sezin Öner
Kadir Has University, Turkey

Contact information: selimsametoglu1@gmail.com

Perfectionism traits has been widely studied in both clinical and nonclinical samples and shown to be associated with adaptive and maladaptive outcomes. In line, present study focused on the different forms of perfectionism (i.e., self-oriented, socially prescribed and other-oriented) and tested how they are associated with remembering past failures. The present study investigates how people with different perfectionism traits differ in autobiographical remembering of the failures. Participants first completed Multidimensional Perfectionism scale. After reporting past failures and rating them on memory features, measures of rumination and depression were completed. We hypothesize that the extent failure memories are perceived psychologically close, self-relevant will be associated differentially with forms of perfectionism, which may influence recollection as well. Data is still being collected and results will be discussed from a functional-integrative framework for the link between self and autobiographical remembering.

113 My life as a pupil: The autobiographical memories of adolescents excluded from inner-city schools

Shalaa Farouk
New York University Abu Dhabi, United Arab Emirates

Contact information: sf144@nyu.edu

Most psychological autobiographical research on adolescence treats this period as a developmental phase for the acquisition of a coherent identity in early adulthood. In contrast, the study described here examines adolescents' personal memories for the insight they provide into their changing sense of self during their time at school. Autobiographical interviews were completed with 35 adolescents, aged 15-16 years, who had been excluded from schools in London. The research project demonstrates how autobiographical recollections can be analysed as recreated social landscapes, in which adolescents perceive themselves to have become positioned by significant others, institutions and themselves at earlier stages in their lives. The findings illustrate how vulnerable adolescents sense of self can become positioned not only by the interplay between the marginalized voices of parents, and the dominant and adopted voices of peers, but also by the benign and antagonizing voices of teachers and school at different times in their lives.

114 Self-image, motivational, and affective responses to the retrieval of positive and negative self-defining memories

Soljana Čili^{ab} and Lusia Stopa^b

^aUniversity of the Arts London, United Kingdom

^bUniversity of Southampton, United Kingdom

Contact information: soljana.cili@gmail.com

The present study investigated the impact of self-defining memory retrieval on individuals' working self. After completing initial measures of trait self-esteem and distress, participants described in writing either a positive or a negative self-defining memory and rated its characteristics. Next, they completed measures that aimed to capture the working self activated following retrieval. Preliminary results reveal that the retrieval of negative memories was associated with higher state negative affect and lower state self-esteem, state positive affect, and perceptions of self-continuity and meaningfulness than the retrieval of positive memories. Coding of participants' self-images and goals, as well as the characteristics of their memory narratives (content, specificity, integrative meaning), is in progress. Findings are expected to shed light on the impact of intrusive memories and related images on individuals' self-images, affect, and behaviour. They may also help us understand how frequent activation of memories may affect the self in the long run.

115 Dance and self-concept: The effect of uniform on autobiographical memory

Victoria Wood

Sarah Lawrence College, United States

Contact information: vwood@gm.sl.c.edu

Memory is a goal-driven process is manipulated to fit an individual's current goals, beliefs and self-image. The relationship between memory and the self is important in creating a coherent self-narrative and self-image. Various external stimuli may serve as cues to activate different self-images associated with specific memories. The present study seeks to examine how a uniform may serve as a cue to activate a clothing specific self-representation. Specifically, we are looking at whether the act of dressing in dance attire activates a 'dancer self' in dancers. Participants will be asked to complete a task in which they will recall past events or imagine future events in response to neutral cue words. They will be asked to complete this task both while dressed in dance attire and non-dance attire. We hypothesize that dancers will have more dance-related memories and future projections while dressed in dance attire than in non-dance attire.

Clinical Aspects of Autobiographical Memory I

116 Preserved musical instrument playing in people with dementia: A unique form of access to memory and the self

Amee Baird and William Forde Thompson

Department of Psychology and Australian Research Council Centre of Excellence in Cognition and its Disorders Macquarie University, Sydney, Australia

Contact information: amee.baird@mq.edu.au

The ability to play a musical instrument can remain despite significant cognitive impairment in people with Alzheimer's Dementia (AD) or frontotemporal dementia (FTD). We propose that playing a musical instrument allows a unique form of access to both memory and the self. Certain types of memory (e.g. procedural and semantic) can be relatively preserved in the music compared with the non-music domain (e.g. verbal and visual) in people with dementia. Continued music playing enables access to the pre-dementia self/selves, or in the case of de novo music skills, a new post-dementia musical self, and is therefore a form of self-preservation and expression. We describe 4 musicians with dementia (2 pianists and a bagpipe player with severe AD, and a singer with FTD who learnt the ukulele post dementia onset), and discuss how music was an ideal stimulus for accessing preserved forms of memory and their sense of self.

117 The life span distribution of autobiographical memory in Alzheimer's disease

Marie Kirk and Dorthe Berntsen

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: mkirk@psy.au.dk

Forty-five older adults diagnosed with Alzheimer's disease (AD) and a matched sample of forty-four healthy, older adults were assessed on two different autobiographical memory measures; the Autobiographical Memory Interview (AMI), and the Galton-Crovitz task with two conditions (word- and object-cued recall) in order to examine the temporal distribution of personal semantic and episodic memories across the life span. Results from the AMI demonstrated that the impairment of episodic and personal semantic remembering was associated with a negative temporal gradient with better preservation of memories from the remote past, relative to the recent one. The results from the Galton-Crovitz (word- and object-cued recall) replicated the finding that AD is associated with markedly impaired recall of recent events. In addition, both groups showed a peak in the recollection of events from middle childhood and adolescence, consistent with research on the reminiscence bump, but this peak was significantly larger in the control group.

118 Effects of olfactory stimulation on autobiographical memory in Alzheimer's disease

Ophélie Glachet^a, Marie-Charlotte Gandolphe^a, Karim Galouj^b, Pascal Antoine^a and Mohamad El Haj^{a,b}

^aLaboratoire de Sciences Cognitives et Affective (SCA-lab – UMR CNRS 9193), Université de Lille, France

^bGeriatric Unit, Centre hospitalier de Tourcoing, France

Contact information: ophelie.glachet@univ-lille3.fr

There is a body of research demonstrating positive effects of olfactory stimulation on autobiographical memory. However, and to the very best of our knowledge, no research has evaluated the influence of olfactory stimulation on autobiographical memory in Alzheimer's Disease. We addressed this gap by inviting patients with Alzheimer's Disease and control participants to retrieve autobiographical memories when exposed to odor, and in a control condition, without odor. Compared with memories evoked without odors, those evoked with odors were more specific and accompanied by more subjective experience of reviviscence in patients with Alzheimer's disease; however, no such benefits were observed in control participants. Our findings demonstrate positive effects of olfactory stimulation on two components (specificity and reviviscence) of autobiographical retrieval in Alzheimer's Disease. This study offers solid foundations for the adaptation of olfactory stimulation in nursing home in the framework of reminiscence therapy in order to preserve sense of identity in patients with Alzheimer's Disease.

119 Autobiographical memory cuing in people with dementia: The perceived impact of reminiscence sessions in 5 European, open-air museums

Susanne Bollerup Overgaard^a, Bruce Davenport^b, Christen Erlingsson Allenson^c, Areti Galani^b, Rhiannon Mason^b and Dorthe Berntsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bSchool of Arts & Cultures, Newcastle University, United Kingdom

^cDepartment of Health and Caring Sciences, Linnaeus University, Sweden

Contact information: sovergaard@psy.au.dk

The EU-funded 'AHA – Active Aging and Heritage in Adult Learning' project involved 5 open-air museums: Den Gamle By (Denmark), Jämtli (Sweden), Maihaugen (Norway), Beamish (UK) and Skanzen (Hungary). During a session, 3-4 persons with dementia and accompanying carers visit a historically correct re-created mid-20th Century living space that should coincide with the 'reminiscence bump' amongst the people with dementia. Participants encounter familiar experiences and objects and will see, hear, taste and smell the past and engage in conversation. We hypothesize that this will promote wellbeing and cuing of autobiographical memory retrieval. An evaluation protocol was developed and accompanying carers was recruited to observe the participants behavior of wellbeing and report on their own experience. The aggregated data from 118 participants will be presented. Analysis indicate that both persons with dementia and their accompanying carers enjoyed and appreciated the session and reported overall positive experiences.

120 Emotional responses to mental time travel in social anxiety and non-anxiety

Adriana del Palacio-Gonzalez and Dorthe Berntsen

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: delpalacio@psy.au.dk

Previous research indicates that at the time of retrieval involuntary memories are associated with greater emotional intensity and emotion regulation than voluntary memories. However, whether or how this may be different when thinking of the personal future has not been investigated. We sought to extend previous findings regarding the retrieval effect in memories (involuntary vs. voluntary) to the emotional responses to mental future events. Further, we examined whether socially anxious individuals showed a distinct pattern of emotional response compared with non-socially anxious individuals. A mental time travel (MTT) diary was employed to collect the data. Preliminary results indicated that involuntary MTT was more anxiety and embarrassment-provoking, and required greater emotion regulation than voluntary MTT. Socially anxious individuals employed emotion regulation strategies to a greater extent for both their involuntary and voluntary MTT relative to non-anxious individuals. The implications for understanding emotional processes of MTT in social anxiety will be presented.

121 Narrative identity in adolescence: relations with attachment, mentalization, and psychopathology

Majse Lind^a, Salome Vanwoerden^b, Francesca Penner^b and Carla Sharp^b

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bUniversity of Houston, United States

Contact information: ml@psy.au.dk

Narrative identity refers to the internalized story of a person's life, which emerges throughout adolescence. Research has predominantly focused on typically developing personality and limited research sheds light on narrative identity in adolescents facing psychological difficulties. This study introduces a novel measure of narrative identity by coding and evaluating the content derived from a narrative interview measure (Child Attachment Interview) with a well-validated coding system for narrative coherence (an important aspect of narrative identity) in the context of internalizing and externalizing pathology, attachment security and mentalization in 70 inpatient adolescents. Findings showed that narrative identity correlated moderately with related concepts, which testifies to the validity and the uniqueness of the measurement. Furthermore, poor narrative identity was associated with externalizing but not internalizing symptoms in adolescents. We discuss how a disturbed storied understanding of the self may underlie externalizing pathology and discuss the value of this approach to evaluating narrative identity.

122 Disruption of identity and autobiographical memory functioning in patients with Dissociative Identity Disorder (DID)

Rafaele J. C. Huntjens^a, Rosie Marsh^{ab} and Martin J. Dorahy^b

^aExperimental Psychotherapy & Psychopathology, University of Groningen, the Netherlands

^bUniversity of Canterbury, New Zealand

Contact information: r.j.c.huntjens@rug.nl

Dissociative Identity Disorder (DID) involves a disruption of identity characterized by two or more distinct identity states. The disruption in identity involves marked discontinuity in sense of self and agency, accompanied by recurrent gaps in the recall of everyday events, important personal information, and/or traumatic events inconsistent with ordinary forgetting (DSM-5, 2013). The aim of the current study was to assess sense of self in DID and its relation to autobiographical memory functioning. The measures included, among others, an autobiographical Implicit Association Test, the Scale to Assess Meaning Making (assessing the ability to provide meaning to personally significant events critical for identity construction and self-coherence), and the Thinking About Life Experiences (assessing main functions of autobiographical memory, i.e., self-continuity, social, and directive), and several questionnaires determining sense of self (e.g., Self-Concept Clarity Scale, Identity Style Inventory). We compared DID child vs. adult identities with samples of healthy adults and children.

123 Voluntary and involuntary memory for health related and negative pictures in patients with severe health anxiety

Tine Gehrt^a, Julie Niziurski^a, Lisbeth Frostholt^b and Dorthe Berntsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bThe Research Clinic for Functional Disorders, Aarhus University Hospital, Denmark

Contact information: tgehr@psy.au.dk

Severe health anxiety is a disorder characterized by exaggerated rumination, intrusive worries about harboring a serious illness and a persistent preoccupation with one's health. Cognitive-behavioral theories of severe health anxiety propose that these patients display selective attention towards and negative misinterpretations of illness related information. The aim of the present study is to examine the selective attention and negative misinterpretation of health related information proposed to prevail in severe health anxiety in a computer paradigm targeting voluntary and involuntary memory for emotional stimuli. In the present study patients with severe health anxiety and a control group were presented with neutral, negative and health related pictures. Participants gave subjective ratings of phenomenological characteristics of the pictures, and completed an involuntary and a voluntary memory test after encoding of the pictures. The results are discussed in relation to the cognitive-behavioral model of severe health anxiety and theories of voluntary and involuntary recall.

Cueing and Retrieval Processes I

124 Using a goal-related task to induce involuntary future thoughts in younger and older adults

Magda Jordão^a, Maria Salomé Pinho^a and Peggy L. St. Jacques^b

^aCognitive and Behavioural Center for Research and Intervention, Faculty of Psychology and Educational Sciences, University of Coimbra, Coimbra, Portugal

^bSchool of Psychology, University of Sussex, Brighton, United Kingdom

Contact information: magda.jordao@gmail.com

Previous research has shown that it is possible to prime involuntary autobiographical memories. Would it also be possible to prime involuntary future thoughts, considering that remembering and imagining share similar reconstructive processes? Additionally, given the more automatic nature of involuntary thoughts, would this priming induce future thoughts in both younger and older adults, irrespective of differences in executive control? In this study we present a contribution to answer these questions. Twenty-seven younger and 27 older adults performed a vigilance task divided in two parts. Between them, participants completed a goal-related task oriented to the future, aimed at priming involuntary future thoughts. During the vigilance task, participants were periodically stopped and asked to describe what was on their minds at that moment. Spontaneous future thoughts were more frequent after the goal-related task, for both younger and older adults. Limitations to these results and future suggestions will be discussed.

125 Effects of recalling personal and public events on the age at earliest childhood memories

Selen Küçüktaş and Ali İ. Tekcan

Boğaziçi University, Turkey

Contact information: selen.kucuktas@boun.edu.tr

Retrieval of adults' earliest memories can be affected by methodological manipulations, such as using warm-up questions (e.g., Kingo et al., 2013) or through anchoring (e.g., Greenberg et al., 2017). In Study I, we tested whether recalling autobiographical memories in reverse chronology would affect age at earliest childhood memories retrieved. Age at earliest memory was approximately six months earlier when participants tried to recall the earliest memory after remembering memories from older age periods in reverse order (from adolescence to childhood). In Study II, we tested whether recalling public events would affect the age at most important and earliest childhood memories remembered. University students recalled their most important memory or the earliest childhood memory after they recalled the most important or the most hopeful public events occurred during their lifetime. There was no significant effect of recalling public events on recall of most important autobiographical or earliest childhood memories.

126 A diary study of spontaneous memories in 33- to 37-month-old children

Tirill Fjellhaugen Hjuler, Trine Sonne, Osman Skjold Kingo, Dorthe Berntsen and Peter Krøjgaard
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: tirill@psy.au.dk

The purpose of the present “study-in-progress” is to investigate spontaneous memories in 33- to 37-month-old children in a systematic diary study. Only a single previous diary study has focused exclusively on spontaneous memories in young children (Reese, 1999). In the present study, the children will visit our lab twice with a 2-week retention interval. During the 2-week period, the parents will register up to 2 spontaneous memories per day. The parents will assess different aspects of the spontaneous memories, e.g., concerning number of words used, environmental cues and physical reaction. When returning to the lab after 2 weeks, the child will be asked control questions to some of the spontaneously remembered events. This study may lead to a better understanding of spontaneous remembering in young children, such as the influence of environmental cues.

127 Experimentally induced spontaneous memories in young children across different retention intervals: A study in progress

Toril Jensen, Peter Krøjgaard, Osman Skjold Kingo and Dorthe Berntsen
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: toriljs@psy.au.dk

Recently, a novel paradigm has made it possible to induce and examine spontaneous memories in 35- and 46 months-old children under controlled conditions (Krøjgaard et al., 2017, Sonne et al., in press). However, these studies have invariably tested spontaneous recall across a one-week retention interval. Therefore, we do not know whether children will be able to recall memories spontaneously across longer retention intervals. The present study is a “work in progress” attempting to examine this question. The children visit the lab twice, and when returning to the lab after either 1 week, 1 month or 3 months, the children’s spontaneous recall of a unique event is recorded, and compared to strategic recall. A further aim is to examine whether spontaneous recall follows the same pattern for forgetting as strategic recall. It is assumed that the patterns are similar, as involuntary memories according to Berntsen (2009) are a basic mode of remembering.

128 Does the storyline matter? Eighteen-month-olds’ memory for movies

Trine Sonne, Osman S. Kingo and Peter Krøjgaard
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: trines@psy.au.dk

A study from our lab showed that 18-month-olds remember cartoons of simple narratives across two weeks (blinded, 2015). This study investigated whether the storyline or perceptual details were important for memory. 64 18-month-olds were tested using similar cartoons varying the clarity of the storyline. Half of the infants watched the previously used cartoons (Normal condition), the other half watched Pixelized versions (obscuring the narrative yet preserving some perceptual details). First, the infants were presented with one cartoon, 2 weeks later they were shown the familiar cartoon and a novel cartoon while being eye-tracked. Results showed that only infants in the Normal condition remembered the cartoon, suggesting that the storyline is crucial. To rule out that the infants remembered the cartoons simply due to conceptual information in the Normal version, a third condition will be run before the conference using a cartoon with static conceptual information preserved, while disturbing the storyline.

129 Remembering past events in great apes

Amy Lewis^{a,b,c}, Josep Call^{b,c} and Dorthe Berntsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bUniversity of St Andrews, United Kingdom

^cMax Planck Institute for Evolutionary Anthropology, Germany

Contact information: avml@st-andrews.ac.uk

The ability to remember specific events from one's past was once thought to be a uniquely human phenomenon. There is now evidence from a diverse array of paradigms showing the ability of numerous species to recall details from past events. Here I present findings from a series of experiments aimed at furthering our understanding of the potential similarities between human and ape recall of past events. Specifically, we investigated whether apes could recall past events spontaneously after long delays, and whether memory of past events could be enhanced through distinctiveness. Results suggest that apes can spontaneously recall details from past events when provided with diagnostic cues, and show a similar retention curve to humans, and that distinctive events are recalled more easily than common-place events. These findings illustrate the similarity between human and ape memory of past events, adding further support of non-human animals' ability to remember past events.

130 Mood induction by music and psychopathological symptomatology: Which relation with autobiographical memories and cultural life scripts

Manuela Alcobia and Victor Cláudio

ISPA - Instituto Universitário, Portugal

Contact information: manuelaalcobia@gmail.com

Studies demonstrate that music allows to create a subtle mood induction effect, as well as it seems to influence the way memories are evoked. This research aims to study the relation between mood induction by music and psychopathological symptomatology, and how both influence the evocation of cultural life scripts and life events and the evocation of autobiographical memories. The research protocol was applied to two distinct groups: To one group (N=42, mean age of 22,05) we applied BSI, BDI, NMDS, and an Autobiographical Memory Task. To the other group (N=60, mean age of 20,62) we applied BSI, BDI, NMDS and life script and life event questionnaire. Both groups had previously heard a music excerpt, as a happy or sad mood inducer. We expect to find a relation between psychopathological symptomatology and the evoked memories characteristics, in one group, and evoked life events characteristics, in the other group.

131 Memory and emotion regulation

Simon Nørby CANCELLED AFTER PRINTING OF PROGRAMME

Aarhus University, Denmark

Contact information: sno@edu.au.dk

Can people modify their memories and thereby regulate their emotions? Emotion regulation comprises attempts to influence when and how emotions are experienced and expressed. Traditionally, such regulation has been conceived of as proactive (e.g., situation selection) or reactive (e.g., attentional distraction), but I propose that it may also be retroactive and target memory. I term such past-oriented activity mnemonic emotion regulation and suggest that it may involve increasing or decreasing access to a memory (e.g., rehearsing a pleasant memory and forgetting an unpleasant memory) or changing the memory itself (e.g., replacing negative impressions with positive interpretations). I consider research that bear on these possibilities (e.g., on elaborate rehearsal) as well as the different motives (e.g., hedonic reasons) people may have for engaging in mnemonic emotion regulation.

132 Looking at remembering: Eye movements, pupil dilation, and autobiographical memory

Steve Janssen^a, Alfred Lim^a and Jason Satel^b

^aUniversity of Nottingham - Malaysia Campus, Malaysia

^bUniversity of Tasmania, Australia

Contact information: steve.janssen@nottingham.edu.my

To examine the relation between the visual system and autobiographical memory, eye position was recorded while participants first searched for a memory (i.e., access) and then reconstructed the retrieved memory (i.e., elaboration). Forty participants were given 5 neutral and 5 emotional cue words and had to retrieve personal events associated with these cue words. We expected that elaboration would be accompanied with more eye movements, but there were fewer fixations per minute. Similarly, we expected that emotional memories would be accompanied with more eye movements, but there was no difference in the number of fixations per minute between memories elicited with neutral and emotional words. Although memory characteristics, such as emotional intensity and recollective experience, were not associated with the number of fixations, memories that took longer to retrieve were linked to increased pupil dilation, suggesting that directly retrieved memories take less cognitive effort to be recalled.

Life Stories and Narratives

133 Life story coherence and well-being

Ceren Gürdere, Elif Mertan, Orhun Uluşahin and Sami Gülgöz
Koç University, Turkey

Contact information: cgurdere15@ku.edu.tr

In the present study, we explored the relationship between life story coherence, well-being, and other text measures with the use of the text analysis program (LIWC2015, Pennebaker, Boyd, Jordan, & Blackburn, 2015). At the preliminary stage of the study, 30 university students aged 18-27 participated in the study. They were asked to write down their life stories, and after that they were given well-being measures of positive affect, negative affect, and life satisfaction. Preliminary analyses were carried out for the first 30 participants' data of the sample. Life narratives were scored from 0 to 3 for coherence by two raters. Inter-rater agreement was 90%, and disagreements were resolved through discussion. According to the preliminary results, coherence was positively related to word count and the frequency of insight words. Although there were no significant correlations between coherence and well-being, narrative qualities of life stories were related to well-being measures.

134 Analysis of the reminiscence bump in autobiographical memory: A new approach based on multilevel multinomial models

Daniel Zimprich and Tabea Wolf
Institute of Psychology and Education, Ulm University, Germany

Contact information: daniel.zimprich@uni-ulm.de

In studies on autobiographical memory, participants typically generate more than one memory. The resulting data are multilevel because memories generated by the same person are more similar. Transferred to an analysis of the reminiscence bump, on Level 1, whether an autobiographical memory falls into the reminiscence bump is based on characteristics of the memory. On Level 2, how many bump memories an individual reports is based on characteristics of the individual. We suggest a multilevel multinomial model that allows for analyzing both levels simultaneously. Data come from 100 older participants each reporting 26 autobiographical memories. On Level 1, memories of first-time experiences were more likely to fall into the bump as were emotionally positive memories. On Level 2, persons who reported more emotionally positive memories reported fewer memories from the post-bump period. Also, there were cross-level interactions showing that the effects on Level 1 depended on Level 2.

135 Examining age differences in life story stability

Dorthe Kirkegaard Thomsen and Rikke Amalie Agergaard Jensen
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: dorthet@psy.au.dk

Studies have shown that life stories are moderately stable over time. We examined whether 1-year stability in life stories differed between young, middle-aged, and older adults. 70 young, 60 middle-aged, and 59 older participants completed measures of personality traits and described up to 10 chapters and 10 specific memories in their life stories. The chapters and specific memories were self-rated on emotional tone, self-change connections, and self-stability connections. One year later, participants completed the same measures. Time1-time2 correlations for personality traits ranged from .69 to .87, with no significant age differences. Time1-time2 correlations for chapter ratings ranged from .39 to .57, with few significant age differences. Time1-time2 correlations for specific memory ratings ranged from .35 to .55, with no significant age differences. In general, the 1-year stability of life story characteristics was moderate, but lower than 1-year stability for personality traits, and with no systematic age differences.

136 What does your watch tell (about) you: Image schema of time perspective underlying global narrative coherence of self-narrative

Julia E. Zaitseva CANCELLED AFTER PRINTING OF PROGRAMME
SPbSU (Saint-Petersburg state University), Russia

Contact information: J.E.Zaitseva@spbu.ru

Time representation in a cognitive scheme of a narrative is known (Bruner, 2004; Ricœur, 1998) as a basic cultural instrument of social life meaning construction. M. Johnson (1987) argued that image schemas as embodied sensorimotor experience used in the processing of a “course of life” idea. According to qualitative analyze of 48 self-narratives (lifetime period autobiographies, Russians, 3 age groups: 24-40; 41-60 and 61-80; 27 f and 21 m), temporal, biographical, causal, and thematic coherence (Habermas, Bluck, 2000; Allé scoring) were proved to have specific autobiographical time representation patterns based on different image schemas. Time perspective representations as a “pass” (linear chronological trajectory), “cycle”, “center-periphery” (life script phases boundaries), “link” and “force” (vector of identity dynamic in life goals achievement), “scale” and “force” (bird-eye view, lifetime patterns) image schema were found to be underlying four types of global narrative coherence. Identity style (Berzonsky, 2011) covariates with narrative structure and values.

137 Personal life stories are more positive than vicarious life stories of mothers, followed by vicarious life stories of friends' mothers

Katherine W. Panattoni^a, Mélissa C. Allé^{ab}, David B. Pillemer^c and Dorthe Kirkegaard Thomsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bINSERM U-1114, 1 place de l'hôpital, Clinique Psychiatrique, Strasbourg Cedex, France

^cDepartment of Psychology, University of New Hampshire, United States

Contact information: kpanattoni@psy.au.dk

We investigated whether relations between personal life stories and vicarious life stories about mothers would extend to vicarious life stories of more distant individuals. 171 Danish psychology students (135 female) described chapters in their personal, their mothers', and close friends' mothers' life stories and self-rated them on emotional tone and positive/negative changes to the protagonist. Each chapter was also coded for redemption sequences. Results: Participants included more redemption in personal chapters and rated them as more positive, less negative, and as resulting in more positive and less negative change than mothers' chapters, followed by friends' mothers' chapters. Personal chapters were also related to mothers' chapters and friends' mothers' chapters. This study suggests that while both personal and vicarious life stories may exhibit a personal narrative style, they may also be shaped by a motive to enhance the self and close others over more distant individuals.

138 Relations between attachment security and life story themes: A 40-year longitudinal study

Theodore Waters and Yoojin Lee
New York University - Abu Dhabi, United Arab Emirates

Contact information: theo.waters@nyu.edu

McAdams (e.g. 1993) proposed that attachment relationships are important in shaping the meaning we make from experiences and the tone of our life story/narrative self. Specifically, that secure attachment facilitates the development of more redemptive and less contaminated life stories, and perhaps life stories with greater agency and communion as well. To test this hypothesis, we examined associations between attachment security assessed at multiple periods (infancy, emerging adulthood, and mid-life) across a 40-year longitudinal study and life story themes at midlife ($n = 41$). Results supported McAdams' hypothesis, with attachment security from emerging adulthood (i.e. age 20 years) predicting higher levels of redemption and communion in life stories at midlife. These findings suggest that attachment security is especially important for life story development during the early stages of life story construction beginning in emerging adulthood. Implications for developmental and personality theories of autobiographical memory and narrative identity are discussed.

139 How do dispositions for self-reflection and rumination show in different kinds of autobiographical narratives?

Tilman Habermas, Lisa Bischoff and Daniela Dürdoth
Goethe University Frankfurt, Germany

Contact information: tilman.habermas@psych.uni-frankfurt.de

Self-reflective reasoning processes are an important optional part of autobiographical remembering. The occurrence and frequency of self-directed reasoning has shown variable relations to measures of symptom distress and well-being. One aspect of the relation between autobiographical reasoning processes and well-being is the specific quality of reasoning in terms of the valence of the implications for the self and in terms of linearity vs circularity and abstractness vs. concreteness, i.e., self-reflective versus ruminative thinking styles. This study aims at elucidating how self-reflective and ruminative reasoning can be distinguished in texts of autobiographical narrating. A sample of 94 undergraduates narrated five memories (turning point, disappointment, hurting someone, rejection, lesson learned). These were coded for autobiographical reasoning and hypothesized indicators of rumination such as finality of explanations and of questions. Participants also filled in four subscales designed to measure disposition for self-reflection and rumination (PTQ, RRQ, RRS).

140 Themes of unfulfilled agency and communion in life stories of patients with schizophrenia

Tine Holm^{ab}, Dorthe Kirkegaard Thomsen^b and Vibeke Fuglsang Bliksted^{ac}

^aPsychosis Research Unit, Aarhus University Hospital Risskov, Denmark

^bCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^cDepartment of Clinical Medicine, Aarhus University, Denmark

Contact information: tinehol9@rm.dk

Most previous research examining narrative identity in schizophrenia has focused on the temporal and causal coherence of patients' narratives while overlooking their thematic content. In this study we examined themes of agency (e.g. autonomy and achievement) and communion (e.g. intimacy and belonging) in life stories of individuals with schizophrenia. Twenty-four individuals diagnosed with schizophrenia and 24 age, gender, and education matched control participants described their life stories in a free format. The life stories were coded for the presence of agency and communion themes and whether or not the themes captured fulfillment of agency and communion needs. In addition, the temporal macrostructure was coded. Individuals with schizophrenia described their life stories with similar levels of temporal macrostructure as controls, but they expressed more themes focusing on unfulfilled agency and communion needs. We suggest possible avenues for using these insights to improve recovery in schizophrenia.

141 Narrative identity in female patients with remitted bipolar disorder: A negative past and a foreshortened future

Anne Mai Pedersen^a, Krista Nielsen Straarup^b and Dorthe Kirkegaard Thomsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bAmbulatory for Mania and Depression, Aarhus University Hospital Risskov, Aarhus C, Denmark

Contact information: annemai@psy.au.dk

The present study examined narrative identity and subjective well-being in outpatients with remitted bipolar disorder (BD) and a healthy control group. Fifteen female outpatients with remitted BD and 15 healthy control participants identified past and future chapters in their life stories, gave their age for the beginning and end of each chapter, rated emotional tone as well as positive and negative self-event connections associated with the chapters, and for future chapters rated the probability of the chapter. The BD patients reported less positive emotional tone and self-event connections for past chapters, but not for future chapters. However, the patients did describe fewer future chapters with shorter temporal projection into the future, and reported lower probability of future chapters. These characteristics of chapters were related to lower subjective well-being. The study suggests that a more negative narrative identity with a foreshortened future perspective may contribute to lower subjective well-being in patients with BD.

Phenomenological Qualities of Autobiographical Memory

142 Memory coherence and memory specificity: Two peas in a pod?

Elien Vanderveren, Dirk Hermans and Patricia Bijttebier
KU Leuven, Belgium

Contact information: elien.vanderveren@kuleuven.be

Autobiographical memory forms a network of memories about personal experiences that defines and supports well-being and effective functioning of the self in various ways. During the last three decades, there have been two characteristics of autobiographical memory that have received special interest regarding their role in psychological wellbeing and psychopathology, namely memory specificity and memory coherence. Both memory specificity and memory coherence show similar associations to well-being and psychopathology, though their association has never been examined before. Therefore, we conducted a study in a sample of 229 first-year psychology students to (1) examine the association between memory specificity and memory coherence and (2) to examine the association between memory coherence and known correlates of memory specificity, namely internalizing symptoms and rumination. Results and clinical implications of our study will be presented during the poster session.

143 Autobiographical memory biases and mindfulness meditation

Evangelina Dominguez CANCELLED AFTER PRINTING OF PROGRAMME
Sapienza university of Rome, Italy

Contact information: evangelina.dominguez@uniroma1.it

Objective: Memories of personal past experiences are prone to biases (Bartlett, 1932). The objective of the present study is to systematically explore the effect of a mindfulness acceptance strategy on autobiographical memory (AM) biases and compare it to a self-focus strategy and a control group. Methods: Forty-four healthy subjects were presented with words describing positive and negative personality traits during an autobiographical memory task in three different conditions: a control, a self-focus, and a mindful-acceptance condition. The results from each group were evaluated on AM specificity, visual perspective, centrality to the self, vividness, emotional intensity and emotional valence. Results: Autobiographical memories were more specific and less central to the self under the mindful-acceptance condition, whereas the self-focus condition induced a third person perspective recall. Memories were more vivid under the mindful-acceptance and self-focus conditions compared to the autobiographical memory condition.

144 Forming memories for events from multiple visual perspectives in a virtual environment

Heather Iriye and Peggy St. Jacques
University of Sussex, United Kingdom

Contact information: h.iriye@sussex.ac.uk

We typically experience the world from a 1st person perspective (1PP), through our own eyes, but can retrieve memories from a 3rd person perspective (3PP), from an observer viewpoint. Although we sometimes form 3PP memories, investigating these effects is hindered by our ability to manipulate perspective in realistic settings. Here, we developed an immersive virtual reality methodology to examine how perspective influences memory formation by projecting a virtual avatar into different virtual environments and changing the camera viewpoint fed to a head-mounted virtual reality display (i.e., Oculus Rift). Participants experienced virtual environments from 1PP and 3PP, and memory was tested immediately and following a one-week delay. We found a bias in subjective ratings of perspective over time, as reflected by an increase in own eyes ratings alongside a decrease in observer ratings. These findings suggest that a 1PP dominates in memories—even when events are originally experienced from a 3PP.

145 The role of documentation in the evaluation of holiday experiences

Katinka Dijkstra, Keri Pekaar, Jacky Hooftman and Zita Kemper
Erasmus University Rotterdam, the Netherlands

Contact information: k.dijkstra@essb.eur.nl

The current study examined the role of photograph taking in the evaluation of the valence of holiday experiences. Given earlier findings that taking photographs of an event enhanced the enjoyment of that event (Diehl, Zaubermaier, & Barasch, 2016) and that retrospective experiences were biased toward positivity (Walker, Skowronski & Thomson, 2003) we expected more positive ratings for holiday experiences that had been photographed at the time compared to those that were not. Forty-eight participants in the photograph condition wrote down 5 holiday experiences for which they uploaded accompanying photographs. Forty-six participants only wrote down these experiences. Participants evaluated the valence of these experiences (very negative to very positive) at the time of the experiment and two months later when they returned to the lab. The results showed more positive ratings in the photograph than in the no-photograph condition but no differences between the conditions for other ratings (strength, reliving, talking).

146 How shifting visual perspective during retrieval alters subsequent true and false memories

Petra Marcotti^a and Peggy L. St. Jacques^{ab}

^aSchool of Psychology, University of Sussex, United Kingdom

^bClinical Imaging Sciences Centre, Brighton & Sussex Medical School, United Kingdom

Contact information: P.Marcotti@sussex.ac.uk

Shifting visual perspective during retrieval influences the phenomenology of subsequent memories. Here, we examined how shifting visual perspective influences subsequent true and false memories for events. Participants encoded 360° videos of complex real-world events (e.g., making breakfast) containing a critical item (e.g., bowl of cereal). One week later, they retrieved some of the events cued by photos while maintaining the perspective shown or shifting to an alternative one, and we also manipulated whether the photo-cue either matched or mismatched encoding. Critically, half of the events were presented with misinformation (e.g., biscuits), not shown in session 1. Two days later, there was a surprise recognition memory task consisting of pictures of original and misinformation items. Preliminary findings ($n = 11$) suggest that shifting visual perspective during retrieval reduces subsequent memory accuracy. The effects of visual perspective on memory distortion will be discussed.

147 Age differences in remembering mixed emotional experiences

Selen Demir, Tugba Uzer and Nevin Solak
TED University, Turkey

Contact information: tugba.uzer@tedu.edu.tr

Previous research on emotion and autobiographical memory literature mostly relied on positive/negative dimensions or on discrete emotions. In the present study, we investigated age differences in the phenomenological properties of mixed and discrete emotional experiences. 90 participants (30 adolescents, 30 adults and 30 older participants) were asked to retrieve their personal memories related to discrete (happiness, sadness, anger, pleasure, guilt and compassion) and mixed emotions (happiness and sadness, guilt and pleasure, anger and compassion). Next, participants rated phenomenological properties of each memory (e.g., vividness, event details). Results indicated that discrete emotions and mixed emotions were associated with different phenomenological characteristics across different age groups. Our findings imply the importance of considering multiple emotions felt simultaneously when studying event cognition.

Social, Collective, and Cultural Aspects of Autobiographical Memory I**148 The TRANSMEMO project: Intergenerational transmission of memories of World War II (WWII) in Belgian families of resisters and collaborators**

Aline Cordonnier, Pierre Bouchat and Olivier Luminet
Université catholique de Louvain-la-Neuve (UCL), Belgium

CANCELLED AFTER PRINTING OF PROGRAMME

Contact information: aline.cordonnier@uclouvain.be

TRANSMEMO is an ambitious project connecting several disciplines—history, social and cognitive psychology, and political sciences—to tackle a broad range of questions relating to the mechanisms of intergenerational memory-transfer and its social impact. We use a method that combines semi-structured interviews with questionnaires. We meet with three members of each family—one per generation—and ask them to share family stories about the WWII. We also evaluate their relationship with one another, their personal views on Belgium and its historical past and the emotions felt when talking about their ancestor's deeds. In this poster, we will present preliminary results on how these family memories are transmitted (or not) from one generation to the next, and sometimes transformed to better fit a family or self-narrative. We will examine the role of intimacy in memory-transfer and analyze the impact of these family stories on the self within its broader social context.

149 Collective memory and social psychology: Two case studies

Pierre Bouchat
Université catholique de Louvain, Belgium

CANCELLED AFTER PRINTING OF PROGRAMME

Contact information: p.bouchat@uclouvain.be

That history compels memory and that past and present influence each other seem taken for granted. Nevertheless, these claims have received very limited empirical attention from psychology. We present the results of two studies confirming the intuitions of Ricoeur (2004) and Halbwachs (1950/1980). The first study shows that generational belonging and historical context shape collective memories and intergroup relations in French and Dutch speaking Belgians (N = 2683). The second study highlights the lasting influence of the level of objective victimization during the Great War on current pacifist attitudes in young Europeans (15 countries, N = 2423). The contribution of social psychology to the study of memory dynamics is then discussed.

150 Co-constructing autobiographical memories of long-married couples

Azriel Grysman^a, Celia Harris^b, Sara J. Aldrich^a, Avantika Tankala^a, Greg Savage^b and Amanda Barnier^b

^aHamilton College, United States

^bMacquarie University, Australia

Contact information: agrysman@hamilton.edu

Autobiographical memories are often shared in conversation, raising the possibility that the people with whom we converse influence how and what we recall. This factor is especially apparent in married couples, who develop consistent patterns of dialogue over many years of shared conversation. In the current study, long-married couples described their wedding day in the presence of a researcher. Each spouse reported the event once on their own to the researcher and both recalled the event together in a separate condition. Narratives were coded for internal and external details, and comparisons were made on the basis of spouse's gender and the condition of recall (alone or together). Results examine how gendered patterns of remembering change in joint recall, and explore how behaviors of the husband and wife in conversation predict the amount and types of detail recalled. Results are considered in light of theories of co-construction of self and memory.

151 Conversations about the self: Autobiographical memory and the formation of group identity

Karalyn F. Enz and Alin Coman

Princeton University, United States

Contact information: kenz@princeton.edu

Recalling the personal past helps us maintain a continuous sense of self identity (Bluck & Alea, 2009). Furthermore, the mutual sharing of personal memories has been found to strengthen people's social relationships. There is little research, however, into the social function of memory sharing at a larger community level. To fill this gap, our goal was to test whether conversing about autobiographical memories could shape group identity. Princeton University students had sequential dyadic conversations about self-related, Princeton-related, or food-related memories in 10-person lab-created networks. We measured perceived group identity several times during the course of a semester, expecting that the self- and Princeton-related memory conditions would develop stronger group identity compared to the food-related memory condition. We discuss the relevance of these findings for exploring the dynamical transformation of collective identity.

152 Vicarious and personal memories in older and younger adults

Kristina Steiner

Denison University, United States

Contact information: steinerk@denison.edu

Autobiographical memory researchers have extensively explored people's recollections of past events that they personally experienced. In contrast, vicarious memories are vivid recollections of episodes that happened to other people, based on second-hand, verbal descriptions. In this study, older adults and college students provided written positive and negative personal memories from their own life as well as positive and negative vicarious memories from one of their parents' lives. Participants also responded to questions about the functions (Directive, Self, and Social) that these two types of memory served in their lives. The verbal memory descriptions were analyzed using the Language Inquiry and Word Count software (LIWC2015, Pennebaker, Booth, Boyd, & Francis, 2015). Older adults reported less vivid and less emotional memories than college students for both personal and vicarious memories, and used fewer perception and cognition words in their narratives. Vicarious memories also served different functions for older adults than for younger.

153 A study investigating cross-sectional and longitudinal relationships between parent-adolescent reminiscing, youth rumination and internalising problems

Mary Dewhirst, Karen Salmon and Garth Fletcher CANCELLED AFTER PRINTING OF PROGRAMME
Victoria University of Wellington, New Zealand

Contact information: mary.dewhirst@vuw.ac.nz

Parent-child conversations about past experiences play a key role in young people's growing emotional competency and other psychological outcomes. Yet, despite a large body of research focusing on memory conversations between parents and young children, very little research has investigated the relationship between qualities of parent-adolescent reminiscing conversations and adolescent well-being. The current research programme draws on findings from a multi-wave longitudinal study to extend the literature in three ways. First, we investigate the cross-sectional relationships between parent-adolescent reminiscing conversational qualities, adolescent rumination, and youth anxiety and depression; second, we examine this relationship and the growth of youth internalising problems over one year. Finally, we adopt a novel approach to investigating these questions, by applying dyadic methods of coding and statistical analyses. Our findings have implications for understanding the role of memory conversation between parents and adolescents and youth well-being over time.

154 Autobiographical memory pathway from shared dysphoria to identity fusion

Valerie van Mulukom and Harvey Whitehouse
University of Oxford, United Kingdom

Contact information: valerie.vanmulukom@anthro.ox.ac.uk

Life experiences shape our identities and our narratives; they become part of us. In addition, we can become part of communities through our experiences as well, with new research suggesting that shared dysphoric experiences lead to a visceral sense of 'oneness' -or identity fusion- with groups. Through three surveys conducted in the United Kingdom, Belgium, and Indonesia, we show the pathway from autobiographical memories for shared events to identity fusion with groups. Specifically, we show how features of the event (emotion, significance) induce different types of processing (deliberate or intrusive thinking), which lead to the event becoming central in the individual's life narrative. These events can contribute to post-traumatic stress, but also post-traumatic growth. Sharing central events with others in turn leads to identity fusion with groups of individuals the event is shared with.

155 Reminiscing – gendered activity typical of females, or a reflection of parental involvement?

Riikka Pauliina Svane, Osman Skjold Kingo and Peter Krøjgaard
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: riikka@psy.au.dk

Extensive research within parent-child joint reminiscing has consistently shown that the so-called high elaborative reminiscing style has profound effects on children's development of autobiographical memory skills. Meanwhile, it has been proposed that reminiscing is a gendered activity in which mothers excel. However, only very few studies have included fathers and most of these studies have been conducted in cultures where mothers act as primary caregivers. In the current study (in progress) we asked 89 families to rate the level of involvement of each parent across 21 daily child-related activities. Subsequently, mothers and fathers were asked to reminisce about a happy, a sad and a special outing event in two separate test-sessions with their 4-year-old children. The results of this study will hopefully shed light on the intriguing question whether reminiscing is indeed a gendered activity typical of females even when controlling for parental involvement.

156 Transgenerational transmission of trauma: The link between children's life stories about their parents and dysfunctional cognitions, emotions and behavioral patterns

Ayşenur Seyrekbasan-Güngör, Tuğba Uzer and İlgin Gökler Danışman
TED University, Turkey

Contact information: tugba.uzer@tedu.edu.tr

Previous literature mostly focused on transmission of PTSD or related pathology. The present study investigated transgenerational transmission of trauma among Marmara Earthquake Survivors. We focused on whether a-) parental exposure to earthquake is related to the children's inclusion of 'the Earthquake event' into the biographical knowledge of the parents, and b-) transmission of life stories is related to children's dysfunctional cognitions, emotions or behavioral patterns. Thirty adolescents had parents who were greatly affected by the Marmara Earthquake, while the remaining 30 served as a control group. Participants first recalled and dated 10 important events from one of their parent's lives. Next, they completed some questionnaires measuring dysfunctional cognitions, emotions or behavioral patterns. Parental exposure to trauma was also measured. The findings suggest that the greater the parental exposure to earthquake, the more likely the trauma is transmitted through life stories and the more likely the children demonstrate dysfunctional patterns.

Trauma and Autobiographical Memory I

157 Memory centrality of a distressing event and its effect on post-traumatic stress symptoms

Mirjam Vermeulen^a, Adam D. Brown^{b,c}, Filip Reas^a and Julie Krans^a

^aKU Leuven, Belgium

^bNew York University, School of Medicine, United States

^cSarah Lawrence College, United States

Contact information: mirjam.vermeulen@kuleuven.be

Correlational research has shown that individuals who appraise the memory of a distressing or traumatic event as more central experience more symptoms of Posttraumatic Stress Disorder (PTSD). However, limited research is available on the causal relation between appraisals of event centrality and PTSD symptoms. In our experiment, it was tested whether an experimental CBM training had an effect on event centrality and PTSD symptoms in participants who reported high event centrality scores. Participants were asked to bring to mind their most central memory of a negative life event, and were randomly assigned to an experimental condition, aiming to decrease centrality, or a control condition. The results showed that participants in the experimental condition reported lower event centrality compared the control condition. However, no changes in PTSD symptoms were found in either condition, which might possibly due to the short follow-up period. Studies with longer follow-up are needed to verify this.

158 The effects of answering specific questions on the coherence of traumatic and non traumatic memories

Kayla Jordan^a, Andrea Taylor^a, Maryanne Garry^a, Rachel Zajac^b and Melanie K.T. Takarangi^c

^aUniversity of Waikato, New Zealand

^bUniversity of Otago, New Zealand

^cFlinders University, Australia

Contact information: krj13@students.waikato.ac.nz

Victims of trauma sometimes describe their memories as fragmented—recalled in bits and pieces. Could the way a therapist asks a patient about their trauma affect how coherent that patient's traumatic memory feels? We will ask subjects to either describe or answer specific questions about a positive, important, negative, or traumatic life-event, and then to rate how coherent their memory for that event feels. If subjects find it difficult to answer specific questions, they may draw on that feeling of difficulty to infer their memory is missing pieces. We expect, then, that subjects who answer specific questions about an event will rate their memory as less coherent than subjects who describe an event. Since scientific evidence suggests traumatic memories are no more fragmented than other emotional memories, we expect to see this pattern in traumatic and non-traumatic memories alike. This work has implications for techniques used in a therapeutic setting.

159 Emotional hotspots in virtual events

Niels Peter Nielsen and Dorthe Berntsen

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: npnielsen@psy.au.dk

Moments of high emotional intensity (hotspots) are believed to play a central role in the development and maintenance of post-traumatic stress disorder. However, reports of these hotspots rely on retrospective reports. Little is known about how hotspots develop from the time of encoding to later retrieval. We investigate this in two online, experimental studies using a virtual event. Participants were assigned to one of two conditions (emotional or neutral) and were asked to generate hotspots from the event and to rate these on different phenomenological characteristics immediately after the event and after a 1-week delay (Study 1) or a 4-week delay (Study 2). In Study 1, the number of hotspots decreased more from T1 to T2 in the emotional group compared to the neutral group, but no such pattern was found with regard to the phenomenological characteristics. Interestingly, level of PTSD symptoms was only significantly correlated with the phenomenological characteristics in the neutral group.

160 Characteristics of stressful imagined future events associated with symptoms of pre-traumatic stress

Holly Wilson, Mevagh Sanson and Maryanne Garry
University of Waikato, New Zealand

Contact information: hcw4@students.waikato.ac.nz

To what extent do people experience posttraumatic stress disorder-like symptoms about imagined future events? From clinical cognition research, we know that after traumatic experiences, some people develop PTSD. Moreover, memory for their trauma is key: PTSD symptoms include intrusive memories and avoidance of reminders, and worsening of symptoms is associated with distortions of the memory. From autobiographical memory research, we know remembering past events and imagining future ones are related abilities. Considered together, these literatures suggest people who imagine negative future events might develop PTSD-like symptoms. To address this issue, we will ask subjects to describe a stressful imagined future experience, rate its characteristics, and report associated PTSD-like symptoms. Subjects will do the same for a stressful past experience. We expect PTSD symptoms and pre-traumatic stress symptoms will be associated with many of the same phenomenological characteristics. Our results will have implications for research on PTSD, and negative future thinking.

161 The memory enhanced specificity training for refugees with PTSD

Simone de la Rie^a, Leanne van Est^b and Paul Boelen^b

^aArq Psychotrauma Expertgroup/Foundation Centrum 45, the Netherlands

^bUniversity of Utrecht, the Netherlands

Contact information: s.de.la.rie@centrum45.nl

Refugees are often affected by multiple trauma and at risk to develop PTSD. Narrative Exposure Therapy (NET) is an evidence based treatment for PTSD. NET aims to integrate traumatic memories in the autobiographical history, which may be negatively affected by impaired recall of specific episodic detail in autobiographical remembering. Studies showed that the MEemory Specificity Training (MEST) increased memory specificity and reduced PTSD and depression. This study aims to evaluate MEST in a day treatment program for refugees and to examine whether including MEST prior to NET will enhance the outcome of treatment. A pilot of MEST started in the first phase of the program for refugees with severe PTSD at Foundation Centrum 45. Assessment pre en post MEST included the Autobiographical Memory Test, the PTSD Checklist 5 (PCL-5) and Brief Symptom Inventory (BSI). At every session participants rated anxiety and depression. Results of the pilot study will be presented.

162 Remembering the past and imagining the future in children of refugees diagnosed with PTSD: A comparison with community controls

Stine Breum Ramsgaard and Annette Bohn

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: sramsgaard@psy.au.dk

The ability to remember one's personal past and imagine one's personal future serves important social and life defining functions such as maintaining one's personal identity. In the present study 34 youth (age range 10-18), whose parents are refugees diagnosed with PTSD, wrote a single event story, their past and future life stories and generated cultural life scripts. Children of refugees life stories were compared to life stories from a community based control group. Interestingly, children of refugees do not include more negative events in their life stories and the two groups are also similar in emotional tone and coherence in life stories. In the future condition, children of refugees imagine and write coherent life stories about the future indicating how engaged they are in their future lives. Findings do show differences in inclusion of cultural life script events and in the typicality of cultural life scripts between the two groups. Keywords: Autobiographical memory, life stories, past-future, youth, refugees.

163 Trauma-related changes in daily life and relations to current basic assumptions and changes in core beliefs

Anne Sofie Switzer Jakobsen and Adriana del Palacio-González

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: anne_switzer91@hotmail.com

Traumatic events may be related to current basic assumptions and changes in core beliefs about the self, the world and other people. Further, such assumptions and core belief changes may have implications for daily life and various psychiatric symptoms. We examined current basic assumptions, reported core belief changes, changes in daily life and symptoms of depression, stress, anxiety, and PTSD in a group of 195 adults who experienced a traumatic event within the last 5 years. Preliminary analysis suggested that more negative basic assumptions, but not changes in core beliefs after the trauma, were associated with more negative changes in daily life. Furthermore, the relationship between basic assumptions and depression, stress, anxiety, and PTSD symptoms was different from the relationship between these symptoms and changes in core beliefs. Implications of the results are discussed with a framework of the connection between trauma and current assumptions vs. changes of core beliefs.

164 Intrusive memories and Tetris –What is the connection?

Øivind Solberg^a, Ines Blix^a, Emily Holmes^b, Martine Skumlien^a and Timothy John Brennan^c

^aNorwegian Centre for Violence and Traumatic Stress studies (NKVTS), Norway

^bDepartment of Clinical Neuroscience, Karolinska Institutet, Sweden

^cDepartment of Psychology, University of Oslo, Norway

Contact information: oivis@nkvts.no

Research has shown that engaging in a visuospatial task, such as playing Tetris, during memory reconsolidation can compete for working memory resources and interfere with the reconsolidation of memories (Holmes et al. 2009, James et al. 2015). Still, the underlying mechanism is not fully understood. In the present study we used the same basic procedure as James et al. 2015, but created 4 experimental groups: 1) A group completing only the memory reactivation task, 2) one that played Tetris 10 minutes prior to the memory reactivation task, 3) one that played Tetris 10 minutes after the memory reactivation task, and 4) one that played Tetris 1.5 hours after the memory reactivation task. These variations allowed us to test whether a reduction in intrusive images is in fact due to a reconsolidation-update mechanism, as suggested by James et al. (2015), and whether the opportunity for interference here is time-limited.

Poster session II

THURSDAY 21 JUNE

Autobiographical Memory Across the Lifespan

201 Most important, happiest, and saddest autobiographical memories across the lifespan

Ali İ. Tekcan, Aysecan Boduroglu, Nazike Mert and Öykü Ekinci
Bogazici University, Turkey

Contact information: ali.tekcan@boun.edu.tr

There is substantial theoretical and empirical work showing that individuals' narrative identity change with age. Given the close link between narrative identity and autobiographical memory, it is expected that aspects of autobiographical memories would change as well. In the present study, we investigated age differences in the distribution, content, narrative characteristics, phenomenology and event centrality of autobiographical memories. Young ($n = 70$), middle-aged ($n = 65$), and older ($n = 63$) adults were asked to report in detail their most important, happiest, and saddest autobiographical memories. Completed analyses show that the middle-aged and older adults showed the typical reminiscence bump for most important and happiest memories but not for saddest memories. Moreover, groups did not differ in terms of specificity of memories.

202 "I can't believe what I did!" – Language use and emotionality in autobiographical memories

Alice Graneist and Tilmann Habermas
Goethe University Frankfurt, Germany

Contact information: graneist@psych.uni-frankfurt.de

Sharing emotional experiences with others enables the self to understand and evaluate events. The subjective meaning of memories is mainly expressed by the use of internal state language (ISL). After the development of the use of ISL has been studied extensively in childhood, we aimed to understand how adolescents construct their personal past in terms of using ISL. Sixty adolescents aged 12, 15, and 18 years narrated three autobiographical emotional events (sad, angry, happy). Narratives were reliably coded for ISL-use. Older adolescents used fewer emotion words and more cognitive verbs than younger ones. While subjective emotion intensity did not differ by age, older adolescents' anger and sad stories conveyed more intense emotionality to readers. ISL-use did not correlate with narrators' subjective emotionality, but cognitive verbs did correlate with emotionality as perceived by readers. Results indicate that in adolescence cognitive verbs take over the task to convey emotionality from emotion words.

203 A case series of reminiscence therapy and autobiographical memory in healthy older adults

Andrew P. Allen, Caoilainn Doyle and Richard Roche
Department of Psychology, Maynooth University, Ireland

Contact information: Andrew.Allen@mu.ie

Previous research assessing the impact of reminiscence therapy on autobiographical memory has tended to study patients with dementia or depression. We piloted a six-week reminiscence therapy program for healthy older adults. This program combined a focus on personal autobiography with discussion of events from Irish history. We assessed autobiographical memory (using the Episodic Autobiographical Memory Interview), new learning (Rey Auditory Verbal Learning Test) and executive function (Stroop task), pre- and post-intervention. Participants displayed improved autobiographical memory in some instances, although this varied between episodic and semantic memory, and between life epochs being assessed. There was some evidence of improvements in new learning and executive function. Participants' accounts of the past were recorded, allowing for future work in autobiographical memory and the self, as well as in cognate disciplines (e.g. oral history). Future research will examine the impact of reminiscence therapy versus control in a larger sample.

204 Memories of public events: A comparison between children and adults

Léila Eisner^a, Nora Dasoki^b, Serguei Rouzinov^a, Davide Morselli^a

^aFaculty of Social and Political Sciences, Swiss National Centre of Competence in Research LIVES: Overcoming vulnerability, University de Lausanne, Switzerland

^bSwiss Centre of Expertise in the Social Sciences (FORS) , University of Lausanne, Switzerland

Contact information: nora.dasoki@fors.unil.ch

Previous studies show that the reminiscence bump for memories of public events is located early in the life span (adolescence). Until now, the distribution of memories of public events has been predominantly studied on young adults or adults. Building upon previous researches, the aims of this study are to show how memories are differently distributed by content for children and adults and how several effects (e.g. period effects, recency effect or biographical age effects) may explain these differences. We base our analyses on data from the LIVES Memories study conducted in 2017 in Switzerland (N = 2002). The high proportion of children respondents enables us to answer our main research questions. Preliminary results suggest a period effect for “11 September 2001” and “Trump election” (common to almost all age groups). While the distribution of memories for children show a recency effect, this was not the case for adults.

205 Do peak cognitive abilities account for recollection during young adulthood?

Demet Ay and Sami Gülgöz

Koç University, Turkey

Contact information: day17@ku.edu.tr

Reminiscence bump is a robust finding in which people over the age of 45 dominantly retrieve memories from young adulthood years. Five theoretical accounts were suggested to explain the reminiscence bump. In the present study, cognitive abilities account is tested in terms of its assumptions. If the reminiscence bump is a function of peaked cognitive abilities during that period, not only encoding but also retrieval of the events during that period should benefit from this enhanced capacity. To test this hypothesis, younger and older participants were asked to recall events from both twenty years ago and a year ago. Additionally, older adults were asked to recall events from the first five years of life that corresponded to the same period as younger adults recollecting events from twenty years ago. Preliminary results showed that the memory characteristics measured in these recollections were not indicative of any advantage for peak cognitive abilities.

206 Autobiographical memories in middle-age: Changes not in detail but in phenomenological features

Dicle Çapan and Sami Gülgöz

Koç University, Turkey

Contact information: dcapan17@ku.edu.tr

Age-related declines in details of memory narratives have been reported in the literature, however, studies were mostly conducted with comparing young to older adults, with neglecting middle-aged adults. In this study, middle-aged adults (35 - 60 years old) were compared to young adults in terms of details and phenomenology of narratives to gain insight into differences, if any. All participants were asked to retrieve memories from the last year and from 8-10 years earlier, with middle-aged adults retrieving one additional memory from the ages 20 to 25. Preliminary results provided support to the previous literature by showing evidence for age-related decline in memory details starting from the middle-ages, possibly indicating both encoding and retrieval difficulties. Middle-aged adults' narratives did not differ from each other in details, but they did in some phenomenological features (i.e., valence, distancing, sharing), showing the importance of considering both phenomenology and narrative characteristics in autobiographical-memory research.

207 Metamemory accuracy across the adult lifespan: Does resolution of Judgments-of-Learning (JOLs) decline with age?

Janos Frisch, Philipp Handschuh and Daniel Zimprich
Ulm University, Germany

Contact information: janos.frisch@uni-ulm.de

Metacognition involves the ability to subjectively monitor one's memory processes. The development of the monitoring ability across the full-adult range has rarely been examined (but see Hertzog, Sinclair, & Dunlosky, 2010). Therefore, we investigated a lifespan sample to test if the ability to predict recall performance of paired-associates, which can be measured through self-rated-probabilities of Judgments-of-Learnings (JOLs), remains stable and accurate through the adult development. While using supplementary another statistical approach than the sparsely reliable Gamma correlation, results of 167 adults of all ages showed a first indication that the resolution (relative accuracy) of immediate and delayed JOLs declines with age as their memory performance does. A spared monitoring ability is said to tare or help out the declining memory performance. But – as our results indicate – a declining monitoring ability in older adults may additionally harm pure memory processes.

208 Investigating the coherence of autobiographical narratives and psychological well-being in school-aged children

Louise Vanden Poel
KU Leuven, Belgium

Contact information: louise.vandenpoel@kuleuven.be

How we remember and retell our personal experiences to others is important for our psychological well-being. One crucial aspect seems to be “narrative coherence”, or the extent to which this story makes sense to a naïve listener (Reese et al., 2011). Narrative coherence is a skill that starts developing in preschool and that drastically increases throughout middle childhood, together with an increase in children's cognitive and social skills. However, there are considerable inter-individual differences in children's ability to provide a coherent narrative about personal experiences. Because the early school years are a time of many changes, on educational as well as social level, not being able to organize and narrate all these experiences in a coherent manner might be detrimental for the child's well-being. In this study, we investigate the association between children's narrative coherence of autobiographical narratives and their level of psychological well-being.

209 Consistency of memory and self in emerging adulthood

Natalie A. Merrill, Adna Jaganjac and Patricia Bauer
Emory University, United States

Contact information: patricia.bauer@emory.edu

Emerging adulthood is a critical time for narrative identity development yet little is known about how consistent emerging adults' memories are over time. College students ($n = 63$, 30 female) typed narratives of highly vivid positive, negative, and turning point memories at two time points. At T1, they provided a title of the memory used to cue their recall at T2. They rated memories for centrality of event to self (Berntsen & Rubin, 2006) and completed the EPSI identity development questionnaire (Rosenthal et al., 1981). Narratives were coded for consistency and thematic coherence. Preliminary analyses indicate that participants recall was high: 93% of positive events, 87% of negative events, and 83% of turning point events at T2. Lower consistency for turning point memories suggests that at this developmental time, these memories are less stable. Future analysis will examine consistency of memories, centrality to self, and EPSI scores.

210 Is autobiographical memory affected by episodic forgetting?

Philipp Handschuh, Janos Frisch and Tabea Wolf
Ulm University, Germany

Contact information: philipp.handschuh@uni-ulm.de

Memories lose accessibility with the passage of time. Although the mechanisms underlying forgetting may be the same, the amount or rate of forgetting may differ between individuals. Research on episodic memory suggests that individual differences in forgetting are strongly related to basic cognitive abilities (e.g., processing speed, working memory). We currently examine to what extent individual differences in basic cognitive abilities may also explain individual differences in the forgetting of autobiographical memories of recently experienced events (from the past 5 years). In focusing on autobiographical memory, we also consider Openness to Experience a promising predictor variable. Analyses will be based on data from the Interdisciplinary Study on Adult Development in which 492 older adults aged between 64 and 69 years reported autobiographical memories from the past 5 years of their lives. Data will be evaluated by using generalized linear mixed regression models based on the negative binomial distribution.

Clinical Aspects of Autobiographical Memory II

211 Missing 'me' from my memory: A comparison of autobiographical memory cues in a case of depression, post-traumatic stress disorder and electroconvulsive treatment

Amee Baird
Department of Psychology and Australian Research Council Centre of Excellence in Cognition and its Disorders,
Macquarie University, Sydney, Australia

Contact information: amee.baird@mq.edu.au

Autobiographical memory (AM) impairment can occur in people with depression, post-traumatic stress disorder and after electroconvulsive treatment (ECT). This case study explored the effectiveness of different memory cues in a 48 year old woman with AM impairment with both these diagnoses and monthly ECT for 4 years. She completed the AM Interview which showed intact personal semantic memory but impaired recall of autobiographical incidents with a reverse temporal gradient. The experimental task involved reporting memories following exposure to famous songs (number one in Australian music charts), photos of famous events, and objects from decades of her lifetime (12 of each stimuli; 2 from each decade 1970-2017). She reported a higher frequency and more specific memories in response to objects (7/12), compared with music (2/12) or photos (2/12). This highlights the promising potential for object evoked autobiographical memories in this patient population.

212 The interrelationships between autobiographical memory specificity, executive functions and rumination in depression

Burcu Kaya-Kızılöz, Ali I. Tekcan and Aysecan Boduroglu
Department of Psychology, Bogazici University, Turkey

Contact information: burcukaya@gmail.com

Depression is associated with reduced specificity of autobiographical memories (ABMs) (Williams & Broadbent, 1986), a phenomenon defined as overgeneral memory (OGM). It has been suggested that rumination, impairments in executive functions (EF) and functional avoidance underlie OGM (Williams et al., 2007). Present study examined how rumination and EF may contribute to OGM and whether different memory elicitation methods affect OGM. Participants with high-BDI ($n=45$), and low-BDI ($n=51$) scores completed the Ruminative Responses Scale and EF tasks for shifting, updating and inhibition and reported important and word-cued ABMs. Results showed that word-cued memories resulted in more OGMs than important memories for all participants regardless of BDI scores. Only shifting and state anxiety predicted specificity of ABMs for word-cued memories but not for important memories. Consistent with earlier claims, certain EF deficits are related to OGM for word-cued memories, but we found no evidence of a link between rumination and OGMs.

213 A cluster randomized controlled platform trial comparing group MEmory Specificity Training (MEST) to group Psychoeducation and Supportive Counselling (PSC) in the treatment of recurrent depression

Caitlin Hitchcock^a, Aliza Werner-Seidler^b, Susanne Schweizer^c, Peter Watson^a, Filip Raes^d, Laura Jobson^e and Tim Dalgleish^a

^aUniversity of Cambridge, United Kingdom

^bThe Black Dog Institute, Australia

^cUCL, United Kingdom

^dKU Leuven, Belgium

^eMonash University, Australia

Contact information: caitlin.hitchcock@mrc-cbu.cam.ac.uk

Impaired ability to recall specific autobiographical memories is characteristic of depression, which when reversed, may have therapeutic benefits. This cluster-randomized controlled platform trial investigated the efficacy, acceptability, and feasibility of MEmory Specificity Training (MEST) relative to Psychoeducation and Supportive Counselling (PSC) for Major Depressive Disorder (N = 62). Assessments were completed at baseline, post-treatment and 3-month follow-up. The cognitive process outcome was memory specificity. The primary clinical outcome was symptoms on the Beck Depression Inventory-II at 3-month follow-up. The MEST group demonstrated greater improvement in memory specificity relative to PSC at post-intervention (d=0.88) and follow-up (d=0.74). Both groups experienced a reduction in depressive symptoms at 3-month follow-up (d=0.67). However, there was no support for a greater improvement in depressive symptoms at 3 months following MEST relative to PSC (d=-0.04). Although MEST generated changes on memory specificity and improved depressive symptoms, results provide no indication that MEST is superior to PSC in treatment of depression. Implications for later-phase definitive trials of MEST are discussed.

214 Chronic pain and depression - do characteristics of narratives explain depressive symptoms in women with endometriosis?

Henrik Marschall^a, Karina Hansen^a, Axel Forman^b and Dorthe Thomsen^c

^aDepartment of Psychology, Aarhus University, Denmark

^bDepartment of Obstetrics and Gynecology, Aarhus University Hospital, Denmark

^cCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: henrikdmarschall@hotmail.com

Women with endometriosis experience recurrent pain and suffer from increased risk of depression. We examined whether narratives of pain experience were related to depressive symptoms in 143 women with endometriosis. The women were recruited through the Danish Endometriosis Patient Society and an outpatient clinic. They completed an online questionnaire measuring depressive symptoms, pain, and neuroticism, and wrote narratives of their pain experiences, which were rated on centrality of event and agency. Results showed significant positive correlations between Centrality of Event and pain ($r = .32$) as well as Centrality of Event and depressive symptoms ($r = .51$), and significant negative correlations between depressive symptoms and agency ($r = -.21$). When controlling for neuroticism, centrality of event and agency still predicted depressive symptoms ($\beta = .168$ and $\beta = -.121$). Pain narratives may matter for experienced pain levels and depressive symptoms in women with endometriosis.

215 Depressive symptomatology's role in the type of autobiographical memories evoked by the elderly

Victor Cláudio and Manuela Alcobia
ISPA - Instituto Universitário, Portugal

CANCELLED AFTER PRINTING OF PROGRAMME

Contact information: manuelaalcobia@gmail.com

Many studies show that in elderly subjects it can be observed a process of cognitive revaluation which is related with the valence of the autobiographical memories evoked. We also know that depressive symptomatology has a role in the process of memory codification and evoking. Based on this referential matrix we elaborated a work with 120 subjects, aged between 65 and 88 years old. We used the following protocol: Autobiographical Memories Task, MoCA, BDI, STAI (Y-1 and Y-2) e NMDS. Based on the BDI results we created the groups with and without depressive symptomatology. The results point to the existence of a relation between depressive symptomatology and the preferential recall of two types of memory over another. We discuss this results based on a cognitive theoretical referential pointing out the role of depressogenic schemas, closely related with the self, in the processes of codification and evoking of autobiographical memories.

216 Overgeneral autobiographical memory as a risk factor for adolescent depression in a UK population cohort

Naomi Warne and Frances Rice

MRC Centre for Neuropsychiatric Genetics and Genomics, Division of Psychological Medicine and Clinical Neurosciences, School of Medicine, Cardiff University, United Kingdom

Contact information: warnen@cardiff.ac.uk

Overgeneral autobiographical memory for negative cues (OGM-neg) has been associated with future adolescent depression in high-risk samples but not in population samples. The current study examines the relationship between OGM and depression in over 2,000 13-year-olds from the Avon Longitudinal Study of Parent and Children. Regression models investigated the relationships of OGM with contemporaneous (age 13, $n=3,154$), and prospective (age 16, $n=2,345$) depression symptoms. Gender and maternal depression status were examined as moderators of these relationships. OGM-neg was significantly associated with both contemporaneous depression and prospective depression. These relationships were only present for OGM-neg and not other autobiographical memory indices. There was no evidence that OGM-depression relationships were moderated by gender or maternal depression status. This study supports the prospective link between OGM-neg and depression in a population cohort thereby providing evidence for OGM-neg as a general risk factor for adolescent depression rather than just in high-risk samples.

217 Depressive affect impairs the emotion regulation function of autobiographical recall

Sezin Öner^a and Sami Gülgöz^b

^aKadir Has University, Turkey

^bKoç University, Turkey

Contact information: sezin.oner@khas.edu.tr

There has been evidence that depression is associated with difficulties in implementing adaptive strategies for emotion regulation. In the present research, we examined the effect of mild to moderate levels of depression in a nonclinical undergraduate sample and tested whether depressive affect impairs the implementation of the emotion regulatory function of autobiographical recall. Participants were randomly assigned to either positive or negative (sadness or anger) affect groups. In the emotion-induction phase, participants watched a movie clip and then reported any event that came to their mind. After this uninstructed recall phase, we directly asked participants to recall a happy event. Findings demonstrated that individuals in the mild depression group were less efficient in using happy memories to upregulate their positive emotion, supporting the debilitating effect of depression in the functional use of remembering.

218 Disgust-based autobiographical memory processing in adolescents with an eating disorder diagnosis

Paula von Spreckelsen, Ineke Wessel, Klaske Glashouwer and Peter de Jong
University of Groningen, the Netherlands

Contact information: p.von.spreckelsen@rug.nl

The experience of disgust in response to one's body (self-disgust) may play an important role in the perseverance of maladaptive body evaluations and eating behaviors. Autobiographical memories about specific self-disgust-related experiences likely pose a powerful source of intense self-disgust. Avoidance of those specific memories to prevent feeling disgust (via associative or schematic routes, see below) would hinder the processing of information that could correct maladaptive body evaluations. In a sample of adolescents with an eating disorder diagnosis, we will investigate whether (a) the retrieval of specific self-disgust-related memories in response to concrete schema-congruent cues triggers the emotion of (self-)disgust (associative route) and (b) participants will be motivated to avoid retrieving specific self-disgust related memories when being exposed to more abstract schema-congruent cues (schematic route). To test these predictions we will present participants with schema-congruent memory cues that vary in concreteness and evaluate their memory content and specificity.

219 Involuntary and voluntary autobiographical memories in schizophrenia: A diary study

Mélissa C. Allé^a, Fabrice Berna^b and Dorthe Berntsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bInserm U1114, Strasbourg University, University Hospital of Strasbourg, France

Contact information: melissa@psy.au.dk

Autobiographical memory impairment has been investigated in schizophrenia in connection with patients' psychopathology. Former protocols have focused only on autobiographical memories strategically retrieved, in response to specific instructions. Yet, it is now acknowledged that autobiographical memories often arise involuntarily, that is, with no preceding retrieval effort. The two types of remembering differ in several aspects, in part due to a lower involvement of executive functions in involuntary remembering. Given patients' cognitive dysfunction and thought intrusions, we considered it important to investigate patients' involuntary memories: to (1) compare the two types of remembering in schizophrenia and disentangle the role of executive functions in patients' autobiographical memory impairment and (2) explore the relationship between psychotic symptoms and intrusive memories. A diary study comparing involuntary and voluntary memories in 20 patients with schizophrenia and 20 matched controls is ongoing. Results will be presented and discussed regarding patients' executive impairment and psychotic symptoms.

Cueing and Retrieval Processes II

220 Investigating the influence of sensory modality specific retrieval cues on involuntary episodic memory

Adam R. Congleton, Niels Peter Nielsen and Dorthe Berntsen

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: congleton@psy.au.dk

In this study, we investigated how the sensory modality of the retrieval cue affected the frequency and content of involuntary episodic memories. We employed a novel experimental paradigm which involved having participants watch a film depicting a first-person perspective view of going through a situation, while imagining themselves in the role of the film's protagonist. Afterwards, they were presented with visuospatial and/or auditory cues from the film and their experience of involuntary memories for other moments from the film was assessed using a probe-caught method. The findings underscored the importance of situational cues and suggest visuospatial cues may outshine auditory cues in terms of involuntary memory elicitation and the content of the subsequent memories produced.

221 Both self- and partner-generated cues lead to direct retrieval of autobiographical memory

Celia B. Harris

Macquarie University, Australia

Contact information: celia.harris@mq.edu.au

Direct retrieval – retrieval without search – is commonly reported for autobiographical memories retrieved in response to personally-relevant cues. Moreover, couples are able to facilitate each other's memory during joint recall. The current study examined rates of direct retrieval in response to self- and partner-generated memory cues. Participants were 58 individuals (29 couples). In the cue generation phase, participants listed personalised cues (people, places) that were meaningful either for themselves or for their partner. In the recall phase, participants were presented with both personalised memory cues (either self- or partner-generated) and experimenter-generated generic cues, and they retrieved an autobiographical memory to each one. Both self and partner generated cues resulted in high rates of rapid direct retrieval, although there were some differences in phenomenology of memories retrieved. These findings support the prevalence of direct retrieval and the possibility that people who know us well have a special ability to cue our memories.

222 Remembering episodic memory with nostalgia and delay discounting: Its relation to individual difference of visual imagery

Jun Kawaguchi^a, Hiroko Nakamura^b and Ayaka Suzuki^a

^aNagoya University, Japan

^bAichi Shukutoku University, Japan

Contact information: kawaguchijun@nagoya-u.jp

Nostalgia refers to sentimental longing for one's past. Recent studies suggest that nostalgia influences varieties of psychological aspects, social connectedness, prosocial behaviour, and so on. It is also known that people recollect episodic details when they feel nostalgia. Episodic memory research showed that mental time travel, remembering or imaging of episodic details, is considered as the key of episodic memory. In recent research, episodic future thinking has shown to increase delay discounting, reflecting envisioning processes and visualization abilities are related to delay discounting. In this study, we examined whether remembering episodic memory with nostalgia influences delay discounting and its relation to visualization ability. Participants were asked remembering nostalgic or ordinary memory, followed by delay discounting task and vividness questionnaire. The results showed the influence of remembering episodic details on the delay discounting task and vividness affected the amount of delay discounting.

223 Age-related differences in experimentally induced involuntary and voluntary memories

Katrine W. Rasmussen and Dorthe Berntsen

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: katrine@psy.au.dk

Memory deficits are one of the most prevalent cognitive problems in older adults. In particular, age-related episodic memory decline has been reported on both laboratory tasks and autobiographical memory measures. Most research on episodic memory has focused on voluntary (strategic) retrieval. However, this is not the only way in which memories can come to mind. An increasing amount of research suggests that memories are often retrieved involuntarily with no preceding attempt at retrieval. Instead, memories may occur spontaneously through more associative processes requiring little cognitive effort. Recent work suggests that while the ability to strategically search for memories declines with age, due to reduced executive control processes, involuntary retrieval may be more resistant to such ageing effects. However, the findings within the literature are somewhat inconsistent. In the present study, we examined the frequency and memory characteristics of involuntary and voluntary episodic memories in young and older adults using a paired-associate laboratory paradigm.

224 How intention and expectation that memory will happen influence retrieval of autobiographical memories

Krystian Barzykowski^a and Søren R. Staugaard^b

^aApplied Memory Research Laboratory, Institute of Psychology, Jagiellonian University, Krakow, Poland

^bCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: krystian.barzykowski@uj.edu.pl

Involuntary autobiographical memories come to mind effortlessly and unintended. We hypothesize that involuntary retrieval depends on memories that are highly accessible, while the elaborate search that characterizes voluntary retrieval also produces memories with low accessibility. Previous research provides some evidence for this 'threshold hypothesis'. This study aimed to investigate the effects of retrieval intentionality (i.e., wanting to retrieve a memory) and selective monitoring (i.e., instructions to report only memories) on the phenomenology of autobiographical memories. Participants were instructed to (1) intentionally retrieve autobiographical memories, (2) intentionally retrieve any type of thought (3) wait for an autobiographical memory to spontaneously appear, or (4) wait for any type of thought to spontaneously appear. The results support the prediction that highly accessible memories mostly enter awareness unintended and without selective monitoring, while memories with low accessibility rely on intention and selective monitoring.

225 Effect of autobiographical experience on boundary extension

Lenka Krajčilková^{a,b}, Filip Děchtěrenko^b and Jiří Lukavský^b

^aInstitute of Lifelong Learning, Mendel University in Brno, Czech Republic

^bInstitute of Psychology, Czech Academy of Science, Czech Republic

Contact information: lenkakrajcikova1@gmail.com

Boundary extension refers to a tendency to remember surrounding area of the briefly presented scene. In presented study, we used a paradigm introduced by Cabeza (2002) to examine whether an autobiographical experience would have an effect on boundary extension. In our design, participants viewed a photograph of a certain place they (1) took themselves (autobiographical condition), (2) was taken by other participant (episodic condition) or (3) a picture of a novel place, they did not visit. As the participant could remember additional information from taking the photo, we hypothesize, that the boundary extension is greater in the autobiographic condition compared to other two conditions. Our preliminary results (N = 6) showed that there is no difference between autobiographic and non-autobiographic conditions.

226 How distinct are the characteristics of voluntary and involuntary memories?

Mevagh Sanson^a and Melanie K. T. Takarangi^b

^aUniversity of Waikato, New Zealand

^bFlinders University, Australia

Contact information: mevagh.sanson@waikato.ac.nz

People can deliberately bring “voluntary” memories to mind, and people experience “involuntary” memories spontaneously coming to mind. Often, subjects must classify their memories as voluntary or involuntary. But how distinct are the characteristics of these two types of memories? To address this question, we conducted two pre-registered studies in which subjects saw a series of emotionally arousing photos, then read an article under instruction to press a key any time they remembered any of the photos. Upon the first key press, we asked subjects to rate that memory on retrieval intent and effort, and to classify their memory as voluntary or involuntary. Subjects reported involuntary memories that, on average, involved less intention and less effort to retrieve than voluntary memories. But there was a large degree of overlap in the distributions of these ratings across memory types—suggesting involuntary and voluntary memories may not be clearly distinct.

227 Self-referential and categoric thoughts underlying overgeneral autobiographical memory

Noboru Matsumoto^a and Yuri Amemiya^b

^aNagoya University, Japan

^bKanagawa University, Japan

Contact information: nobirum@gmail.com

Depression-related abnormal self-referential processing may be involved in overgeneral memory. However, a thought process underlying autobiographical memory retrieval remains unclear. We examined the occurrence of self-referential and categoric thoughts during memory retrieval and the influences of cue self-relevance, cue valence, and depressive symptoms. We presented thought sampling probes at 10 sec after cue's presentation for 238 undergraduate students. Participants chose one out of 8 alternatives in the thought sampling probe. HGLM showed main effects of cue self-relevance, cue valence, and depressive symptoms, suggesting that highly cue self-relevance, negative cue, and highly depressive symptoms were related to self-referential and categoric thoughts. Results also showed interaction effects of cue self-relevance and depressive symptoms, and cue self-relevance and cue valence. They indicated that negative self-relevant cues tend to induce self-referential and categoric thoughts regardless of depression. Importantly, depressive symptoms were associated with increasing self-referential and categoric thoughts especially when self-irrelevant cues were presented.

228 Retrieval intentionality and forgetting: How cue distinctiveness and the passage of time affects involuntary and voluntary episodic memories

Søren R. Staugaard and Dorthe Berntsen

Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: sorsta@psy.au.dk

Forgetting has been studied extensively in episodic memory. However, this research has focused on voluntary memory (information retrieved intentionally). Few studies have examined forgetting in involuntary memory (memories retrieved spontaneously). The purpose of the present studies was to investigate the effects of cue distinctiveness and the passage of time on the involuntary and voluntary memory for pictures of scenes. We examined frequency of correct memories after a few minutes, 1 day, and 7 days; in Study 2, also after 3 days. Across both studies, memory frequency dropped with increased retention time, and distinct cues were more efficient than indistinct cues, for both types of remembering. Voluntary retrieval was initially more effective than involuntary retrieval, but after one week, this advantage disappeared. The findings suggest that memory for events becomes more cue-dependent over time, which limits the effectiveness of interference resolution and top down search associated with voluntary retrieval.

Functions of Autobiographical Memory

229 Functions of conversational time travel: A naturalistic observation study of young and older adults

Burcu Demiray and Mike Martin
University of Zurich, Switzerland

Contact information: b.demiray@psychologie.uzh.ch

We examined mental time travel in everyday conversations using a naturalistic observation method, the Electronically Activated Recorder (EAR; audio recorder that periodically records snippets of ambient sounds). We examined why young versus older adults talk about their past versus future across different contexts in everyday life. 61 young and 48 older adults used the EAR for 4 days. We collected a random sample of about 280 sound files (30-seconds long) per participant. Files that included participant speech were coded in terms of temporal focus (personal past, future), function (self, social, directive) and context (e.g., activity). Preliminary analyses showed that young and older adults were equally likely to talk about their past and future, but for different purposes. Past-oriented utterances tended to serve social functions, whereas future-oriented utterances served directive functions. Analyses on within-person variations in functions across contexts are ongoing. Results will be discussed in relation to the aging self.

230 How much R is there?

Chris J.A. Moulin^a, Alexandra Ernst^a, Céline Souchay^a, Akira R. O'Connor^b, Kata Pauly-Takacs^c, Nariméne Alouani^a and Clare Rathbone^d

^aLPNC CNRS 5105 Université Grenoble Alpes, France

^bUniversity of Saint Andrews, United Kingdom

^cLeeds Beckett University, United Kingdom

^dOxford Brookes University, United Kingdom

Contact information: chris.moulin@me.com

In studies on autobiographical memory, participants typically generate more than one memory. The resulting data are according to most conceptualisations of autobiographical memory, distinct episodes of vividly re-experienced events are made available by episodic retrieval. This episodic retrieval is proposed to be sustained through hippocampal activity, giving rise to the experience of recollection, or 'remembering' (R). Whilst the concept of autobiographical remembering is important, especially in pathological groups, less is known about how ubiquitous it is. This is particularly interesting given that quantitative neuroscientific models of the hippocampus exist, setting an upper limit to the number of memories it can store. It thus seems important to know how much R there is, and how much it varies according to retention interval, age, etc. Using data from online questionnaires, a single case from the life logging domain and summary data from published studies, we try to estimate how much R there might be in autobiographical memory, with the aim of starting a debate about this issue.

231 Stability of autobiographical functions in different event types

Christin Köber^a, Theodore E.A. Waters^a and Kate C. McLean^b

^aNew York University Abu Dhabi, United Arab Emirates

^bWestern Washington University, United States

Contact information: christinkoeber@nyu.edu

Research finds that autobiographical memories serve at least three basic functions -- self-definition, social connection, and directing future behavior. However, little is known about how the functions may change over time. This study investigated the stability of the self, social, and directive functions of turning-point, low-point, and personally significant but undisclosed autobiographical memories in a sample of 141 participants (42 male, Mage = 20.47). Function data was collected twice, 8 months apart. Results revealed that all event types served all three functions, and that the self function was significantly higher across all events. Within each event type, functions showed moderate mean level stability and rank order stability. Self function was the most stable in low point events; social and directive functions were the most unstable in undisclosed events. This study suggests that personal events serve multiple functions simultaneously, which moreover appear to be moderately stable over a moderate interval.

232 Can the negative be positive? Or how emotion regulation and integration of negative memories can positively affect well-being

Iliane Houle and Frederick L. Philippe

University of Quebec at Montreal, Canada

Contact information: iliane.houle@gmail.com

Reactivations of memories of negative events decrease well-being over time and increase emotional dysfunctioning. Our study aimed to determine whether certain emotion regulation strategies can alter how negative memories influence well-being over time, by facilitating their coherent integration into the self. In turn, coherent integration was expected to facilitate adaptive emotion regulation over time. A total of 303 individuals participated in this longitudinal study. At Phase 1, they completed measures of emotion regulation and well-being. Three months later, they described the memory of the most negative event they experienced since Phase 1, and completed measures assessing its integration. A month later, participants recompleted the well-being measures, and another month later, their emotion regulation was reassessed. Adaptive emotion regulation predicted adaptive memory integration, which in turn predicted increases in well-being and adaptive emotion regulation. Contrariwise, the incapacity to regulate emotions predicted poor memory integration, which in turn predicted decreases in well-being.

233 Mood regulation upon remembering open memories

Irem Ergen and Sami Gülgöz

Koc University, Turkey

Contact information: iergen17@ku.edu.tr

Open memories are personal life experiences on which an individual does not have a closure. After retrieving open memories, it is unknown whether mood regulation, a tendency to recall positive memories after recalling negative memories, is still effective as in negative memories. Current study aims to provide evidence of mood regulation for open memories. The participants were asked to retrieve an open memory and answer questions about their emotions during the event and recall. Later, they recalled any memory without any restrictions. Preliminary results showed that the second memories were significantly more closed than the first memories. For valence, open memories were rated as more negative than the second memories. Although no difference was detected in terms of frequency of remembering, the participants reported that open memories are recalled more involuntarily than the second memories. This study reveals that mood regulation is influential after recalling open memories.

234 The importance of the social function of autobiographical memory in the relation between narrative coherence and mental health

Lauranne Vanaken
KU Leuven, Belgium

Contact information: lauranne.vanaken@kuleuven.be

Coherence is a multidimensional characteristic of narratives that has been shown to be positively related to psychological well-being and negatively to psychopathology (depression, PTSD). However, it is not clear yet which mechanisms underlie these associations. This project will be focussing exactly on this, by investigating the mediating role of social processes in the relation between narrative coherence and mental health. The hypothesis states that when someone is not coherent in the verbal expression of autobiographical memory retrieval, this may disturb the social function of autobiographical memory, which may impact the person in multiple negative ways (loneliness, interpersonal stress, poor quality of relationships) and leads on to lower psychological well-being. Reversely, telling a coherent story could be more reinforced with social support, empathetic reactions and be further made meaning out of together with others, which could then improve well-being or buffer the risk for psychopathology.

235 How do mothers and adolescents use autobiographical memories in a functional way during reminiscing?

Nur Elibol-Pekaslan^a and Basak Sahin-Acar^b
^aAnkara Yıldırım Beyazıt University, Turkey
^bMiddle East Technical University, Turkey

Contact information: nurelibol@gmail.com

Functions of autobiographical memory have been mostly studied by adults and by self-reports, therefore we aimed to investigate how functions occur during reminiscing between adolescents and their mothers. The age range for adolescents was 14-16 and data collection process is still continuing. Mother-adolescent pairs were asked to reminisce about happy, sad, and angry events during home visits. Preliminary results showed that social function was the most frequently mentioned one, and the sub-themes were sharing own perspective, attempt to nurture relationship, concern about the relationship, and relationships with other. Self function occurred as a second frequent one, and the sub-themes were personal thoughts, physical self, and expressing emotions. The least frequently mentioned function was directive, and the sub-themes were future behaviors and taking lesson from past. Adolescents tended to use self function more frequently whereas there seemed to be no difference for social and directive functions.

236 The influence of priming psychological goals on the functions of autobiographical memory

Robbie Taylor and Matt Crawford
Victoria University of Wellington, New Zealand

Contact information: robbie.taylor@vuw.ac.nz

Why do we recall memories about ourselves? Research has shown that people recall autobiographical memories to guide and direct future behaviour, maintain and develop social bonds, and forge a sense of identity (Bluck, 2003). But does the extent to which autobiographical memories serve these functions remain stable, or are these functions influenced by a person's current goals? We asked subjects to recall an important memory. Then, subjects recalled another memory which primed them with 1 of 3 psychological goals—belonging, sense of identity, or success. For example, subjects in the belonging condition were asked to recall a time when they were excluded by other people. Subjects then rated the important memory in terms of its directive, social, and identity functions. Recalling the goal-related memory had a trivial influence on the functions of the important autobiographical memory, suggesting these functions might be stable.

237 Memories people no longer believe can continue to serve functions

Ryan Burnell^a, Maryanne Garry^a and Robert Nash^b

^aUniversity of Waikato, New Zealand

^bAston University, United Kingdom

Contact information: rburnell@waikato.ac.nz

Autobiographical memories can serve a variety of adaptive and maladaptive functions. But not all autobiographical memories are true. In fact, sometimes people realize one of their memories is completely false. Nevertheless, people sometimes retain a “memory” of the false event that continues to have many of the same phenomenological characteristics as their real memories (Mazzoni et al., 2010). But to what extent do these “retracted memories” continue to serve functions? To answer this question, we asked subjects to describe two memories: a retracted memory and a memory from a similar period that they believe to be true. We then asked subjects to rate the extent to which these memories serve both adaptive and maladaptive functions, and compared subjects’ ratings on the two memories. Our results have implications for understanding the role belief plays in the functions of autobiographical memory.

238 Exploring the functions of autobiographical memories in a sample of bereaved adults

Tabea Wolf and Veronika Strack

Ulm University, Germany

Contact information: tabea.wolf@uni-ulm.de

The recall of past experiences has been found to serve a number of different memory functions. Defined as memories for the events of one’s life, autobiographical memories are closely related to processes of forming and stabilizing a person’s identity, but also serve to direct behaviour and support social interactions. In the present study, we explore the functions of autobiographical memories in a sample of 56 bereaved adults (Mage = 44 years, SD = 17.69). Participants completed the Reminiscence Function Scale, the Utrecht Grief Rumination Scale and the Inventory of Complicated Grief. On average, participants used their memories most frequently for intimacy-maintenance and identity-functions. Using regression analyses, we examined the association between different memory functions and the severity of the grief reaction. After including grief-specific rumination, intimacy maintenance remained the only memory function predicting grief severity. Implications for further research will be discussed.

239 Counterfactual thinking in autobiographical memory: The direction and function analysis

Zeynep Adıgüzel and Sami Gülğöz

Koç University, Turkey

Contact information: zadiguzel13@ku.edu.tr

Counterfactual thinking is constructing “what might have been”. Imagining a better end is upward counterfactual thinking and a worse end is downward counterfactual thinking, which constitutes the directions of counterfactuals. This research aims to take the function analysis of autobiographical memory one step further by providing adults with hypothetical scenarios where they have to make decisions and comparing the strategy used in related memories. Participants were asked to state what they would do in two positive and two negative scenarios, and to report their most similar memory to each scenario and an alternative to them. A chi-square test of independence revealed no relationship between the strategy used in autobiographical memories and scenarios. We also investigated how people establish the direction based on the valence of scenario in which they find themselves. A chi-square revealed no relationship between the direction and the valence of scenarios.

Mental Time Travel and Future Thinking

240 You better do what you want! The influence of goal self-concordance on the representation of personal future events

Alexandra Ernst^a, Frederick L. Philippe^b and Arnaud D'Argembeau^a

^aPsychology and Neuroscience of Cognition Research Unit, Department of Psychology, University of Liège, Belgium

^bELABORER - Laboratory for Research on Emotions and Representations, Department of Psychology, University of Quebec at Montreal, Canada

Contact information: alexandra.ernst@univ-grenoble-alpes.fr

While it is established that goal processing is a central component of episodic future thinking, how personal goals shape future event representations is not yet fully understood. In this study, we explored the influence of the source of motivation underlying goal pursuit. Based on the self-concordance model (Sheldon & Elliot, 1999), we differentiated personal goals on the basis of their degree of self-concordance, which depends on the primary motives underlying goal pursuit. We thus distinguished self-concordant (i.e., goals that one wants to achieve) and non-self-concordant goals (i.e., goals that one has to achieve). For each goal (three per condition), participants ($n = 47$) were asked to generate one associated specific future event. The results demonstrate that future events associated with self-concordant goals have a privileged status in terms of their phenomenology (e.g., vividness, emotional properties, importance) and contribute to a greater extent to psychological well-being.

241 Episodic future thinking in adolescents and young adults: Relations to self

Aslı Aktan-Erciyas^{a,b}, Müge Özvarol^a and Ali İ. Tekcan^a

^aBoğaziçi University, Turkey

^bKoç University, Turkey

Contact information: asli.erciyes@boun.edu.tr

Compared to remembering one's own past, episodic future thinking is argued to rely more on semantic knowledge. Research on life story development suggests that acquisition of cultural life scripts might play a major role in the coherence of prospective life stories. The aim of the current study was to investigate how relationship between cultural life scripts and narrative coherence of life stories are reflected in young adults and adolescents. In addition, we addressed how ego-strength affects this relationship. Thirty-five 8th grade and 45 undergraduate students were asked to imagine and write their future life stories at age 40. Participants also completed a cultural life script task and a measure of ego-strength. Results will be discussed based on how ego-strength scores relate to coherence in life stories as well as its overlap with cultural life-scripts in two age groups.

242 Envisioning the times of future events: The role of personal goals

Hédi Ben Malek^{a,b,c}, Fabrice Berna^{b,c,d} and Arnaud D'Argembeau^a

^aDepartment of Psychology, Psychology and Neuroscience of Cognition Research Unit, University of Liège, Belgium

^bInserm U1114 - Cognitive Neuropsychology and Pathophysiology of Schizophrenia, Strasbourg, France

^cUniversity of Strasbourg, Strasbourg, France

^dUniversity Hospital of Strasbourg, Psychiatry Department, Strasbourg, France

Contact information: hedi.bmh@gmail.com

Episodic future thinking refers to the human capacity to imagine or simulate events that might occur in one's personal future. Previous studies have shown that personal goals guide the construction and organization of episodic future thoughts, and here we sought to investigate the role of personal goals in the process of locating imagined events in time. Using a think-aloud protocol, we found that dates were directly accessed more frequently for goal-related than goal-unrelated events, and the importance of events for goals was a significant predictor of this direct access. Furthermore, when an event was not directly dated, references to anticipated lifetime periods were more frequently used as a strategy to determine when a goal-related event might occur. Together, these findings shed new light on the mechanisms by which personal goals modulate the ability to locate events in future times. Keywords: time, goals, episodic future thinking, autobiographical memory.

243 The moderating role of self-agency on episodic mental time travel

Meymune N. Topcu and William Hirst
The New School for Social Research, United States

Contact information: meymune.topcu@newschool.edu

Self-construal depends not only on the way one remembers the past but also on the way s/he imagines the future. Two studies investigated the role of perceived agency on the specificity and valence of mental time travel. Participants were asked to remember and imagine 15 events that involve/d themselves in the past and future. Remembering the past and imagining the future related in terms of specificity. Moreover, when people attributed more agency to themselves in the past the relation between the specificity of their past and future responses got stronger. Perceived agency also influenced the valence of responses. Participants imagined their future in a more positive way than their past. Similarly, they thought they would have more agency in the future. The tendency to see a rosy future was predicted by the tendency to attribute more agency to oneself in the future. Possible mechanisms underlying these effects are discussed.

244 Mental time traveling in first-time pregnant women: Investigating the association between content of time travelling and measures of well-being

Mia Skytte O'Toole and Dorthe Berntsen
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: mia@psy.au.dk

Pregnancies are not only biological lead-ups to a life-altering event, they are also characterized by psychological preparation for what is coming. This study investigated mental time traveling in 59 first-time pregnant women and 59 women matched on education. Participants generated four memories and four future predictions in response to neutral cue words. Pregnant women were more likely to think of past and future events related to their pregnancy. Within the pregnant women, the number of pregnancy related events were associated with less worry and more positive affect. Pregnancy related events were overall more specific, associated with stronger physical reactions, coming to mind more involuntarily, more likely to be seen from first-person perspective, and more central to identity. These findings align with the literature on current concerns, pointing to the potential positive function of immersing oneself in thinking about past and future pregnancy related events when pregnant.

245 Phenomenology of personally important episodic memories, counterfactual thoughts, and future projections in younger and older adults

Müge Özbek, Annette Bohn and Dorthe Berntsen
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: muge@psy.au.dk

Aging studies on the ability to look back in life to re-experience past events and project oneself forward to pre-experience future events have shown an age-related decline in producing episodically rich descriptions of memories and future projections. However, it remains unclear whether this age-related decline applies to the subjective experiences of older adults, compared with younger adults, while they simulate past, future, and counterfactual events. Here, we compared the phenomenological characteristics and centrality of event of personally important episodic memories, future projections, and counterfactual thoughts in older and younger adults. Older adults displayed an emotional positivity effect across these events. They also rehearsed their past more, and did not consider their future as more important and more central to self and identity than their past unlike younger adults. These results are consistent with enhanced emotional well-being in old age and their implications for aging as a socioemotional adaptation are discussed.

246 A tale in the future: Future oriented thinking about life experiences

Selin B. Coşkuner and Sami Gülgöz
Koç University, Turkey

Contact information: scoskuner@ku.edu.tr

Episodic remembering and imagining the future have repeatedly been reported as involving similar processes. Some studies emphasize the auto-noetic component of the episodic memories as the common feature of episodic remembering and imagining the future as one projects the self into the future. Some others suggest the involvement of semantic memory. As a combination of these findings emerges the idea that it is not remembering episodic memories but remembering autobiographical memories that is similar with thinking about the future. Based on this idea, this research aims to draw parallels between autobiographical memory and future thinking through establishing commonality in the functions both serve based on the creation of a future oriented TALE questionnaire constructed via modifying the original TALE questionnaire (Bluck & Alea, 2011). An exploratory factor analysis supported the three-function model of self, social, and directive functions also in future thinking, just like in autobiographical memory.

247 My future is brighter than yours: The role of the self in the positivity bias

Sinué Salgado and Dorthe Berntsen
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

Contact information: sinue@psy.au.dk

Research demonstrates that individuals perceive their future as more positive and idyllic. It is suggested that this positivity bias serves a self-enhancement function. We provide the first systematic examination of the positivity bias across different domains and tasks of future thinking. First, we use the same tasks in two different domains of future thinking: episodic (events) and semantic dimension (self-images). Second, we use two different measures of positivity bias (frequency of positive instances and distance from present). Third, we contrast each measure in each domain for events/images related to self versus an acquaintance. Studies 1 and 2 showed a strong, general tendency for the generation of positive future events/images, but most pronounced for self, relative to an acquaintance. Studies 3 and 4 demonstrated that positive future events/images were dated closer to present, whereas negative ones were pushed further into the future, but only for self and not for an acquaintance.

248 Individual differences in imaginative ability

Valerie van Mulukom
Coventry University, United Kingdom

Contact information: valerie.vanmulukom@coventry.ac.uk

Thinking about our past or our future, becoming engrossed in fictional worlds, coming up with creative solutions to everyday problems - imagination is an ability we all use recurrently it is a part of us. But are there also differences between individuals in their imaginative ability? In a series of studies, individual differences in imagination are investigated: Study 1 investigates creative imaginative ability through creativity tasks and scales, study 2 explores fantastical imaginative ability, and study 3 examines episodic imaginative ability. All studies also employ the social sphere paradigm to investigate episodic simulation. Together, these studies give us a profile of imaginative ability and its association with episodic future thought.

Social, Collective, and Cultural Aspects of Autobiographical Memory II

249 How public opinion influences personal flashbulb memory formation

Jennifer M. Talarico^a, Annette Bohn^b and Ineke Wessel^c

^aLafayette College, United States

^bCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^cUniversity of Groningen, the Netherlands

Contact information: talaricj@lafayette.edu

Public events must be personally significant in order to generate flashbulb memories (FBM). However, personal significance is frequently derived from social group membership and therefore reliable differences in FBM formation across nationalities can result. Furthermore, events that are consistent with a positive self/group-image are more likely to lead to FBM. Denmark, Netherlands, and Germany (although relatively similar otherwise) have drastically different relationships to nuclear energy and therefore, we hypothesized, different likelihoods of evidencing FBM for the Fukushima nuclear disaster of 11 March 2011. Although overall FBM rates were low across all participant groups, Germans were more likely to have FBM than were individuals from Netherlands or Denmark, as we predicted. Furthermore, Germans rated common predictors of FBM formation, namely the importance (personally, for friends and family, and nationally) and consequentiality (politically, environmentally, economically, and for daily life) of the event, more highly than did the other groups.

250 Do flashbulb memories transmit across generations? 9/11 a case study

Shanique Y. Meyler^a and Charles B. Stone^{a,b}

^aJohn Jay College of Criminal Justice City University of New York, United States

^bThe Graduate Center, United States

Contact information: smeyley@jjay.cuny.edu

Little is known about the transmission from one generation to the next of long lasting memories, such as those of 9/11 and the flashbulb memories it forged. What is transferred and the impacted it has on social identity? With these questions in mind, we examined the memories of those who lived through 9/11 and their children. We were interested in what the children knew about 9/11 and their parents' flashbulb memories, how they learned this information, and the extent to which it shapes their identity. Our results are discussed in terms of the importance of understanding how and when personal memories transmit across generations and their role in shaping the next generation's social identity.

251 The self and other selves in autobiographical memories of important life events in Mexico, Greenland, China, and Denmark

Alejandra Zaragoza Scherman^a, Sinué Salgado^a, Zhifang Shao^b and Dorthe Berntsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bSchool of Psychology and Cognitive Science, East China Normal University, China

Contact information: alejandra@psy.au.dk

Autobiographical memories are typically defined as personal memories (i.e., about the self). However, recent theoretical developments have expanded our definition of autobiographical memory to include vicarious memories and with this expanded definition, the role that other selves play in remembering our personal past. In this cross-cultural study, we examine the extent to which personal life story events refer to the individual self and other selves. Culture might play an important role in how individuals incorporate others into their personal life story. Adult participants from Mexico, Greenland, China, and Denmark recalled 7 important life events that they would include in their life story. Independent coders coded the events as personal (e.g., I moved to Japan) or non-personal (e.g., My child graduated from college) to determine whether the event memory referred to participants themselves or to some else. Non-personal event memories were further coded to establish to whom they made reference.

252 Autobiographical literature from extreme environments on Earth can help planning coming missions to Mars and beyond

Jesper Jørgensen CANCELLED AFTER PRINTING OF PROGRAMME
Researcher SpaceArch, Denmark

Contact information: jesper@brainspace.dk

Planning and preparing for coming interplanetary manned missions has created the need for experiences from analogue extreme environments on Earth. How can mental health be maintained under harsh conditions, and are personal interactions influenced over time in e.g. an expedition crew in the Arctic or Antarctic? Historic autobiographical literature is often one of the most important sources of information on strategies for survival and mental wellbeing, and the survival or death following mishaps or wrong decisions or mismanagement. The poster describes the analytic approach to using historical and contemporary autobiographical literature on living in extreme environments as a development tool for preparing coming space missions. The poster will discuss the methodological possibilities and limitations of such anecdotal information often created in a high performance 'macho' environment. At last the poster will demonstrate how information from autobiographical literature can influence the practical design of psychological support programs and interior design of coming missions.

253 The fading affect bias in relation to political events: The case of the re-election of president Barack Obama

Jonathan Koppel^a, Adam D. Brown^b, Charles B. Stone^c, Alin Coman^d and William Hirst^e

^aUniversity of Portsmouth, United Kingdom

^bSarah Lawrence College, United States

^cJohn Jay College of Criminal Justice, United States

^dPrinceton University, United States

^eNew School for Social Research, United States

Contact information: jonathan.koppel@port.ac.uk

The fading affect bias (FAB) refers to the tendency for negative affect associated with autobiographical events to fade more quickly than positive affect. The FAB has primarily been tested in reference to purely personal events, rather than events also containing a political dimension; one exception is the fall of the Berlin Wall. Here we probed an online, US sample's emotional reactions towards another political event, namely, the re-election of President Barack Obama. We queried participants' emotions within one month of the election, and then again one year after the election. In a reverse pattern to the FAB, the fading of emotions over this year was greater for participants who felt positively about Obama's re-election, compared to participants who felt negatively about it. Follow-up analyses indicated the mechanisms through which the FAB may not universally apply to political events, as participants' emotions concerning the re-election had been influenced by subsequent events.

254 Exploring the master narrative for overcoming adversity in the UK

Laura Blackie and Jade Colgan
University of Nottingham, United Kingdom

Contact information: laura.blackie@nottingham.ac.uk

Autobiographical life narratives are the stories that people construct to connect their past with their present and ideal future selves. These narratives function to imbue people's lives with a coherent, meaningful, and purposeful identity. Increasingly, researchers are investigating how people revise their narratives to meaningfully integrate adverse experiences into their identity. Research in the USA has shown individuals tend to construct a redemptive narrative that turns emotionally negative experiences into positive outcomes. This redemptive theme is a master narrative in the USA. In a qualitative study, we explored what the master narrative for overcoming adversity was in the UK. We asked participants with little to no lifetime adversity to write about UK national tragedies from the perspective of a survivor. Although there were some similarities to redemption, we found in our thematic analysis there was a greater focus on themes of resilience and acceptance in the UK master narrative.

255 The cultural pathway to independence: The role of social and historical factors

Manuel L. de la Mata-Benítez^a, Andrés Santamaría^a, Mercedes Cubero^a, Samuel Arias^a,
 Marcia L. Ruiz-Cansino^b and O. Monreal-Aranda^b CANCELLED AFTER PRINTING OF PROGRAMME
^aDepartment of Experimental Psychology, University of Seville, Spain
^bAutonomous University of Tamaulipas, Mexico

Contact information: mluis@us.es

Autobiographical memory (AM) is memory for facts and events of own's life. AM is inextricably related to the self. Both AM and self are mediated by cultural narratives. Cross-cultural research has demonstrated differences in AM associated to different models of self (self-construal). The notion of cultural pathways to development may account for these differences. According to this theory, social, historical and cultural changes, (i.e. the extension of formal schooling), may promote the model of independence. To examine the role of some of these factors we have conducted two studies in Mexico. The first compares AM and self-construal in two generations. The second analyses the relationship between formal schooling, AM and self by comparing participants with different education background. In the two studies, the analyses focused on indicators of autonomy-relatedness, and in the narrative organization of the memories. Results provide support to the notion of cultural pathways to development.

256 The childhood autobiographical memory as a database for the cultural self

Veronika Nourkova
 Lomonosov Moscow State University, Russia

Contact information: Nourkova@mail.ru

The study examined the graphical expression of the entire childhood autobiographical memory in three samples – Russian, Uzbek and Chinese (N=201) in respect to three types of cultural selves proposed by Kagitcibasi's model. The data reduction procedure suggested a three-factor solution. Factor 1 loaded the memories of attending social groups and positive emotional bias. Since the Uzbeks got the highest scores on this factor, it was interpreted as a mnemonic database of a heteronomous-related self. Factor 2 combined memories of achievements, vicarious memories and early end of childhood. Since the Chinese got the highest scores on this factor, it was linked to the autonomy-related self. Factor 3 was composed of the abundance of recollections and the early age of the first memory. Since the Russians got the highest scores on this factor, it was attributed to the autonomous-separated self. The findings highlighted the assumption that childhood memories reveal a cultural self.

Trauma and Autobiographical Memory II

257 Centrality and disorganization of traumatic memories: Comparison between PTSD and non-PTSD groups in an event-cueing experiment

Tugba Uzer^a, Lütfullah Beşiroğlu^b, Pelşin Ülgen^c, Begüm Coşgun^d, Seray Akça^c, Merve Karakılıç^b, Aylin İlden Koçkar^e, Menekşe Sıla Yazar^f and Demet Özen Yalçın^g
^aTED University, Turkey
^bİzmir Katip Çelebi Üniversitesi Atatürk Eğitim ve Araştırma Hastanesi, Turkey
^cODTÜ, Turkey
^dBoğaziçi Üniversitesi, Turkey
^eAltınbaş Üniversitesi, Turkey
^fBakırköy Prof. Dr. Mazhar Osman Ruh Sağlığı ve Sinir Hastalıkları Eğitim ve Araştırma Hastanesi, Turkey
^gAnkara Sincan Dr. Nafiz Körez Devlet Hastanesi, Turkey

Contact information: tugba.uzer@tedu.edu.tr

Self-report studies favor landmark view, while other research indicate that memory for the trauma in PTSD is usually disorganized. The present study investigated traumatic memory integration by using event-cueing task and self-report measurements. In Experiment 1, 30 PTSD and 30 non-PTSD participants recalled same-cluster events in response to their traumatic experiences, positive experiences, negative but non-traumatic experiences, and neutral experiences. In Experiment 2, 20 PTSD and 20 non-PTSD participants recalled both same-cluster and unrelated events. In both experiments, retrieval time and retrieval strategies were measured. Participants completed TIS, CES, IES-R, BDI, BAI, and PCL. Results indicated that PTSD patients recalled trauma related events more slowly than non-PTSD patients. In addition, trauma related memories resulted in less direct retrieval in PTSD patients than non-PTSD group. CES was positively correlated with PTSD severity. Findings imply that in PTSD, traumatic memories are perceived as more central to one's identity but they are more disorganized.

258 Developing through coping: Autobiographical memories and the self in the mirror of childhood narratives of mass disaster survivors in Asia

Shira Taube Dayan
University of Haifa, Israel

Contact information: shira.taube@gmail.com

Narratives of one's past serve as a significant link between autobiographical memories, the self and culture. Narratives focusing on childhood offer unique perspectives on early memories and the developing self, through a period of life in which social environment also plays a critical role. Unfolding specific type of childhood stories is that of youngsters affected by trauma, such as mass disasters which in particular pose wide and long-term threats to children's development and their environments. This poster is part of a wider study, seemingly first of its kind, focusing on retrospective narratives of young adults affected by natural disasters as children in Asia. The study explores the implications of disasters through childhood, in different developmental periods and in relation to various socio-cultural contexts, as narrated by the survivors. The poster will focus on findings concerning different aspects of the youngsters' self in the shadow of a disaster, developing through coping.

259 Imagining what could have happened: Type and vividness of counterfactual thoughts and the relationship with posttraumatic stress reactions

Ines Blix^a, Alf Børre Kanten^{b,c}, Marianne Skogbrott Birkeland^a and Siri Thoresen^a

^aNorwegian center for violence and traumatic stress studies (NKVTS), Norway

^bDepartment of Psychology, University of Oslo, Norway

^cBjerknes College, Norway

Contact information: ines.blix@nkvts.no

Research suggests that counterfactual thinking after traumatic events is associated with posttraumatic stress reactions. In this study we explored frequency of upward and downward counterfactuals in trauma-exposed individuals, and how trauma-related counterfactuals were represented in terms of vividness. We examined the relationships between vividness and frequency of counterfactual thoughts and posttraumatic stress reactions in survivors and bereaved from the fire on the ferry Scandinavian Star in 1990. Even after 26 years, both survivors and bereaved reported that they currently entertained thoughts about what could have happened during the fire on Scandinavian Star. The results showed that vividness of counterfactual thoughts, as well as reported frequency of upward and downward counterfactuals, were associated with posttraumatic stress reactions. Our results suggest that both upward and downward counterfactuals can be harmful, and that vivid counterfactuals about a traumatic event might play a similar role in posttraumatic stress as trauma memories.

260 Life stories and trauma: Are youth more likely to integrate traumas into their life stories than adults are?

Inge Lise Lundsgaard Kongshøj, Annette Bohn and Dorthe Berntsen
Center on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences,
Aarhus University, Denmark

Contact information: liselk@psy.au.dk

Research has shown a connection between Posttraumatic Stress Disorder (PTSD) and integration of traumatic experiences into the life story. Furthermore, empirical evidence suggests that life story formation begins in mid to late adolescence. Following these findings, the present study investigated whether experiencing trauma in youth was associated with a greater risk to integrate the trauma into the life story compared to adult traumatic exposure. Life stories were collected from 115 participants recruited via Amazon Mechanical Turk. Moreover, participants filled out questionnaires regarding traumatic exposure, PTSD, and centrality of a traumatic event. The following key questions were investigated: 1) Did participants who experienced traumatic events in youth, show more PTSD-symptoms than participants with adult traumatic exposure? 2) Did participants with traumatic exposure in youth more often integrate the trauma into their life story? Results will be discussed in relation to theories of development of life stories and of PTSD.

261 Emotional distress and positive and negative deployment memories: The influence of PTSD symptoms and time

Julie A. Niziurski^a, Kim B. Johannessen^{ab} and Dorthe Berntsen^a

^aCenter on Autobiographical Memory Research, CON AMORE, Department of Psychology and Behavioural Sciences, Aarhus University, Denmark

^bMental Health Services Centre Ballerup, The Capital Region of Denmark, Copenhagen, Denmark

Contact information: julie@psy.au.dk

During military deployment, soldiers are confronted with both negative and positive events. What is remembered and how it affects an individual is influenced by not only the perceived emotion of the event, but also the emotional state of the individual. Here we examined the most negative and most positive deployment memories from soldiers who were deployed together to Afghanistan. We examined how the level of emotional distress of the soldiers and the valence of the memory were related to such aspects as the emotional intensity and coherence of the memories, and how the impact of these memories changed over time. We found that soldiers with higher levels of PTSD symptoms were more affected by both types of memories, compared with soldiers with lower levels of PTSD symptoms, evident by their higher ratings on all measures including intensity, reliving, and rehearsal.

262 Integrating conceptions of integration: How seemingly opposed views of the integrative process inform and enrich each other

Nabil Bouzegarene

University of Quebec at Montreal, Canada

Contact information: nabil.bouzegarene@gmail.com

The present conceptual analysis aims to reconcile seemingly opposed views of the integrative process. According to research by Bernsten and Rubin (2006a; 2007), the more a traumatic event becomes central to one's self-narrative, the more maladaptive it will be for the individual (i.e. it will lead to more posttraumatic stress disorder symptoms). This view that the integration of trauma memories is maladaptive stands in sharp contrast to other conceptions of memory integration. For instance, according to Weinstein, Przybylski, and Ryan (2013), integration of memories to the self is always beneficial. Based on a literature review, we propose that very poor (absence of links between the self and the negative event) and very high (ascription of the negative event as central to the self) integration of negative events are maladaptive, while moderate integration of the event into the self is adaptive. These models would thus be complementary rather than in opposition.

263 The effects of autobiographical reasoning and retelling on traumatic autobiographical memory

Kazuhiro Ikeda^a, Yayoi Kawasaki^b, Kazuki Nishiura^c and Taku Sato^d

^aShokei Gakuin University, Japan

^bSenshu University, JSPS, Japan

^cMiyagi Gakuin Women's College, Japan

^dIwaki Meisei University, Japan

Contact information: hiro272003@gmail.com

We examined whether deliberated reasoning and verbalization using for negative autobiographical memory could decrease the traumatic character or not. One hundred eighty-eight participants chose the most frequently retelling style from the four options; negative recount, recount without emotion, recount with positive perspective, and no recount, on the occurrences that they tried to talk about their harsh memories to someone. They were also asked to rate The Trauma Memory Quality Questionnaire and the Autobiographical Reasoning Scale about their harsh memories. As a result, ruminant thinking and cognition of importance on the autobiographical reasoning increased the traumatic quality index. On the other hand, recount with positive perspective decreased the traumatic index, compared to recount with negative emotional perspective. Hence it is suggested that retelling with positive biased cognition brings new positive interpretation on their harsh memory.





