



“I Should Have Died, but Suicide Can Never Be an Option”: A Longitudinal Narrative Analysis of a Relational Complex Trauma Victim Surviving during His Emerging Adult

Amalia Rahmandani^{1,2}, M. A. Subandi^{1*}, & Muhana Sofiati Utami¹

¹Faculty of Psychology, Universitas Gadjah Mada, Yogyakarta, Daerah Istimewa Yogyakarta, Indonesia

²Faculty of Psychology, Universitas Diponegoro, Semarang, Central Java, Indonesia

Corresponding Author: M. A. Subandi, E-mail: subandi@ugm.ac.id

ARTICLE INFO

Submitted: 13-05-2022

Accepted: 16-07-2022

Published: 16-09-2022

KEYWORDS

Case Study; Chronic Trauma; Meaning Making; Psychological Abuse Survivor; Qualitative

ABSTRACT

Existing studies examining relational complex trauma in emerging adults are mostly associated with adverse effects, whereas recovery may be difficult let alone growth—it is doubted. Thus, this study aimed to understand how a relational complex trauma victim survived in his emerging adulthood. A case study with longitudinal narrative analysis explored the accounts of a qualified participant, particularly those midst close contact with perpetrators that still maintained their former caregiving style. A 20-year-old male typed his story while having anxiety and depressive symptoms. He was interviewed at the age of 24 when finally living without any symptoms of clinical disorders as well as gaining some actualizations. The analysis focused on how he described his experiences and what he talked about. Two types of narrative forms were identified in each data collection: 'All included in my typed stories but negatives' and 'My tone stories are more diverse, but the fluency is lacking'. There were five narrative themes concluded, namely living with conditioned destructive ways of nurturing, enduring the negative consequences of ongoing parent-related conflicts, distancing without escaping and gaining self-actualizations gradually, benefiting from external social supports while regulating self to approach problems carefully, and framing the future as certain and uncertain. The findings indicate that individual affected by relational complex trauma may empower and maintain his personal, or interpersonal resources although from outside own family. Focusing on gradually encouraging potentials but also being sensitive to the flexibility of coping and the available social support, may have good impacts on recovery.

INTRODUCTION

Complex trauma as interchangeable with terms like adverse childhood experiences/childhood adversities due to their overlapping nature (e.g. Beal et al., 2018; Zyromsky et al., 2018) has been investigated its long-term impacts on emerging adults (approximately 18 to 25 years old; Tanner & Arnett, 2016). Previous studies on emerging adults with a history of complex trauma have associated it with various difficulties to varying degrees of psychiatric problems, such as among 2,232 emerging adults in the United Kingdom (Newbury et al., 2018) which include depression (20.1%), alcohol/marijuana dependence (15.9%), behavioral disorders (15.0%), self-harm (14.2%), anxiety (7.3%). In more general populations, complex trauma has also been studied for its associations with physical health problems (Shonkoff & Garner, 2012), complex post-traumatic stress disorder (Eidhof, 2019), and borderline personality disorder (Jowett et al., 2020).

A meta-analysis of 36 studies in more diverse populations describes the significant association of adverse childhood experiences with symptoms of psychosis (Varese et al., 2012). Varese et al. further explained that patients with psychosis were 2.72 times more likely to have been exposed to childhood adversities than non-psychiatric controls, whereas the estimated risk in general populations as well as prospective and quasi-prospective studies was 33% (between 16% to 47%). The occurrence of psychiatric symptoms, such as this psychosis (Wickham & Bentall, 2016) is distinguished by the type of complex trauma experienced, in addition to the dose-response relationship.

Indonesia is no exception. A study represented by the variable of adverse childhood experiences, for example, results in 2.5 times risk of depression in emerging adult undergraduate students with adverse childhood experiences, even if only one type (Salma et al., 2019). According to Peltzer et al. (2017), prevalences of suicidal ideations and suicide attempts among emerging adult undergraduate students in Indonesia as results of childhood adversities were 6.9% and 3% respectively. Meanwhile, psychosis symptoms among emerging adults in Indonesia as a result of childhood trauma have also been investigated (Octavia et al., 2019).

Emerging adulthood itself has a number of distinctive characteristics, including one that stands out is following up on the achievement (or even crisis) of identity formed during adolescence. Research by Crocetti et al. (2012) in Italy found that in general, adolescents and emerging adults could show better identity stability than those whose profiles were lacking in ideological and relational domains. Ruminative exploration and reconsideration of commitment among emerging adults in Belgium were also investigated to weaken the commitment to identity (Beyers & Luyckx, 2016). Meanwhile, research on emerging adults in Canada (Newcomb-Anjo et al., 2016) found that those with low-risk experiences were still prone to depression.

Emerging adults' susceptibility to mental health problems can be exacerbated by trauma, especially complex trauma. The mechanisms that occurred as described by Smeets et al. (2010) were influences of the way trauma experiences were stored in memory (precisely because there were increase in the integration of trauma memories, cognitive reactivity to sad moods, and dissociation levels) were associated with the increased severity of post-traumatic stress. In psychiatric symptoms of depression, individuals with a history of childhood adversities experience chronic stress that results in a higher response to the hypothalamus pituitary adrenal (HPA), so that cortisol continues to increase and prolonged (Rao et al., 2008). These increased and prolonged HPA activity are factors in the emergence of depression.

Given that complex trauma occurs since childhood, susceptibility has even been formed chronically, repetitively, even cumulatively since childhood. Lawson and Quinn (2013) explained how complex trauma damaged children and adolescents. Gradually, exposures to complex trauma can magnify the negative effects of increased alertness, decreased initiatives, relationship problems, self-efficacy, self-regulation, attentivity, frustration tolerance, affective and behavioral dysregulation, poor judgment, decision-making, and problem-solving skills.

On the other hand, positive changes are also considered to arise as results of trauma. One of the strong variables getting attention from trauma experiences is posttraumatic growth (Tedeschi et al., 2018). Some meta-analyses have attempted to confirm positive relationships between trauma symptoms and post-traumatic growth (e.g. Schubert et al., 2015). However, these results do not seem absolute because some studies show low correlations, even uncorrelated or otherwise negatively correlated. These various possible correlations seem to be determined and modified by a variety of other factors, such as age, type, duration of trauma (Koutrouli, 2012). Schubert et al. (2015) in conclusion of their meta-analysis asserted that post-traumatic growth as occurred in patients with post-traumatic stress disorder could not be certainly determined whether it was a constructive result of cognitive processes or rather a positive illusion that supported avoidance and denial strategies for trauma events.

Doubts about post-traumatic growth above, including in emerging adults, are evidenced by the increased chances of relapse among users of avoidance and denial coping (e.g. Coates & Messman-Moore, 2014; Turner-Sack et al., 2012), as well as more destructive coping strategies such as non-suicidal self-injury (e.g. Swannel et al., 2012). These explain why it is necessary to pay close attention to those who appear to be recovering with normal functioning and even more empowered by reaching some self-actualizations as may indicate post-traumatic growth. In more relational-specific contexts, children may not be separated from perpetrators for a long time until their emerging adulthood because perpetrators are their parents or caregivers who are also supposed to be their protectors and attachment figures (Santrock, 2014). Stressors become more prolonged while victims are still in close contact with them and are perceived to still maintain their previous traumatic nurturing style.

This study aimed to understand how a complex trauma survivor lived in his emerging adulthood finally without any psychological disorder syndromes. He might still live with his parents/caregivers with a maintained nurturing style since his childhood, on the other hand, he gradually gained some self-actualizations. There had been limited – especially in-depth – studies to understand this specific topic as well as explain the recovery process even if there were post-traumatic growth, or vice versa doubts on the positive changes, from a qualitative longitudinal perspective.

Precisely by using a longitudinal narrative study design, the research questions targeted here are as follows:

- 1) How does the individual live alongside the continuous relational complex trauma in his emerging adulthood as his childhood used to be, or there is still close contact with perpetrators who are perceived to maintain their former caregiving style?
- 2) How has he survived such experiences, the effects including psychological disorder syndromes, and finally been free from those complaints without professional help even gaining some self-actualizations?

LITERATURE REVIEW

Complex trauma according to Ford and Courtois (2009) refers to severe events that tend to be chronic/repetitive/cumulative, impair the development of a child's personality and basic trust in relationships, and occur during sensitive periods of brain development. Cook et al. (2005) stated that complex trauma was often interpersonal, involved the primary caregiving system, and often occurred in childhood or adolescence. The forms of interpersonal complex trauma according to Courtois and Ford (2016) are exploitation, betrayal, rejection, antipathy, and neglect. While Vergano et al. (2015) explained the various forms of early relational trauma in childhood with parents (or caregiver), namely physical abuse, psychological abuse/reject, emotional neglect, material neglect, failure of protection, and role reversal. These forms had been diminished from the initial development of the measurement scale, which also included sexual abuse, witnessing domestic violence, separation, and loss. Kliethermes et al. (2014) explained that the domains of complex trauma-induced disorders included deficits in relationships and attachments, emotional and behavioral dysregulations, cognitive/attention deficits, and biological changes that affected physical health, dissociation, changes in self-perception, as well as overall changes in self-belief about the world. Some measurements have made 18 years old the age limit for identification of childhood adversities – in which adolescents are included –, however Vergano et al. (2015) used the age limit of 14 years old because they focused specifically on childhood experiences when attachment figures were crucial for the development.

According to Arnett (2012), emerging adulthood that takes place approximately between 18 to 25 years of age, is an important transition from adolescence to adulthood. After entering adolescence, individuals experience puberty maturity, then they are then faced with adjustments to cultural standards and experiences when entering emerging adulthood. Some key features according to Arnett (2006) which

characterize emerging adulthood are (1) identity exploration, particularly in love and work, (2) instability, such as in love, work, and education, in addition to peaking residential changes, (3) self-focused, which means less sense in social obligations, duties and commitments to others, making great autonomy in carrying out their own lives, (4) feeling in-between, i.e. the difficulty of considering whether they are adolescents or full-fledged adults, and (5) the availability of possibilities or opportunities to transform their lives, whether optimistic about the future or difficulties growing up.

According to Tedeschi et al. (2018), post-traumatic growth is an individual's ability to find strength, not only to bounce back from traumatic experiences but to grow stronger. This theory explains how individuals manage to develop and overcome challenges, even in the midst of the direst situations. Individuals in this case experience positive psychological changes from the struggle through major life crises or traumatic events. However, Tedeschi et al. (2018) in recent years clarified that posttraumatic-growth experiences do not require a prerequisite, namely posttraumatic stress disorder. They explained that the characteristics of post-traumatic growth are based on the fulfillment of five domains, namely (1) relating to others, (2) new possibilities, (3) personal strengths, (4) spiritual changes, and (5) appreciation of life. Growth indicates individuals' feelings that are much more capable than previously thought to overcome the adversities that once weakened them.

METHODOLOGY

Design

A longitudinal narrative analysis was used in this study to answer the research questions. The narrative method is a meaningful way to give participants opportunities to voice their experiences in naturally formed stories (Reissman, 2008). Specifically, the design was to explore life stories and understand the meaning-making of an emerging adult who survived with parents or caregivers as complex trauma perpetrators (still maintained their former traumatic caregiving style) but showed signs of recovering from clinical symptoms of psychological disorders without re-accessing professional help and even reached some self-actualization achievements which were indicated as post-traumatic growth. A thorough understanding of the participant's experiences was gained through narrative analysis which was used for the examination of both the content of the participant's stories (narrative theme) and the way the participant told these stories (narrative form). A longitudinal design was also chosen to explore how either consistency or changes in meaning to experiences during the data collection period (Whiffin et al., 2014) or in this case during the struggle to survive. Although it appeared to use a retrospective longitudinal design because all data was gathered at a recent age, the first narrative data was typed in the past when it was shared with his psychologist, thus fulfilling a prospective approach that reduced recall bias.

Sample

The participant was obtained through purposive snowball sampling with inclusion criteria: being in emerging adulthood (aged 18-25 years; Tanner & Arnett, 2016) during the longitudinal narrative data collection period, experienced relational complex trauma, had professional help from a psychologist and/or psychiatrist due to a history of psychological disorder syndromes related to relational complex trauma, and was still in contact with primary caregivers of childhood complex trauma perpetrators. In addition, researchers also determined the exclusion criteria that the participant in his/her recent age was being treated for psychological disorder symptoms (including using pharmacotherapy alone). Instead, the participant decided on some actions that were obtained qualitatively and were forms of self-actualization in constructive areas. In order to obtain the participant, explanations of all qualifications and definitions of complex trauma were provided. When the prospective participant considered him/herself to be qualified, researchers got an overview of his/her complaint history and examination results when accessing psychological or psychiatric professional services. Records of the participant's stories that had been made during the service period were also gathered based on his/her consent.

Participant

The participant was Sam (pseudonym), an emerging adult male, Indonesian (Javanese), who once accessed psychologist help during his undergraduate education (20 years old) with stress, anxiety, and depression syndromes. These syndromes were recognized to be associated with his parents' behaviors, relationships, and parenting style since childhood which was still maintained until the participant's emerging adulthood. The results of self-report questionnaires on his first visit to the psychologist using the Indonesian version of the second edition of the Beck Depression Inventory (BDI-II; Dozois et al., 1998) indicated moderate depression, while the Indonesian version of the Depression Anxiety Stress Scale (DASS-42; Lovibond & Lovibond, 1995) indicated severe depression, profound anxiety, and severe stress. Immediately after his first visit, Sam then also shared a soft file of his entire typed stories that underlay his access to psychologist help. Sam attended some sessions of psychological services in almost 2 years during his undergraduate education. The intervention sessions were terminated shortly after his graduation at the age of 22 years. Until the age of 24 years when he was met for interviews, which was a few months after getting his master's degree, Sam never accessed psychiatric help nor did he return to access psychologist help anywhere.

Procedures

The data were taken at two times, the first was the participant's typed stories at the age of 20 years which were made in an effort to communicate all the information about him that he suspected was related to the emergence of his psychological disorder syndromes. The stories intended for the psychologist were typed in one Microsoft Word softfile in Indonesian language of 9028 words. The results of the initial psychological measurements using questionnaires were also obtained through the psychological service agency visited by the participant with the participant's consent.

Second, interviews were conducted at 2.5 years after the termination of psychological services, namely at the age of 24 years. There were three forms of second data collection, namely a life story interview, a reflective interview, and a member validation process. The interviews were conducted online through teleconference, three times at mutually agreed times along with breaks of 7 days and 1 day respectively with a total gross duration of 4 hours 47 minutes. The delay happened for 20 to 30 minutes due to internet network problems. Audio-video interviews were recorded and transcribed before being analyzed using narrative approaches.

The interviewer was the first researcher as well as the first author. The objectives and procedures of interviews were discussed with the participant. The interviewer clearly conveyed that the participant could use the opportunity to tell his experiences as deeply as possible according to his wishes. The interviewer also emphasized that the topic could cause discomfort so he could stop the interview at any time or discuss his feelings and reactions. If psychological help was needed as a result of the discomfort, then the intervention would be provided by researchers who also took into account the referral mechanism.

Life Story Interview

Interviews were conducted using one broad question as in the modified version of the Biographical Narrative Interview Method (BNIM; Wengraf, 2001), which was intended to encourage the participant to share his experiences in order to obtain broad narrative responses. The interviewer would wait for narrative responses to the first question to be completed before asking the next question. The participant was encouraged to give broader responses in detail on topics that had been told. The introduction and the question were: 'I am interested in listening to stories of young people's life experiences surviving exposure to relational complex trauma for some time in the emerging adult age period. I want you to tell me how you related to your parents in your childhood.'

Some additional questions were also asked directly regarding the continuation of experiences if these questions had not been answered in narrative responses to the first question. These additional questions, namely 'How did you live your life then?'; 'How did you decide to survive to this point?'

Reflective Interview

Reflective interviews were asking the participant to reflect on experiences that were told earlier. This second interviews were intended to dig deeper into the participant's stories to reflect as well as a form of support or clarification of the first narrative responses. The questions were 'How do you perceive the changes you are experiencing?'; 'How do you perceive your life and your current self?'; 'How do you perceive your current relationship with your parents?'

Member Validation and Credibility

Member validation was a way for researchers to ensure the data's credibility, namely by conveying to the participant the results of recreated stories from transcribed interviews and the results of data analysis to check whether these results represented his perspectives and experiences. The participant was also involved in changing, adding, or removing parts of stories and data analysis until they were perceived as in line with his circumstances. As Reissman (2008) stated that 'The credibility of an investigator's representation is strengthened if it is recognizable to participants'. These steps were expected to achieve quality assurance standards and improve the trustworthiness of narrative research.

Not only stories that were recreated by researchers, but also detailed written reports, as well as articles resulting from the study, were provided to the participant. Researchers also increased the credibility by establishing a prolonged engagement, mutual trust, and respect with the participant (Creswell, 2007). Journaling and notes of interviews also accompanied the ongoing interviews and analysis processes to create self-awareness of the personal biases, conflicts, and emotional responses to the participant's narratives.

Self-Reflexivity

Researchers conducted peer-review and supervision to understand the role of values, assumptions, and personal interests regarding the study. During the study, the first researcher was also a psychologist who intervened and assisted in the recovery of some relational complex trauma cases, including for emerging adult university students. The clients' and first researcher's personal experiences facilitated understanding and appreciation of the difficulties experienced by the participant. The second and third researchers were psychologists with major interests in psychological disorders considering the role of the family such as expressed emotions that contributed to the emergence of mental disorders, in addition to protective factors for mental health. All three researchers were also university lecturers in psychopathology and mental health (including resilience and post-traumatic growth). This study made clear the three researchers on the relationships between family dysfunctions and the emergence of mental disorders, as well as the complexities of processes in the participant that helped him survived, recovered, and perhaps even grew.

Ethical Considerations

This study was approved by the Research Ethics Committee of the Faculty of Psychology, Universitas Gadjah Mada Indonesia in addition to paying attention to ethical standards in accordance with the Declaration of Helsinki by providing research explanation and written informed consent.

Approach to the Analysis

The participant's accounts of his experiences were analysed using narrative approaches, starting from the transcription of the recorded interviews. The researchers then reread the entire transcripts,

compiled the fragments and performed the inductive coding method. The analytical process was carried out by uniting separate parts of interviews to form a narrative, as long as there was a basis or reference that the parts were in the same narrative order (Reissman, 2008). This recreated narrative was the basis for developing units of analysis and themes based on the parts of interviews. This process was completed to identify specific narrative parts of interviews that would be encoded and analyzed thematically at the later stage. These processes were the initial purpose of analysis, namely descriptive contents or the stories themselves (the experience narratives).

The next analysis was related to structures that were interpretative or meaning-making narratives. The process of meaning-making narratives was carried out by inductive coding methods to generate themes in the encoded transcripts. The encoded parts throughout narratives would be compared to identify themes in the participant's narratives. Meaning-making narratives from the participant considered three concepts to reveal and create narratives in life and the changes that occurred, namely: initial meaning-making, mechanisms that contributed to changes in meaning-making, and later meaning-making. Meaning-making narratives were done by identifying parts of the narratives that showed how the participant made meaning from experiences at the beginning, during the process, and later. Similar interpretations were grouped to represent emerging themes.

Finally, narrative forms and language choices were concluded. Attention to narrative forms and language choices added insights beyond what could be learned from referential meanings alone (Reissman, 2008). These were done by examining how the participant put together each narrative and described his experiences and their effects.

RESULTS AND DISCUSSION

The participant's stories reveal insights into how he managed the relational complex trauma he experienced during emerging adulthood after it caused difficulties for him. During interviews, continuous data analysis was conducted, followed by more in-depth interviews until no new information emerged and data saturation was achieved. Analysis of the stories resulted in five narrative themes and two narrative forms, as follows.

Narrative Themes

Living with Conditioned Destructive Ways of Nurturing

Sam recounted his parents' upbringing which was associated with the psychological disorder syndromes in his early emerging adulthood to the point of accessing the psychologist help for the first time. Experiences of being nurtured in destructive ways by seeing the consequences later, occurred continuously from childhood to his emerging adulthood. These were represented by a number of bad judgments about both parents, in addition to that shown in Sam's interactions as a direct victim and in Sam's observations as a witness. A number of risk factors that were suspected of triggering the destructive parenting behaviors of both parents were also conveyed.

- 1) Parents Characteristics as a Whole: Sam described his parents as controlling, inconsistent between stated values and behaviors, and having narcissistic tendencies with high resistance. In particular, Sam added that his father was not mature enough to be considered a parent. His appraisal of his parents' characteristics as a whole was further manifested in various forms of exposures to him either as a direct victim or as a witness. This study did not focus on the perpetrators' profile. However, supportive thoughts, values and sentiments for abusive actions were certain (Bonta & Wormith, 2013). The antisocial personality patterns that are most often associated with the characteristics of perpetrators are characterized by low self-control, hostile, pleasure/thrill seeking, disregard for others, callous (Bonta & Wormith, 2013). Another personality pattern that is

also proven to be relevant to aggression and violence is narcissism, which follows an ego threat (Lambe et al., 2016).

- 2) Receiving Exposures as a Direct Victim: Control over Sam as a child was observed primarily from strong one-way communications, containing indisputable dictations on all things throughout life, baseless accusations and one-way judgments even in public places, pressures on self-defense efforts and ignorances or disregards of opinions, accompanied by arrogance, intimidation, and threats to leave responsibilities as parents. Here, as a direct victim, Sam experienced complex trauma mainly psychological abuse, in addition to parental failure to provide protection, antipathy, betrayal, and threats of neglect (Courtois & Ford, 2016; Vergano et al., 2015).

Inconsistencies in stated values and behaviors of parents associated with Sam's exposures as a direct victim were shown in racist acts of parents due to religious differences. These differences, especially in religion, created limits for Sam's friendship. Meanwhile, parents' narcissistic tendencies when associated with Sam's exposures as a direct victim were more obvious in interactions with his mother than with his father. The things that happened were the mother's acts of discrediting Sam's physique and academic ability by boasting of her services, sacrifices, and prayers so that there was never an appreciation for success – or if there was, it didn't feel sincere. Even past services and sacrifices were also used as weapons or threats to intimidate. It was recognized that since childhood and even throughout his life to emerging adulthood, parents always put themselves in the position of the most knowledgeable and most right, undisputed, or as an 'unreachable' party.

“My mother constantly brings up the subject, like mm...the things she has done for me including paying for my studies, but the way she brings up the subject is irritating. For example, she said “I could afford to buy a motorbike or this and that if I didn’t have to pay for your studies”. Mm...what else... more or less, she likes to say things like that. And prayers...she loves to bring up her prayers. She said that her prayers have made us succeed, she still couldn’t believe that my sister got a job as a civil servant and that must be because of her praying every day, and she does this because of what my father did. She does this, sorry to say, as if a relation with God is transactional, Ma’am.”

- 3) Receiving Exposures as a Witness: As an observer, Sam admitted to be burdened constantly because almost every time his mother complained to him about many things in her daily life, especially about her husband's behaviors. Not only complaints about conflicts that kept repeating and put the mother's position as a victim, instead throwing the blame on her husband alone, complaints were also about the mother's past life and household history. Annoyance was strengthened when the advices given by Sam directly were actually ignored and underestimated, or his mother changed her decision from initially helpful to unhelpful because of her inconsistencies.

“Yes, true [sharing]. I would say trashing... 90...95% would be about my father (small laugh) her complaints... with what she does, she could be at home around 4. She would spend at least 4 or 5 hours ‘trashing’ my father. She is not home during the day, Ma’am, so before going to sleep she makes me listening to her ‘trash talk’ on and on. Even when I take her somewhere or pick her up, she talks trash about my father along the way, it seems that she can’t stop doing that.”

It was admitted that Sam was a witness to a prolonged fight between his parents since childhood. The conclusion that his father was not worthy as a parent because in addition to getting complaints from his mother, Sam also became a witness to his father's infidelity, perverted behaviors, polygamy, behaviors that demanded services but without fulfilling his responsibilities (including finances), debts to pledge the family's property.

This part clarifies the potential types of Sam's complex trauma, i.e. witnessing domestic violence in his parents' exhaustive conflicts, and the possible experiences of parental separation (Vergano et al, 2015). There are also emotional neglect and role reversal –or even exploitation–

when the mother continued to complain about her problems, even desiring instrumental supports from Sam. While the avoidance of father's responsibilities can be regarded as material neglect (Courtois & Ford, 2016; Vergano et al., 2015).

- 4) Risk Factors: Based on Sam's accounts, there were some factors that played a role in the formation of destructive ways of nurturing, including relationship problems between parents that even occurred before marriage (which was also related to personal characters), communication that was not open and the style of dealing with conflicting marital relationships that were not helpful (e.g. resistance, avoidance, inconsistency in decision making), one-way communication, status gaps as a parent-child, child's need for dependence on parents (until recently, especially in finance and residence), and chronically weak physical condition of the child - which 'child' referred to Sam.

Risk factors related to perpetrators' personal characters have been reviewed above according to Bonta and Wormith (2013), Lambe et al. (2016) hence increasing the chances of abusive behaviors. Bonta and Wormith added other risk factors i.e. marital and family life (such as marital instability and poor parenting skills) and lack of prosocial pursuits in perpetrators' leisure time activities.

Enduring the Negative Consequences of Ongoing Parent-Related Conflicts

There were a number of consequences that Sam endured as results of the conditioned destructive ways of parenting. The closest impacts were intrusive thoughts and feelings. In the past, such things resulted in the emergence of psychological disorder syndromes. Problems were more complex when prolonged physical vulnerabilities were strongly perceived as a result of the depressed state of his mother due to her conflicts with the father while Sam was in her womb. Chronic destructive parenting progressively lowered opportunities in both academic and social performances. Like vicious circles, the consequences would eventually return to cause subsequent consequences.

- 1) Intrusive Thoughts and Feelings: Both intrusive thoughts and feelings were inseparable. When exposures were given, a number of negative judgments arose about both, or mother and father separately. In general, both parents' behaviors were considered inappropriate/ disturbing/ burdensome but could not be rejected, resulting in an attitude of indifference or reluctance. The prominent judgment regarding his father was his inappropriate behaviors as a parent which were also considered sources of problems for the family, while his mother was considered running away from problems/ not keeping promises, and being insensitive/ not empathetic even though Sam was very eager to be understood. As a result, Sam generally felt resentful of his parents. In his mother, he even felt repeated anger and disappointments, while in his father, he tended to feel concerned and even hatred. This ongoing situations may have implications for increasing the likelihood of psychological disorder syndromes as below.
- 2) Syndrome of Psychological Disorders: Instead of being physically abused, Sam admitted that he was more psychologically affected. Sam's psychological disorder syndromes were conveyed when he finally accessed the psychologist help for those syndromes. He asked for help because he was unable to bear the psychological burden due to parental behaviors that encouraged suicide desires. It was said that the idea had appeared since school ages. Furthermore, Sam stated that the desire to run away from home had also existed since childhood.

The psychological disorder syndromes in Sam are most likely viewed from hopeless perspectives which have implications for depressive symptoms. According to Liu et al. (2015), those with childhood trauma tend to experience depressive symptoms because they develop negative attributional styles that assess negative events regarding parents as stable and global, while they are unable to do anything to recover the situations that it appears to characterize the internal domain of attribution. In line with this, depressed states in individuals with a history of

childhood adversity also arise as a result of cognitive dysfunctions containing maladaptive schemas, negative automatic thoughts, as well as avoidance behaviors and impaired resilience (Zhao et al., 2022) in which affection will also be influenced here.

“At the time, mm... it felt so heavy Ma’am. I had suicidal thoughts... ..It’s my parents’ behaviour, Ma’am [the trigger] ...they were always fighting. They kept blaming each other, and they blamed us too...that was the situation... .. [when we were at school] I thought about committing suicide too... I often had bad dreams, Ma’am...Yeah...I dreamt about death, natural disasters, and the end of the world too. A number of times, I dreamt I was in hell... Yes... even I dreamt of my own death, and my families as well... most often was my father’s death, and then my mother, and my sister.”

The existence of religious values that inhibited the desire to end his life – as well as the desire to hurt family members (i.e. his parents) – ultimately turned the manifestation of these needs into frequent nightmares about the death of both himself and other family members, disasters and the end of time. Nightmares were also the manifestation of worrying about losing a family member (i.e. his sister, even his mother since there were still dependencies).

- 3) Physical Vulnerabilities: Physical vulnerabilities were consequences because Sam particularly told the alleged condition of his mother who was depressed during her pregnancy. The depression then affected Sam’s physical development in utero resulting in imperfect heart development and chronic heart leakage. Prolonged susceptibility occurred because Sam was easier to get tired or sick. He also had a small and thin body. A meta-analysis by Davalos (2012) found that untreated maternal depression had implications for fetal development including in heart rate abnormalities, at birth such shorter length of gestation, restricted fetal growth, and/or lower birth weight, as well as in physical characteristics during childhood including an increased risk of mortality from cardiovascular or respiratory disease.

“My mother told me without hesitation. And my mother... I can remember what she said ... She asked for a divorce, but my father refused. The argument stopped there with no further actions. The conflict and their habits kept going, sometimes worse than ever. When mother was pregnant with me, the situation was really bad. My mother would be stressed out and it affected me, I have a heart condition now. I think...I think there’s a connection.”

- 4) Poor Academic or Career and Social Performances: Destructive ways of nurturing such as full controlling over the child, one-way communications as well as suppressing, inhibited Sam’s ability to make decisions and speak expressively. In line with Cook et al. (2005), Kliethermes et al. (2014), the self-concept which is characterized by a change in self-perception and a more negative overall self-belief regarding the world, is one of the domains that is strongly influenced by relational complex trauma. For Sam, this had implications not only for academics and careers, but also for social. He said:

“Of course, I feel very upset, Ma’am, totally, so...for example I am accused of wrongdoings, and I’m constantly blamed, judged... when I try to defend myself and to tell the truth, it is still wrong. Now, I’ve grown up as a person who is terrified to talk with other people, in public... I’m scared to speak up, every time I try to speak, I flashback to my mother telling me to shut up when I was a child (small laugh).”

Despite recognizing good intellectual capacity that made him successful in written tests, Sam was weak in interpersonal communication applied in academics or careers such as in personal job interviews, focused group discussions, and presentation of ideas. One-time consequences also occurred when relationship problems or excessive parental interventions actually disrupted concentration and thwarted Sam’s opportunities to achieve his goals.

In social relationships, to the extent that there was no necessity of duty, Sam chose to limit himself even though he once felt so lonely and eventually dissolved into negative thoughts.

Furthermore, he had negative attitudes regarding relationships with the opposite sex because of the bad model of parental relationships.

- 5) Subsequent Consequences: The subsequent consequences were unavoidable when the pressures faced seemed repetitive and endless. Anger and disappointments were certain things. One of them was shown by the mother's reluctance to file for divorce which actually led to anger and disappointment towards the mother instead of the father, such as an example of the following quote:

"Well, when I heard the story, I was honestly angry with my mother. What was she thinking? She knew what he was like, even before they got married, why didn't she do something then, why did she let things like this keep happening..."

Making peace became difficult because Sam was carried away by repetitive parental behaviors. Improving relationships seemed to be impossible. Motivation and focus in achieving goals decreased. Furthermore, self-criticism arose because of self-limitation and unsuccessful improvement efforts. In line with this, physical vulnerabilities also resulted in subsequent consequences, namely feeling inferior and having a negative body image that continued to worsen. Those subsequent consequences are in line with the repetitive, chronic, and multiple nature of complex trauma itself (Ford & Courtois, 2009), thus leading to vicious circles of responses.

Distancing without Escaping and Gaining Self-Actualizations

Living between chronic stresses of trauma and their consequences did not prevent Sam from wanting achievements. Achievements could actually be encouraged when there was distancing from perceived sources of conflicts, especially with parents. Explorations were carried out, self-actualizations might continue, or stop and simply become experiences. The dynamics of careful planning in the process were also inseparable from the existence of internal and external capitals as well as barriers faced.

- 1) Distancing Allows Self-Actualization: Undergraduate study was the most likely period for distancing from family conflicts because Sam studied in a different city from where his parents lived. Similarly, in the first 1.5 semesters of his master's study before the online lecture policy was implemented. When staying at home became a necessity after these first 1.5 semesters because there was no other option, then distancing was done by greatly minimizing communication.

Sam reported that the majority of his time with his father at home was spent in silence: *"We don't really talk to each other."* Whereas with his mother, despite getting a lot of complaints from her and even being disturbed that resulted in anger and disappointments, Sam chose to refrain and did not judge her or argue with her because it would lead to his mother's playing victim behaviors. At least, Sam would respond to his mother in a limited way: *"Well, when she talks about father... I just give short answer. I am not interested."* Here is Sam's statement that also showed hope to be able to be separated from both parents and return to his growth processing:

"Mm... my focus is to get out of here as soon as possible, Ma'am, I don't care about relationships, no...I don't care about my relationship with my parents. I just want to get out of here, be free, and then probably I can make progress, because mm...the distance...mm, not being so close to them, not being in the same house as them, I feel my life could be better."

Previous studies have explained that (self-)distancing facilitates adaptive self-reflection which in turn leads individuals to reconstrue (rather than recount) their experience and blame other less, thus predicting lower levels of emotional reactivity (Kross & Ayduk, 2017; White et al., 2015). Along with increasing age, the role of distancing becomes more apparent enhancing the benefits of engaging in this process (White et al., 2015).

- 2) Stopped or Continuous Self-Actualization: There were some forms of actualizations that Sam fought for during his emerging adulthood, namely during his undergraduate study such as being a stand up comedian or involving in a well-known off-campus youth organization in the city of his study, and even becoming the vice chairman in his second year at that organization. Sam also pursued a further education which was linear with his undergraduate study and business interests, although the decision was initially under his mother's control. His master's study also provided opportunities to raise his name regarding his academic ability in the eyes of his study group, as well as his non-academic ability in the eyes of public by performing entertainingly as a singer in a campus artnight. His master's study also opened up opportunities of social life more widely and further than before, although in the end he had been satisfied with the limited circle of social life.

As a form of actualization that was still being fought for and had been nurtured since childhood was the achievement of long-term goals in establishing a personal business. This seems to be in line with the concept of talent. According to Ulrich and Smallwood (2012), talent is examined and developed through succession, customization, and modeling, along with proper investment directions. Talent itself is formulated with competence, commitment, and contribution. Sam's continued progress with his talent is described below.

"I don't know, I've always wanted to do business, Ma'am. I feel like working alone fits me better. Between being a businessman or a freelancer. I don't think that I would fit in working in an office, or working for a company... basically working for someone else."

- 3) Capitals and Barriers: Except for Sam's master study which was decided by adopting parental considerations, the majority of his involvement in some actualization activities was driven by internal motivations and abilities that had been nurtured for a long time. Common motivations were the desire to be free from home immediately and prove that he could do better. In the things he approached, he had a high interest such as being a stand up comedian, organizing and engaging in certain youth organization, and doing business. Some other achievements became motivations for greater achievements such as pursuing master's education, finding a job to get capital for his own business instead of depending on other parties. Meanwhile, some of the capitals that had been arranged since childhood for subsequent achievements were his favorite for joking which was actually coping in social relationships, adequate cognitive capacity, and motivation to become a businessman.

Motivation is important in maintaining behavior. It can be internal or external. Sam seems to show great internal motivation. According to Legault (2017), intrinsic motivation is self-determined and ends in the fulfillment of interest, enjoyment, and continued satisfaction.

In addition to internal capitals, some external supports also influenced, namely the availability of facilities for actualizations, the presence of other close people or groups both as trusted business partners, as well as recommender and validator of his capabilities in academic and non-academic fields. Even his parents became financial supporter, especially for his master's study.

However, Sam's efforts were not without challenges considering that there were barriers kept arising, especially problems of parental relationships, underestimation of his abilities, divided focus of attention, lack of interpersonal communication skills, self-doubt and negative judgments about self-performance, in addition to other prominent things, namely a history of chronic congenital heart disease that was realistically calculated to hinder finding a job.

- 4) Careful and Planned Process: Some strategies were carried out by Sam, namely (1) initiating based on mature, realistic and updated considerations, (2) measuring his own capacity and inviting the others' involvement if possible, (3) taking opportunities and accepting them as learning experiences, (4) being reluctant to dissolve in barriers or failures by changing his mindset to become self-reliant, (5) accepting the gradual process and feeling quite satisfied even with the

contribution as it was or limited achievements, (6) being flexible and allowing himself to temporarily shift focus when needed, (7) being persistent and continuing to initiate learning gradually. Some of these strategies would seem to intersect with another theme related to regulation, however in this section they were closely related to actualizations. If an actualization effort stopped, it was enough to be a lesson to enrich experiences.

"One of my friends, [from a youth community while undergraduates] invited me to start a business with him, mm...a CV design business, and other things related to graphic design. That was a good opportunity, and it is still going now... but uhm... but we can't focus yet. It is not growing...yet...since we are still dealing with our own things. So, it is kind of stuck, we have had no projects for quite some time... And, I did a business too with my girlfriend. Yes, even though it's just a drop shipping business such as t-shirts and custom designs...But it needs to stop for a while now [because at the moment the focus is looking for work so money can be raised for capital]. I think...I think learning is important, Ma'am, learning, well...learning more, using spare time to learn, hard skills, soft skills as well, as we go along... basically I just want to work alone, I plan to get a job, save up my money, resign and start my own business."

"[Getting criticism as a stand-up comedian] My style has always been like that, it's always been like that. I mean, the style. It is a coincidence that [mentioning the name of the comedian] appeared in the industry first. So, he became famous first, and more popular. It's like a talent I was born with, even though I'm inspired by him, but I have always been like that. From that moment on, I became very unmotivated and felt down. I made a routine myself, I was only partly inspired, but honestly, I wrote it myself, Ma'am. After that, I gave up."

A study about talent among young athletes by Andronikos et al. (2021) found that the long-term focus of talent development was associated positively with relatedness and commitment. Intrinsic goals were also associated with mastery-approach. In addition, Sam might implement success management that focuses on efforts to define, utilize, and secure optimal success, namely by considering and mastering what stakeholders value thoroughly (Varajão et al., 2022). Furthermore, successful management can both increase holistic awareness of the success contributors and improve success-focused planning and action.

Benefiting from External Social Support While Regulating Self to Approach Problems Carefully

On top of all his problems, Sam persisted with self-regulation strategies in addition to the main factor that determined his survival, namely external social support – which was interesting, it happened both ways, supported by the development of compassion in him. Regulation strategies broadly contained the use of facilitating and well-awared cognitive capacities, directing actions that were still based on self-control, as well as managing inevitable and repetitive emotional pressures.

- 1) Acquisition of Mutual Benefits from Small but Valuable External Social Support: Social supports were the hardest thing for Sam to get from his own family. From childhood to emerging adulthood, only his older sister was considered the closest and most communicatable, and the one who was most feared about her death among other family members. However, their communication patterns had changed over time, which Sam admitted was due to the increased busyness of his sister after starting to work in a big city. In addition, their style of communication was no longer felt comfortable because his sister's emotional characteristics resembled their father and she tended to use one-way approaches when giving advices. Despite feeling annoyed, Sam's understanding was greater and he chose to accept it on his lips to avoid conflict.

Of concern, Sam might have benefited from his parents' upbringing due to the support of physical care and recovery through financing for his congenital heart disease surgery that was undertaken not less than 10 years earlier. However, that was all, because in this case alone, his

mother used her services to perform intimidative acts. As for his father, he was never good in Sam's eyes.

Problems were felt when the effects of parenting also impaired Sam's interpersonal communication skills, which also made it difficult to build supportive relationships. Although he was involved in the external campus organization during his undergraduate study, he claimed to be often alone but did not want loneliness. Fortunately, he had one or two people who realized his requests when they were invited to engage in certain but limited activities that Sam cared about, such as in the selection of the organization's members.

In the last two years, the opportunity for socialization to build more personal rather than formal relationships was obtained even though it started from the stimulation of Sam's study group while pursuing his master's study. He gained recognitions, a circle of close friendships, as well as a girlfriend who replaced the position of significant others from the family sphere and became a potential life partner. To his girlfriend, two-way open communication was built. It weakened the traumatizing effect from his parents' relationship model. Therefore, he dared to build a joint commitment. There was also a close associate from the previous organization who had been considered as a brother, engaged in joint business and mutual sharing in jokes. Regarding his little close relationship, he said:

"It's all right Ma'am, I don't feel like I need to socialize much. I have friends, close friends, some friends...I don't need many friends, the most important thing for me is...mm...the quality, I don't need many."

Mutual benefit acquisition was an important thing to highlight because Sam avoided manipulation for his personal gain. Manipulation for personal gain is one of the psychopathic traits that generally develops due to neglect or lack of appropriate environmental experiences of limits or adequate social models (Ometto et al., 2015). Sam took into account what could be given. This is revealed in the next sub- theme that confirms how Sam appeared to develop compassion for fellow living beings even for other members of his family.

- 2) Developing Compassion for Human Beings and Other Living Creatures: Mutual benefit acquisition was an important thing to highlight because Sam avoided manipulation for his personal gain. Manipulation for personal gain is one of the psychopathic traits that generally develops due to neglect or lack of appropriate environmental experiences of limits or adequate social models (Ometto et al., 2015). Sam took into account what could be given. This is revealed in the next sub-theme that confirms how Sam appeared to develop compassion for fellow living beings even for other members of his family. vice president, friendships in his study groups, friendship and business collaboration with a close friend from previous organization, and close relationship with his girlfriend. Compassion was also developed for other people, even without direct interactions, such as for his relatives whom he were worried about being disturbed by his mother's displeasing behavior. This same things were also given to other living things such as pets, that the quality of care improved over time.

In addition to the parties above, compassion tendencies were even shown to members of his nuclear family. To his mother, he was willing to be a place to complain, understand her situation, and provide some instrumental supports. To his older sister whose communication was becoming increasingly uncomfortable, he chose to remain silent and accepted her words without prolonging the situation. Even to his father whose behavior was hated and who was expected to experience bad things, he preferred not to argue unless it was urgent, such as when parents quarrelled. It was better for Sam to pray that God would punish his father according to his own behaviors. To them, Sam also restrained himself and did not respond to the detriment which also indicated self-compassion. Sam might argue that he was reluctant to respond, but on other occasions he shared his stories in controlled manner so as not to be destructive.

Compassion is a psychological construct that best describes Sam's situation in utilizing and providing social support. According to Strauss et al. (2016), compassion is not only intended for others but also for oneself. It includes cognitive, affective, and behavioral processes involving the ability to recognize suffering, understanding the universality of the suffering of living beings, feeling for the suffering of others, tolerance of discomfort, and motivation to relieve suffering.

- 3) Well Aware of Facilitating Cognitive Functioning: Sam's cognitive capacities functioned well, as evidenced by the facilitation of the issues he was dealing with. These facilitating cognitive functioning included (1) supportive religious values, (2) strategic future plannings, (3) positive reinterpretations and self-appreciations, and (4) controlled humor. The role of cognitive function has been mentioned above in the opposite way, namely cognitive dysfunction related to the consequences of psychological disorder syndromes (Zhao et al., 2022). Individuals who think constructively react less defensively, evaluate events more positively, and have fewer cognitive distortions (Moore et al., 2014).

In Sam's emerging adulthood, he had a number of internalized values that supported his regulation efforts, namely about gratitude, suicide, equality, polygamy, prayer and good deeds. These values most clearly lead to relation to God because there were quite a lot of religious understandings that accompanied his opinions in managing the situations he had to face. Gratitude was strong enough to be shown on occasions where improvements, achievements, or benefits were obtained in life. In addition, there were other values that also stood out, namely the unpardonable sin of suicide, misery in the afterlife, and the very great fear of it thus discouraged him from using suicide as shortcut and survived. Regarding his parents' behavior, Sam also showed values of human equality so that empathy was needed and racist attitudes should not occur, polygamy whose concept needed to be understood thoroughly and not applied for mere personal gain, prayers that should be accompanied by efforts in real actions, and good deeds that should not be used as a means of transaction with God in prayers – as Sam said about his mother's behaviors who brought up her prayers:

"That's the thing, she [mother] keeps praying 'Oh, Allah, please see the suffering that I go through to make everything easier for my children, and if necessary, please give my rewards to them', she told me that...And... [as a response to that] ...I didn't say anything, I was just quiet, but I thought that was wrong...she didn't need to tell me that, and it was really weird because she was trying to bargain with God, it's like trading."

Strategic future plannings particularly was related to a long-term plan in establishing Sam's own business. Gradually, careful planning was carried out by involving continuous efforts of his thinking abilities either directly aimed at increasing the mastery of business skills, or fulfilling business capital – instead of depending on others – from educational background to material. In several other minor parts, researchers also found these future strategic plannings when Sam delayed engaging in actualization efforts to prepare himself in hard skills, besides emotional skills.

Positive reinterpretations and self-appreciations were inseparable things for Sam. Positive reinterpretations, which impressed attempts to rationalize in few parts, were also intended to calm even appreciate the self, hence he was less affected by events and even took many benefits from it. Despite being embarrassed and worried, even underestimating himself, Sam still showed self-recognitions for some of his potential – in addition to making other people's recommendations for him as recognitions – and took opportunities to actualize himself. Instead of being concerned about his small self-perceived achievements, he could benefit from it dan appreciate his little-perceived efforts, as Sam narrated:

"I was elected probably because of luck. Mm...or not luck but...people felt sorry for me, how should I put this... ... [the event was a success], from there people knew my work, how good my

performance was, and finally I was nominated to be a presidential candidate, 3 people were nominated... ..Mm...It was okay, Ma'am, I didn't feel super excited. But...still...I feel...I learned a lot from that, I'm better, yes, in terms of socializing as well as organization, even though as a vice president I felt like I was not taken seriously by the president and the other one [program division director]. But, on the positive side, I can do more...more...socializing, and practise my jokes for icebreaking, Ma'am. Sometimes...mm...my jobs are more internal, and the president's work is more...more external, for external affairs. So, I could become closer to my peers within the organization, and they also were more comfortable with me."

Although Sam's controlled humor involved positive reinterpretations, it became a separate sub-sub- theme due to the strong influence of this strategy that also intersected with his characters and previous actualization efforts as stand up comedian. It was admitted that controlled jokes were a means of surviving longer because they helped to entertain himself and make him comfortable in the midst of inferiority feelings, a means of socialization as well as stress relievers from negative life events, especially regarding parental behavior. The ways were to frame events into jokes so as to alleviate the damaging effects. They were 'controlled' because Sam carefully considered who would be involved in jokes and to what extent. He did not deny that his parents' behaviors remained annoying. But instead of dragging on to jokes, Sam framed their behaviors as funny and let go of the burden before shifting to other constructive topics.

- 4) Directing Actions with Self-Control in Mind: Directing behavior here could manifest action or non-action. All forms of actions carried out were accompanied by mature considerations, therefore he was spared from careless actions. This discussion seems to still be related to cognitive function where behavioral control is related to cognitive control. Cognitive control which is also required during complex self-regulatory behaviors, and related concepts of self-control and self-regulation (Hoffmann, 2012), leads individuals to restrain their hearts, bodies, and minds away from the urges to respond impulsively, and to maintain focus on more longstanding goals.

Among the actions taken by Sam were receiving advice to access the professional help of a psychologist, negotiating with- and responding to his mother as needed, being directly involved in resolving his mother's problems gradually, demanding his father's commitments, preventing the possibility of the emergence or exacerbation of parental conflicts, sharing about problems faced as necessary, and carrying out his functions in organization, education in general, or study groups properly. Displacing actions were also done such as in doing hobbies (i.e. singing or getting involved in caring for pets).

While one form of non-actions that stood out was a delay because Sam was still worried about the consequences. However, he kept improving the skills needed until he was quite ready to engage (such as those related to socializing and becoming a member of an organization, deciding to perform stand-up comedy, or taking part in job selection interviews). Other forms of non-actions were refraining from arguing or judging harshly, either because of empathetic tendencies or reluctance to face resistance that was unhelpful – instead of feeling hopeless.

However, Sam's direct actions were actually inseparable from efforts to collaborate on the strategies that had been carried out, as was clearly seen, such as still trying to calm his mother but consciously refraining from arguing with her despite having the opportunity. He also took into account alternative strategies at the same time through wise considerations, namely holding himself back but would use the arguments he had prepared as a weapon only when threatened (i.e. exposing his parents' inconsistencies).

- 5) Managing Inevitable, Repetitive, and Demotivating Emotional Pressures: This subtheme is actually inseparable from other strategies that have been mentioned before. However, researchers would like to highlight the coping cycle which meant being flexible in dealing with demotivating but inevitable and repetitive emotional pressures that might also be conflicting. Even some direct

actions also seemed useless so that instead of ending in solving the problem as the initial goal, it ended up being unhelpful. Sam finally overcame those situations by switching to strategies that released his emotional burdens even though they might still end up being less constructive. For example, understanding might increase but was still accompanied by resentment, restraining the self in the midst of strong perspective differences, trying to respond in neutral manners but was still carried away by previous unpleasant memories. Again, vicious circles become consequences that must be faced by Sam given the nature of the events that are repetitive and chronic (Ford & Courtois, 2009). Sam stated:

"What I really want, Ma'am, in this context...she keeps disturbing, interfering with my affairs. Well, I don't want her to interfere in my life...sometimes it's just a small thing, but she doesn't need to...I want her to know her limits, she's welcome to remind me of things but don't treat me like a small child. Like she has to remind me of every detail, she sends me too many text messages, Ma'am. My sister, she treats my sister the same, she annoys my sister...so agitating. We are adults and we know what to do."

Framing the Future as Certain and Uncertain

Finally, the final narrative theme was about how Sam framed his future by reflecting on what he had experienced. Bluntly, the way he framed the future could be divided into four categories, namely positive certainty, negative certainty, positive uncertainty, and negative uncertainty. Sharply, this categorization was supported by a sense of control represented by how Sam assessed and responded to the current situation. How the framing categories were sharpened with those characteristics is conveyed below.

Sam's framing of the future based on the ability to be in control and how to respond later, is in line with attribution or explanatory style (Leighton & Terrell, 2020) which contains the dimensions of permanence of cause and probability of recurrence, globality of cause and effect, and internality of what is responsible for events. Situations that tended to be positive would be attributed as stable, global, and internal, and vice versa. However, it could not be ignored that for certain negative situations it might still be considered as stable and global, yet he responded with distancing and avoiding destructive ruminations.

- 1) Framing the Future as Positive Certainty: This category is characterized by having control over the situation, which is represented by improving conditions, direct and/or constructive efforts. Recent events or situations for Sam that served as a basis that the future was certain and positive were (1) improved physical condition, (2) job prospects as a businessman in the future, and (3) improved meaningful relationships with significant other substitutes, particularly prospective life partner.

The increase in weight in the past two years and the decrease in physical vulnerabilities gradually diminished Sam's worries about them. He even judged that his recent body was ideal because it had been in line with expectations. More than that, he was relieved, happy, even grateful that the condition was unexpected and only happened after several years of heart surgery. In addition to his limited interpersonal communication, this physical condition was also once feared to be one reason he would not be considered by recruiters when looking for a job.

Being a businessman was an attempt to avoid work with an excessive interpersonal communication load. But more than that, it was the true ideal that had been set by Sam since elementary school and was then turned into a potential profession by strengthening it over time, learning continuously and practicing it in some well-considered business activities. Even the two levels of his higher educations were in line with this. He believed in his struggle and made careful planning, including gradually obtaining some business material capital through his own efforts, even though it required him to work for government as a civil servant or in a private company –

things that had bothered him – for a limited period of time until the material capital was felt sufficient.

Sam used to be a person who was far from social life, especially intimate personal relationships. Living for the first 20 years of destructive upbringing made him unsure of relationships, even in his abilities later as a husband or parent. There was an internal conflict between wanting to make those things as experiences and reminders, and also being filled with worries about becoming a person like his own father. Those worries faded as mutual openness with someone of the opposite sex at his age recently. Equality and mutual understanding weakened the damaging effects of parental relationship trauma, increased the courage to have close relationship and plan for the future, and fostered shared commitments about future roles as good spouses and parents.

- 2) Framing the Future as Negative Certainty: This category is characterized by a lack of control over the situation, which is represented by pessimism cognitive content. This was most prominently related to Sam's very definite understanding that his parents' behaviors could not change—it had happened throughout his life and was predicted to happen in his future. For him there was no need to expect to be listened, instead bearing the parents' behaviors was a certainty. It would last even if imagining them getting divorced. Moreover, he believed that his parents seemed to be competing to get proof of Sam's devotion to them later in their old age. Despite his poor relationships with parents, the intensity was weakened due to mitigating coping styles, although not problem-focused strategies that worked.

“Now...mm...I think with that problem I'm more... I can even joke about it, Ma'am. I might be in the acceptance phase; I accept her as she is. I even tried to be close and build a better relationship with my mother, I think that was important effort, and I try to understand and accept her the way she is, marrying my father might have been unavoidable and I can accept that. It is useless to blame my mother because it has already happened, you know...Ma'am. Now, she is...she's back to her old habits...because she's annoying (small laugh). I have been encouraging her to divorce my father and have offered my full support, but there has been no follow-up from her.”

- 3) Framing the Future as Positive Uncertainty: This category is characterized by delays in control or the absence of direct control that is represented by distancing and only focusing on the process instead of the current achievements. This framing category related to Sam's lack of attention to achievements so far. His awareness of the possibility of his change increased when he was asked about his current self- assessment. He felt better than during his undergraduate study – his early years of emerging adulthood. He rated it as enough or not bad even if it was not significant. Instead of accepting change, Sam focused on appreciating the slight but gradual progress through his improved coping.

“Maybe [there have been achievements and efforts made towards more empowerment] ... I don't know, in this case, people who observe me will know better, I myself don't really know...don't really notice I guess... [interviewer reviewed interview results] ...Yes, that can be true, Ma'am (small laugh). Yes, actually there is progress, compared to the first time I had a psychological consultation...Mm...it's pretty good in my opinion. Yes at least there's progress for the better. Even though it can't be immediately significant, but at least I'm improving...little by little...I can say I'm satisfied.”

- 4) Framing the Future as Negative Uncertainty: This category is characterized by the absence-like of an effort to control, which is represented by perceptions of situations that were purely uncertain because it still made unresolved thoughts even to the point that they would be quite worrying. This framing category relates to Sam's concerns about the selection process as well as his future work that demanded communication skills, and about the forced parents' expectations to be cared for by him as proofs of the child's devotion later when they were old.

"Like the Candidates for Civil Servants...it's the only thing that...I can actually achieve, and not...it's hard if, if I applied for other jobs there will be interviews and such things, right Ma'am?... I can't...I'm really afraid of interviews. I can't talk. For Civil Servants ...we only need to do a computer test, the CAT, right? That...that is also a thing that makes me so afraid for my future."

"That's also my concern, Ma'am. I don't know what's going to happen. There's no certainty if my parents are going to get divorced, Mm...in my opinion, divorce or no divorce is pretty much the same for me...both choices make me weary, Ma'am. If they are divorced, mother will be alone, and she might want to live with us, she would be toxic, telling us how to run our lives, possibly interfere in my family business if I'm married later. It would be so annoying. But if they don't get divorced... she'll keep on nagging, that's how it is."

After all, to overcome this negative uncertainty, Sam strengthened the motivation to learn hard skills and soft skills to prove that he could do better. In addition, he still seemed to hope to be able to distance himself from his parents' relationship problems – but not to avoid them – because this was the reason he admitted would help him process better.

Narrative Forms

'Typed Stories were Nothing but Negatives'

Sam felt the need to reveal his whole story through writing when he accessed psychologist's help for the first time at the age of 20. Let alone speaking fluently, just telling the story was a challenge for him. Typing his stories to save time—considering he was good at it—was the main option rather than expressing them directly.

The stories were typed well and systematically, starting with introductions, followed by some concerns that were all negatives and considered to be connected with Sam's complaints, i.e. illness and some physical vulnerabilities since childhood, broken home family considering the constant parenting style that was easily hated including information details of each family member, his own personality that was perceived rare according to the results of self-report inventory, the effects of family problems, and the presupposition of his death and its representations. Although there were some positive things, they were not adequate and even he ended with doubts about the usefulness of these positive things and about his future. This narrative form is in line with Sam's depressed state as mentioned above in the second narrative theme concerning the consequences of psychological disorder syndromes (Liu et al., 2015; Zhao et al., 2022).

"And I don't know why, lately I've been thinking about death a lot. Why was I born in this world? What if I was never born? What if I die, will people mourn me? Will I be missed?What if I faked my own death, killed Sam, and lived as someone else?"

'My Tone Stories are More Diverse, but the Fluency is Lacking'

This narrative form is inferred from the second stage of data collection through in-depth interviews when Sam was 24 years old. The variety of tones as can be deduced from the narrative themes above seemed to be supported by the level of openness to the interviewer. Instead of being purely negative, some actions were described as more constructive forms of regulation. At first glance, engaging in interviews would seem like cathartic opportunities. Nevertheless, awareness, control and context-based coping were carried out.

Sam's statements were repeatedly condensed with religious content as a Muslim, such as saying the phrase *"Insya Allah"* in expressing the ability and *"Alhamdulillah"* appropriately on some occasions as a form of gratitude and appreciation for many things even for small achievements. There were also some understanding of religious values that became references in assessing problems contextually. He sounded optimistic in some statements, though not on matters related to both parents. Uniquely he was

able to insert a small reasonable laugh on many occasions with various story contents even if they were negative.

Instead of avoiding certain stories because he wanted to be distant, Sam admitted that he forgot about the incident when trying to respond. As he put it in one part of several statements, *“How do I know, Ma’am...I forget...I...I don’t know? My mother...I think she told me. But before that, I feel like...I...have reported strange behaviour, but I forget.”* However, he always reported or added to the limited stories previously told, when he had memorized them. Even if necessary, it would be delivered through social media messages.

In addition to all the descriptions above, he emphasized that the problem lied in the lack of fluency in interpersonal communication due to parenting and not in his cognitive abilities. This explains why despite the difficulties of expressing, he still had control as well as more flexible and constructive coping.

“We were silenced...we were not allowed to talk, that’s why until now I can’t talk (small laugh). I’m sorry if I stutter when talking, it affects me this way I guess, Ma’am.”

“Mm...honestly...it really upsets me. I can’t talk properly, I am not confident...I have been trying, but still I can’t. How do I feel? I think...I may feel...mm...can you specify, Ma’am?”

“Well, sometimes I wonder, for example when I do written tests, it is easy for me to get good grades, such as...such as the Basic Competency Selection I did the other day...but if...if I have to practice speaking, it’s really difficult (small laugh) both in Indonesian and English. English is the same, Ma’am. It feels difficult sometimes to put words together, but my TOEFL test scores are good. But when it’s time to speak, I just can’t (small laugh) ...Yes, sometimes it’s challenging to find the correct words, and confusing...You see...even to find the right words in Indonesian is also difficult for me, right? (laugh). So, yeah...”

The above results show that Sam was more accepting of psychological abuse than other types of abuse (such as physical or sexual). Psychological abuse generally shows the highest prevalence (Spinazzola et al. 2014). Attention to psychological abuse is less, but nevertheless it has the greatest effect among other abuse for the emergence of behavioral problems, symptoms, and disorders (Spinazzola et al. 2014). He also experienced neglect which is usually an underestimated type of maltreatment but has the potential to predict the presence of psychopathic interpersonal traits (Ometto et al., 2015).

Sam’s ability to bounce back by relying on resources owned both intrapersonally and interpersonally in dealing with adversities is in line with resilience (Masten, 2001). A multivariate meta-analysis found that resilience significantly mediates the relationship between trauma and depression (Watters et al., 2021). Resilience includes the capacity to process successful adaptations in the midst of challenging or threatening circumstances.

In line with the ability to be resilient, Sam also applied various and flexible coping strategies adjusted to situations where there were controls called coping flexibility. Coping flexibility has been proven to help psychological adjustment (Cheng et al, 2014), encourage resilience (Galatzer-Levy et al., 2012), and enable positive mental health outcomes (Liao, 2014). Furthermore, Sam’s psychological adjustment is not only maintained by resilience, but also by the chances of post-traumatic growth (Tedeschi et al., 2018) which are characterized by five domains as mentioned in the literature review above, namely (1) relating to others, (2) new possibilities, (3) personal strengths, (4) spiritual changes, and (5) appreciation of life. However, this conformity needs to be further compared with existing concepts or through standardized measurements. Sustainability of adaptive coping and progressive growth may ultimately reduce the chances of relapse.

Clinical Implications

This study provides descriptions of the participant’s recovery efforts —an emerging adult male university student— from psychological disorder syndromes as the effects of childhood relational complex trauma. Despite the limited number of participants, this study is contributive for practitioners

in understanding the possibility of accelerating recovery in participant as a relational complex trauma survivor, even he was still directly affected by parental relationship conflicts to his recent life.

Some vulnerabilities may lead to the continuation of relational complex trauma. Relational complex trauma can have massive and profound consequences in a person's life, so it's undeniable that distancing becomes important for recovery. However, distancing for a long time will not help without efforts to encourage persistence to achieve potentials, namely by paying attention to the directions of self-actualizations, considering possible talents that have been fostered, and finding how to facilitate them. Factors that also need to be considered are readiness in more flexible coping and the possibility of social support. Focusing on gradually encouraging potentials but also being sensitive to the flexibility of coping and the available social support even if it comes from outside the nuclear family, may have good impacts on recovery.

Flexible coping means presenting diverse coping alternatives that can be used interchangeably and appropriately. In this case, direct actions may be contextually beneficial accompanied by control, whereas strategies that relieve the emotional burden may be more widely provided, including those cognitive-based (such as positive reinterpretation) and self-appreciation that may indicate self-compassion. This flexible coping also seems to take into account moral values, in this case are religious values (such as surrender to God with optimism, gratitude) and social life values (such as empathy, compassion). Finally, the meaning of social supports may be typical because the quality of mutual communication openness and the availability of needed supports do not require large numbers of personnel. It should be kept in mind that the future may be framed in various ways, both certain and uncertain, both positive and negative.

Limitations and Future Research

This study may generate some new insights into the survival experiences of an emerging adult university student who is victim of relational complex trauma since childhood and is still living among perpetrators with their former caregiving style. The results are attached to specific case so they cannot be generalized and applied to other survivors. A further study with a larger number of participants can be suggested if researchers wish to allow transferability of the results on this topic.

Some limitations need to be considered when using the findings of this study – some of them are related to participant qualifications. This current study involved only one male participant from emerging adult university students. It should be noted that there may be differences according to sex among emerging adult university students with a history of childhood trauma. Therefore future study may consider how these experiences happen in female compared to male.

In addition, the qualifications of this study's participant were obtained based on data from the experience of previous psychological syndromes compared to current conditions. The study design of sequential mixed-methods can be suggested in the future study. Participants can first be obtained based on quantitative measurements using questionnaires, such as in terms of qualifying a history of relational complex trauma. Questionnaires to measure the survival rate or growth-related constructs of prospective participants can also be applied if the study's focus is directed to these as seen in this current study.

This study used a longitudinal design which had the advantage of being able to understand changes at different times during emerging adulthood. However, conventional prospective longitudinal designs cannot be applied by time-limited studies, so such studies need to consider a cross-sectional design as well as necessary adjustments to answer similar research questions. Finally, different insights in other researchers may result from reading the same transcript. However, these alternative insights do not need to be debated with each other (Riessman, 2008).

CONCLUSION

This study aimed to understand how a relational complex trauma victim survived in his emerging adulthood even in the midst of close contact with perpetrators that still maintained their former caregiving style. Longitudinal narrative analysis results of an emerging adult male university student as this study's participant indicate five narrative contents and two narrative forms. Individual with relational complex trauma may still be affected massively, profoundly, and even continuously due to some vulnerabilities. However, he can bounce back from the psychological disorder syndromes he experienced by empowering his coping flexibility in the regulation process and encouraging his personal potentials with a persistent willingness to take facilitating opportunities. Coping can be varied and used interchangeably because of its contextual nature and the results may deviate from expectations, whether in the form of direct or indirect actions, distancing or releasing of emotional burdens. However, some qualities that determine coping flexibility need to be considered, such as self-distancing, implementation of success management, nurtured talents, moral values, control over regulation strategies and situations, adequate cognitive capacity, as well as compassion toward self and others. In addition, social supports as interpersonal resources are very valuable and need to be provided although from outside the nuclear family. Finally, there are still variations that arise in framing the future, both certain and uncertain, both positive and negative.

ACKNOWLEDGMENTS

The researchers would like to thank the participant and the research assistant for being involved in and helping this research. The researchers would also like to thank Universitas Diponegoro for the scholarship for the first author's doctoral study based on the Rector's Decree Number 1276/UN7.P/HK/2021. However, the researchers convey that the preparation, the research, and the publication of this manuscript were not under this funding.

CONFLICTS OF INTEREST

The authors declare no conflict of interest. The funder had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results.

REFERENCES

- Andronikos, G., Souglis, A., & Martindale, R. J. J. (2021). Relationship between the talent development environment and motivation, commitment, and confidence. *Journal of Physical Education and Sport*, 21(1), 208 - 217. <https://doi.org/10.7752/jpes.2021.01028>
- Arnett, J. J. (2006). Emerging adulthood: Understanding the new way of coming of age. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging Adults in America*. American Psychological Association.
- Arnett, J. J. (Ed.). (2012). *Adolescent psychology around the world*. Psychology Press.
- Beal, S. J., Wingrove, T., Mara, C. A., Lutz, N., Noll, J. G., & Greiner, M. V. (2018). Childhood adversity and associated psychosocial function in adolescents with complex trauma. *Child & Youth Care Forum*. <https://doi.org/10.1007/s10566-018-9479-5>
- Beyers, W., & Luyckx, K. (2016). Ruminative exploration and reconsideration of commitment as risk factors for suboptimal identity development in adolescence and emerging adulthood. *Journal of Adolescence*, 47, 169-178. <https://doi.org/10.1016/j.adolescence.2015.10.018>
- Bonta, J., & Stephen Wormith, J. (2013). Applying the risk-need-responsivity principles to offender assessment. *What Works in Offender Rehabilitation*, 69-93. <https://doi.org/10.1002/9781118320655.ch4>

- Cheng, C., Lau, H. P., & Chan, M. P. (2014). Coping flexibility and psychological adjustment to stressful life changes: A meta-analytic review. *Psychological Bulletin*, 140(6), 1582-1607. <https://doi.org/10.1037/a0037913>
- Coates, A. A., & Messman-Moore, T. L. (2014). A structural model of mechanisms predicting depressive symptoms in women following childhood psychological maltreatment. *Child Abuse & Neglect*, 38(1), 103-113. <https://doi.org/10.1016/j.chiabu.2013.10.005>
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., DeRosa, R., Hubbard, R., Kagan, R., Liataud, J., Mallah, K., Olafson, E., & van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390-398. <https://doi.org/10.3928/00485713-20050501-05>
- Courtois, C. A., & Ford, J. D. (2016). *Treatment of complex trauma: A sequenced, relationship-based approach*. The Guilford Press.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. 2nd edition. Sage Publications.
- Crocetti, E., Scrignaro, M., Sica, L. S., & Magrin, M. E. (2012). Correlates of identity configurations: Three studies with adolescent and emerging adult cohorts. *Journal of Youth and Adolescence*, 41(6), 732-748. <https://doi.org/10.1007/s10964-011-9702-2>
- Davalos, D. B., Yadon, C. A., & Tregellas, H. C. (2012). Untreated prenatal maternal depression and the potential risks to offspring: A review. *Archives of Women's Mental Health*, 15(1), 1-14. <https://doi.org/10.1007/s00737-011-0251-1>
- Dozois, D. J. A., Dobson, K. S., & Ahnberg, J. L. (1998). A psychometric evaluation of the Beck Depression Inventory-II. *Psychological Assessment*, 10(2), 83-89. <https://doi.org/10.1037/1040-3590.10.2.83>
- Eidhof, M. B., Djelantik, A., Klaassens, E. R., Kantor, V., Rittmansberger, D., Sleijpen, M., Steenbakkers, A., Weindl, D., & Ter Heide, F. (2019). Complex posttraumatic stress disorder in patients exposed to emotional neglect and traumatic events: Latent class analysis. *Journal of Traumatic Stress*, 32(1), 23-31. <https://doi.org/10.1002/jts.22363>
- Ford, J. D., & Courtois, C. A. (2009). Defining and understanding complex trauma and complex traumatic stress disorders. In C. A. Courtois & J. D. Ford (eds). *Treating Complex Traumatic Stress Disorders: An Evidence-Based Guide* (pp. 13-30). The Guilford Press.
- Galatzer-Levy, I., Burton, C. L., & Bonanno, G. A. (2012). Coping flexibility, potentially traumatic life events, and resilience: A prospective study of college student adjustment. *Journal of Social and Clinical Psychology*, 31(6), 542-567. <https://doi.org/10.1521/jscp.2012.31.6.542>
- Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in Cognitive Sciences*, 16(3), 174-180. <https://doi.org/10.1016/j.tics.2012.01.006>
- Jowett, S., Karatzias, T., Shevlin, M., & Albert, I. (2020). Differentiating symptom profiles of ICD-11 PTSD, complex PTSD, and borderline personality disorder: A latent class analysis in a multiply traumatized sample. *Personality Disorders*, 11(1), 36-45. <https://doi.org/10.1037/per0000346>
- Kliethermes, M., Schacht, M., & Drewry, K. (2014). Complex trauma. Child and adolescent. *Psychiatric Clinics of North America*, 23(2), 339-361. <https://doi.org/10.1016/j.chc.2013.12.009>
- Koutrouli, N., Anagnostopoulos, F., & Potamianos, G. (2012). Posttraumatic stress disorder and posttraumatic growth in breast cancer patients: a systematic review. *Women & Health*, 52(5), 503-516. <https://doi.org/10.1080/03630242.2012.679337>
- Kross, E., & Ayduk, O. (2017). Self-distancing. *Advances in Experimental Social Psychology*, 81-136. <https://doi.org/10.1016/bs.aesp.2016.10.002>
- Lambe, S., Hamilton-Giachritsis, C., Garner, E., & Walker, J. (2016). The role of narcissism in aggression and violence: A systematic review. *Trauma, Violence, & Abuse*, 19(2), 209-230. <https://doi.org/10.1177/1524838016650190>

- Lawson, D. M., & Quinn, J. (2013). Complex trauma in children and adolescents: Evidence-based practice in clinical settings. *Journal of Clinical Psychology, 69*(5), 497-509. <https://doi.org/10.1002/jclp.21990>
- Legault, L. (2020). Self-determination theory. In V. Zeigler-Hill, & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences* (pp. 4694-4702). Springer International Publishing.
- Leighton K. N., & Terrell H. K. (2020). Attributional Styles. In V. Zeigler-Hill, & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences* (pp. 313-315). Springer International Publishing.
- Liao, Y. (2014). Relationship between coping style and mental health: A meta-analysis. *Chinese Journal of Clinical Psychology, 22*(5), 897-900.
- Liu, R. T., Kleiman, E. M., Nestor, B. A., & Cheek, S. M. (2015). The hopelessness theory of depression: A quarter-century in review. *Clinical Psychology: Science and Practice, 22*(4), 345-365. <https://doi.org/10.1037/h0101732>
- Lovibond, P. F., & Lovibond, S. H. (1995). The structure of negative emotional states: Comparison of the Depression Anxiety Stress Scales (DASS) with the Beck Depression and Anxiety Inventories. *Behaviour Research and Therapy, 33*(3), 335-343. [https://doi.org/10.1016/0005-7967\(94\)00075-u](https://doi.org/10.1016/0005-7967(94)00075-u)
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*(3), 227-238. <https://doi.org/10.1037/0003-066X.56.3.227>
- Moore, P. J., Chrabaszcz, J. S., Peterson, R. A., Rohrbeck, C. A., Roemer, E. C., & Mercurio, A. E. (2014). Psychological resilience: The impact of affectivity and coping on state anxiety and positive emotions during and after the Washington, DC sniper killings. *Anxiety, Stress, & Coping, 27*(2), 138-155. <https://doi.org/10.1080/10615806.2013.828202>
- Newbury, J. B., Arseneault, L., Moffitt, T. E., Caspi, A., Danese, A., Baldwin, J. R., & Fisher, H. L. (2018). Measuring childhood maltreatment to predict early-adult psychopathology: Comparison of prospective informant-reports and retrospective self-reports. *Journal of Psychiatric Research, 96*, 57-64. <https://doi.org/10.1016/j.jpsychires.2017.09.020>
- Newcomb-Anjo, S. E., Barker, E. T., & Howard, A. L. (2016). A person-centered analysis of risk factors that compromise wellbeing in emerging adulthood. *Journal of Adolescence, 46*(4), 867- 883. <https://doi.org/10.1007/s10964-016-0603-2>
- Octavia, S., Asih, S. R., & Jaya, E. S. (2019). Does negative-self-schema link the relationship between childhood trauma and psychotic symptoms in a community sample of Indonesians? *KONSELOR, 8*(3), 65-73. <https://doi.org/10.24036/0201983105885-0-00>
- Ometto, M., de Oliveira, P. A., Milioni, A. L., dos Santos, B., Scivoletto, S., Busatto, G. F., Nunes, P. V., & Cunha, P. J. (2015). Social skills and psychopathic traits in maltreated adolescents. *European Child & Adolescent Psychiatry, 25*(3), 397-405. <https://doi.org/10.1007/s00787-015-0744-y>
- Peltzer, K., Yi, S., & Pengpid, S. (2017). Suicidal behaviors and associated factors among university students in six countries in the Association of Southeast Asian Nations (ASEAN). *Asian Journal of Psychiatry, 26*, 32-38. <https://doi.org/10.1016/j.ajp.2017.01.019>
- Rao, U., Hammen, C., Ortiz, L. R., Chen, L. A., & Poland, R. E. (2008). Effects of early and recent adverse experiences on adrenal response to psychosocial stress in depressed adolescents. *Biological Psychiatry, 64*(6), 521-526. <https://doi.org/10.1016/j.biopsych.2008.05.012>
- Reissman, C. (2008). *Narrative methods for the human sciences*. Sage Publication.
- Salma, S., Kaloeti, D. V. S., Rahmandani, A., Sakti, H., & Suparno, S. (2019). Adverse childhood experiences and depression among Indonesian university students. *Indian Journal of Public Health Research & Development, 10*(3), 677-682. <https://doi.org/10.5958/0976-5506.2019.00581.3>
- Santrock, J. W. (2014). *Child development*, 14th edition. McGraw-Hill Education.

- Schubert, C. F., Schmidt, U., & Rosner, R. (2015). Posttraumatic growth in populations with posttraumatic stress disorder: A systematic review on growth-related psychological constructs and biological variables. *Clinical Psychology & Psychotherapy*, 23(6), 469–486. <https://doi.org/10.1002/cpp.1985>
- Shonkoff, J. P., & Garner, A. S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129, e232–e246. <https://doi.org/10.1542/peds.2011-2663>
- Smeets, T., Giesbrecht, T., Raymaekers, L., Shaw, J., & Merckelbach, H. (2010). Autobiographical integration of trauma memories and repressive coping predict post-traumatic stress symptoms in undergraduate students. *Clinical Psychology & Psychotherapy*, 17(3), 211–218. <https://doi.org/10.1002/cpp.644>
- Spinazzola, J., Hodgdon, H., Liang, L.-J., Ford, J. D., Layne, C. M., Pynoos, R., Briggs, E. C., Stolbach, B., & Kisiel, C. (2014). Unseen wounds: The contribution of psychological maltreatment to child and adolescent mental health and risk outcomes. *Psychological Trauma : Theory, Research, Practice, and Policy*, 6(Suppl 1), S18–S28. <https://doi.org/10.1037/a0037766>
- Strauss, C., Lever Taylor, B., Gu, J., Kuyken, W., Baer, R., Jones, F., & Cavanagh, K. (2016). What is compassion and how can we measure it? A review of definitions and measures. *Clinical Psychology Review*, 47, 15–27. <https://doi.org/10.1016/j.cpr.2016.05.004>
- Swannell, S., Martin, G., Page, A., Hasking, P., Hazell, P., Taylor, A., & Protani, M. (2012). Child maltreatment, subsequent non-suicidal self-injury and the mediating roles of dissociation, alexithymia and self-blame. *Child Abuse & Neglect*, 36(7-8), 572–584. <https://doi.org/10.1016/j.chiabu.2012.05.005>
- Tanner, J. L., & Arnett, J. J. (2016). The emergence of emerging adulthood: the new life stage between adolescence and young adulthood. In A. Furlong (ed). *Routledge Handbook of Youth and Young Adulthood*, 2nd edition (pp. 34-40). Routledge.
- Tedeschi, R. G., Shakespeare-Finch, J., Taku, K., & Calhoun, L. G. (2018). *Posttraumatic Growth : Theory, Research and Applications*. Routledge.
- Turner-Sack, A. M., Menna, R., & Setchell, S. R. (2012). Posttraumatic growth, coping strategies, and psychological distress in adolescent survivors of cancer. *Journal of Pediatric Oncology Nursing*, 29(2), 70–79. <https://doi.org/10.1177/1043454212439472>
- Ulrich, D., & Smallwood, N. (2011). What is talent? *Leader to Leader*, 2012(63), 55–61. <https://doi.org/10.1002/ltl.20011>
- Varajão, J., Magalhães, L., Freitas, L., & Rocha, P. (2022). Success Management - From theory to practice. *International Journal of Project Management*. <https://doi.org/10.1016/j.ijproman.2022.04.002>.
- Varese, F., Smeets, F., Drukker, M., Lieverse, R., Lataster, T., Viechtbauer, W., Read, J., van Os, J., & Bentall, R. P. (2012). Childhood adversities increase the risk of psychosis: A meta-analysis of patient- control, prospective- and cross-sectional cohort studies. *Schizophrenia Bulletin*, 38(4), 661– 671. <https://doi.org/10.1093/schbul/sbs050>
- Vergano, C. M., Lauriola, M., & Speranza, A. M. (2015). The Complex Trauma Questionnaire (ComplexTQ): Development and preliminary psychometric properties of an instrument for measuring early relational trauma. *Frontiers in Psychology*, 6. <https://doi.org/10.3389/fpsyg.2015.01323>
- Watters, E. R., Aloe, A. M., & Wojciak, A. S. (2021). Examining the associations between childhood trauma, resilience, and depression: A multivariate meta-analysis. *Trauma, Violence, & Abuse*, 152483802110293. <https://doi.org/10.1177/15248380211029397>
- Wengraf, T. (2001). *Qualitative research interviewing*. Sage Publication.
- Whiffin, C. J., Bailey, C., Ellis-Hill, C., & Jarrett, N. (2014). Challenges and solutions during analysis in a longitudinal narrative case study. *Nurse Researcher*, 21(4), 20–26. <https://doi.org/10.7748/nr2014.03.21.4.20.e1238>
- White, R. E., Kross, E., & Duckworth, A. L. (2015). Spontaneous self-distancing and adaptive self-reflection across adolescence. *Child Development*, 86(4), 1272–1281. <https://doi.org/10.1111/cdev.12370>

- Wickham, S., & Bentall, R. (2016). Are specific early-life adversities associated with specific symptoms of psychosis? *The Journal of Nervous and Mental Disease*, 204(8), 606-613. <https://doi.org/10.1097/nmd.0000000000000511>
- Zhao, Y., Han, L., Teopiz, K. M., McIntyre, R. S., Ma, R., & Cao, B. (2022). The psychological factors mediating/moderating the association between childhood adversity and depression: A systematic review. *Neuroscience & Biobehavioral Reviews*, 137. <https://doi.org/10.1016/j.neubiorev.2022.104663>
- Zyromski, B., Dollarhide, C. T., Aras, Y., Geiger, S., Oehrtman, J. P., & Clarke, H. (2018). Beyond complex trauma: an existential view of adverse childhood experiences. *The Journal of Humanistic Counselling*, 57(3), 156-172. <https://doi.org/10.1002/johc.12080>