

Graduate Certificate in Narrative Therapy
Dulwich Centre, Australia

E- Learning program 2016-2017

Final written assignment

"Problems and difficulties that mothers of teenage girls face and how they manage to overcome them."

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29 May 2017

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"Problems and difficulties that mothers of teenage girls face and how they manage to overcome them."

In this paper I am going to present to you the survey I have conducted within the context of my Thesis and my Research Project. The issue I have decided to work on is adolescence, namely how the mothers of teenage girls experience this period of their daughters' lives at home and generally in their everyday life.

I came up with this idea, first of all because I wanted to give the chance to people to speak to me openly without forcing them to share personal matters if they did not want to and secondly because I knew a lot of families in my social environment having difficulties in confronting the problem of adolescence.

My goal was to make mothers understand the ways in which they can act and deal with any problems they face and moreover help them find new ways of thinking enabling them by our discussion to comprehend the outcomes and if they had the results they wanted.

Generally, I believe that adolescence is a particular age period that affects not only the teenagers but also everyone close to him or her. In addition I consider the bond between a mother and a daughter very determinant.

MAPS OF NARRATIVE PRACTICE

First of all, I would like to mark the reasons why I have decided not to form a group with all the mothers but instead talk to each one individually. The community of the area which I live in is very small and close-knit. Obviously, all mothers know each other quite well so I thought that they would feel more comfortable to talk freely if they were not all together in a group. Furthermore, in terms of schedule, it would be difficult to find a time or a day that would be convenient to everyone since most of the mothers either work or have a very busy schedule. These were the reasons I decided to meet each one privately. Of course, I always made it clear to them that any information would be confidential and strictly used only in the context of this project.

Externalisation map

Starting organizing my research, I needed some maps of narrative practice as a guide so that mothers become acquainted with the narrative way of thinking. The externalization map is a very helpful way of discussion since “many people believe that the problems of their lives are a reflection of their own identity, or the identity of their relationships. This sort of understanding shapes their efforts to resolve problems and unfortunately these efforts invariably have the effect of exacerbating the problems. In turn, this leads people to even more solidly believe that the problems of their lives are a reflection of certain “truths” about their nature and their character, about the nature and the character of others or about the nature and the character of the relationships. This belief only sinks them further into the problems that they are attempting to resolve. Externalizing conversations can provide an antidote to these internal understandings by objectifying the problem. They employ practices of objectification of the problem against cultural practices of objectification of people. This makes it possible for people to experience an identity that is separate from the problem, not the person”. (Maps of narrative practice, Michael White, page 09). “When the problem becomes an entity that is separate from the person and when people are not tried to restricting “truths” about their identity and negative “certainties” about their lives, new options for taking action to address the predicaments of their lives become available. This separation of the person’s identity from the identity of the problem does not relinquish people from a responsibility to address the problems that they are encountering. Rather, it makes it more possible for people to assume this responsibility. If a person’s relationship with the problem becomes more clearly defined, as it does in externalizing conversations, a range of possibilities become available to revise this relationship. Externalizing conversations make it possible for people to unravel some of the negative conclusions they have usually reached about their identity under the influence of the problem”. (Maps of narrative practice, Michael White, page 26).

Generally, regardless the structure of the questionnaire, I have used two ways of externalizing: by asking questions through which I have changed the adjective the person used to identify herself into a noun and by asking questions through which the problem was objectified. I have always had in mind to externalize the problem from the person. Having all these as a basic knowledge, I started forming a questionnaire of externalizing questions for the mothers I was about to meet.

According to Michael White's book of Maps of Narrative Practice in the first stage of the externalization, "the therapist supports people in the negotiations of the definition of the predicaments and problems of which they are seeking therapy. In this negotiation, these predicaments and problems are richly characterized". (Maps of Narrative Practice, Michael White, page 40). "Furthermore, it is the rich characterization of problems that people's unique knowledges and skills become relevant and central to taking action to address their concerns. During this process a certain know-how that can be further developed and used to guide them in their effort to address their problems and predicaments". (Maps of Narrative Practice, Michael White, page 43). Moreover, in the first stage, apart from reporting the problem, people are urged to give a name to the problem they encounter. The definition of the problem with a proper word which resulting through a discussion as it is very important to have the person decide that name by herself/himself. Based on the above, the first questions that I had in my questionnaire were more general concerning how each mother experiences the whole situation with her daughter's adolescence, whether there was any difficulty, when it started troubling her. Thus, within a general framework, I started the discussion. I urged them to share a story as an example if they wanted to. In the end, we discussed a possible name for the problem according to what they told their ideas and their beliefs. Then, we conclude to a certain name for the problem they faced.

"The second stage in the development of externalizing conversations features on inquiry into the effects (or influence) of the problem in the various domains of living in which complications are identified". (Maps of narrative practice, Michael White, page 43). More specifically, there is an exploration of the effects of the problem on an individual context, the thoughts, the feelings and the mood of the person, the values, the hopes, the expectations and the dreams of the person. Also on the interpersonal environment, how close or not they are to their intimates, the view they have of the others and their relationship in different stages of their life, their efficiency in work, if and how it affects the problem and their relationship with their friends or how it affects their free time and organizing their daily routine. Accordingly, I have formed my questionnaire as to how the certain problem affects the person's life, her daily routine, the image that she has for herself as well as with regard to what feelings are caused for everything described. Through these questions in our discussion I have tried to look at the various aspects of the mothers' lives as well as their thoughts, opinions and feelings.

"In the third stage the person is supported in evaluating the operations and activities of the problem, as well as, its principal effects on his life. In this way, the person is invited to pause and reflect on specific developments of his life". (Maps of Narrative Practice, Michael White, page 44). "At this time care is also taken to ensure that people have the opportunity to articulate all the complexities of their position on the effects of the problem. However people's positions on the problem and its consequences are often complex and mixed". (Maps of Narrative Practice, Michael White, page 46). According to this theory, I have formed some questions in my questionnaire in order to comprehend how mothers evaluate the influences the problem eventually has on their lives as far as how that make them feel about themselves.

The fourth stage is the stage of justification where mothers justify the evaluation that they had made in the third stage. The person justifies how and why the certain evaluation was made based on what she after all expects from her life. "These <<why>> questions play a profoundly significant role in helping people to give voice

to and further develop important conceptions of living, including their intentional understandings about what they value in life, their knowledge about life and life skills and their prized learnings and realizations”’. (Maps of Narrative Practice, Michael White, page49). According to the above, I prepared some questions with which each mother could, with reference to the evaluation on the consequences of the problem she did in the third stage, understand what she likes in her life or doesn’t like and what suits her or not. “Moreover, it is in this way that externalizing conversations open gateways to rich story development”’. (Maps of Narrative Practice, Michael White, page51). “Basically externalising conversations are the doorway to preferred stories and all the delightful skills, ideas and knowledges that people have. When problems are externalised, when the person no longer believes that they are the problem, this opens the door to exploring their knowledges and skills and ways of addressing the effects of the problem”’. (Externalising- commonly asked questions, Maggie Carey and Shona Russell, page 8).

Re-authoring map

The second questionnaire I have formed was about re-authoring conversations. “Re-authoring conversations invite people to continue to develop and tell stories about their lives, but they also invite people to include some of the more neglected but potentially significant events and experiences that are <<out of phrase>> with their dominant storylines. These events and experiences can be considered <<unique outcomes>> or <<exceptions>>. It is these unique outcomes or exceptions that provide a starting point for re-authoring conversations. They provide a point of entry to the alternative storylines of people’s lives that, at the outset of these conversations, are barely visible”’. (Maps of Narrative Practice, Michael White, page 61). “The practice of re-authoring is based on the assumption that no one story can possibly encapsulate the totality of a person’s experience, there will be inconsistencies and contradictions. There will always be other story-lines that can be created from the events of our lives. As such, our identities are not single-storied, they are multi-storied. Re-authoring conversations involve the co-authoring of storylines that will assist in addressing whatever predicaments have brought someone into counselling. (Re-authoring: Some answers to commonly asked questions, Maggie Carey and Shona Russell, page 21). “The re-authoring conversations map divides the questions into two categories. One category involves questions that inquire about the “landscape of action” and the other category involves questions that inquire about the “landscape of identity”’. (Re-authoring: some answers to commonly asked questions, Maggie Carey and Shona Russell, page 25). “Landscape of identity questions encourage people to explore a different territory. They relate to the implications that this alternative story-line has in terms of the person’s understanding of their identity. Landscape of identity questions invite people to reflect differently on their own identities and the identities of others. (Re-authoring: Some answers to commonly asked questions, Maggie Carey and Shona Russell, page 26). “Re-authoring conversations zigzag between “landscape of action questions” and “landscape of identity questions”’. (Re-authoring: Some answers to commonly asked questions, Maggie Carey and Shona Russell, page 27).

In this way, I formed the questionnaire of unique outcomes after having examined the story-problem and after asking some questions in order to enter the alternative story-line. Once the unique outcome was mentioned, the questions were due to

analyse that story (the alternative) as when it happened, who else was there, what were the details. Moreover, there is a discussion helping the person to give a name to the story mentioned before. Later on, I focused on what influenced the mother to react differently, what thoughts lead her to that reaction and what all this meant to her. At this point, I am already in the landscape of identity since I inquire the elements of her identity through the landscape of action due to her actions she has already mentioned. After that I tried to find out if there were any other situations in her life in which she acted similarly. Once more, I look for more details (landscape of action) and then I am looking for how the mother's values, knowledges and skills combine to all this (through questions) and how she comprehends it (landscape of identity). In the end, I asked a question which functioned as a projected future showing how the mother would be in the future, who would notice the change and it would be.

Re-membering map

“Re-membering conversations are shaped by the conception that identity is founded upon an “association of life” rather than a core self. This association of life has a membership composed of the significant figures and identities of a person's past, present and projected future, whose voices are influential with regard to the construction of the person's identity. Re-membering conversations provide an opportunity for people to revise the membership of their associations of life : to upgrade some memberships and to downgrade others, to honour some memberships and to revoke others, to grant authority to some voices in regard to matter of one's personal identity and to disqualify other voices with regard to this. (Maps of Narrative Practice, Michael White, page 129).

I am referring to the re-membering map because in several cases, regarding the questions of alternative story, some mothers talked about people to taught them certain principles or habits. So, I asked them some re-membering questions such as how the certain person would feel if he or she knew that she behaved in the some way she was taught to by him or her. “Re-membering practices provide a context for people to revise or re-organise the “membership” of their “club of life”. (Re-membering: responding to commonly asked questions, Shona Russell and Maggie Carey, page47).

ANALYSIS OF INCIDENTS

On the whole, I met and talked to 10 mothers of teenage girls so that they could share with me any problems they may encountered concerning the time of their daughters' adolescence. Some of the issues mentioned was the fact that teenage girls ignore or exceed the limits set by their parents. Also they are often inconsistent with their obligations and they are bad mannered with reactions of anger. The most common phenomenon that almost all mothers talked about (some more, some less) was the frequent use of the Internet or the social media and the mobile phones. This adhesion to the Internet and the social media, according to current surveys over the past five years, is a new addictive behaviour which leads to the some devastating consequences as those of substance addiction (damage of brain cells). Some mothers chose to focus on that issue while others just made a simple comment on the subject. The issue of Internet addiction and the constant dependence on the mobile phone and the Facebook is something that troubles all the mothers I've talked to. To be more specific, they have difficulty in setting limits to the use of mobiles and social media because of the fear to having negative effects on their relationship with their daughters since such limits would cause arguments. Thus, some just accept the fact as a result of today's modern society while others try to balance the situation by giving motives to their daughters guiding them to be occupied with other more interesting activities, for example a new hobby. I give a particular extent to this issue because it was mentioned by all mothers so I wanted to include as a deduction in my research project.

However, I would like to present in detail two incidents which I consider particularly interesting, each for different reasons.

In the first one, Eva* (45 years old) is the mother of a seventeen years old girl, Joanna* who is overdependent on the Internet and the social media.

Varvara: Eva, tell me how does it feel to be a mother of a teenager? How do you experience it?

Eva: It's a weird phase. I am happy with it but there are also lots of difficulties.

Varvara: Could you give me an example to see what you mean?

Eva: Joanna spends a lot of time on the Internet and whenever I tell her to turn off the computer and focus on her studies or do any other activity she reacts badly, spells at me and we end up fighting.

Varvara: Since when has that started?

Eva: It's two years now...almost.

Varvara: Could you be more specific about it?

Eva: Well, this happens almost every day. It's just that lately her reactions are more intense, more nervous. We quarrel quite often.

Varvara: How would you name that what you describe?

Eva: The only thing that comes to my mind is "Overdependence on the Internet".

Varvara: Let's talk about you. How does this affect your own life, your daily routine?

Eva: I'm losing my peace! The whole situation makes me feel very tense and nervous. As a result, I often have a very high blood pressure. It really makes me sad.

Varvara: What kind of emotions does it make you feel?

Eva: Sometimes I feel I've failed as a mother. I want to pass on my daughter life values. I wish she listened to me and asked for my advice. I have invested a lot of time in her and in my family and I expect she does too.

Varvara: I understand that it is very important to you to be a good mother. I am wondering, the naming of the problem "overdependence on the Internet", how suitable is it finally?

Eva: Of course it is! That is the reason of our arguments. That stupid thing that Joanna has stucked to.

Varvara: So Eva, may I ask you, how do you feel about all these effects that you have described me?

Eva: I have mixed feelings actually. I feel proud of myself, my family and the time I devote to make our relationships better. However, sometimes I feel failed mother and it makes me feel depressed to have such tensions and quarrels every day.

Varvara: Based on everything you said and the evaluation you've made, what do you understand? What do you regard suitable for you or unsuitable?

Eva: I believe what I really want is to have a well balanced family, whose members will have a really good understanding. There will always be some arguments and obviously both sides are responsible for this. I just wish they weren't so frequent and so stressful. This definitely isn't right for me.

Varvara: Hmm... I see. Let me ask you.. I wonder.. Was there a time that you responded differently in a similar situation with your daughter?

Eva: Well, let me think.. Yes, there was a time when Joanna was for hours on the Internet but we didn't argue about it.

Varvara: Tell me more about it.

Eva: It was in December, I think. Joanna had an important exam so I thought I had to do something to make her more concerned about her studying and not the Internet so, at some point, I talked to her about it. I explained calmly that I didn't want to argue with her but she had to spend some time on studying for the exam, she was calm too. She, at first, explained to me that spending time on the Internet makes her relax and

this is something that I have to understand and accept. Of course, I told her that I understand her completely but I was expecting from her to do well in the exam. It was at that point that Joanna burst into anger. I was so upset that I told her that the modem would be turned off for the whole week. Thus, she could concentrate on her studying. There was n intense reaction from her but I was firm to my decision. I told her that it would mean a lot to me if she does not stick to it. Eventually she agreed and accepted my decision. I believe that was a very intense but also very important moment for both of us.

Varvara: How would you name your reaction to what you've just described?

Eva: I guess... "a collaborative attitude towards the overdependence on the Internet".

Varvara: What led you to react in such a way that time?

Eva: Well, probably because I was tired of the whole situation. I wanted to become more decisive and having the exam as an excuse I thought that was the right time to have a serious talk and set some limits.

Varvara: Were there any past situations that you had reacted in the same way?

Eva: Not allowing her to use the Internet? No, not really but once we had again a talk about her spending lots of time on the Internet, I didn't let her go to a party she wanted to go. This was last year, I think. But the last time was a better agreement I think.

Varvara: With which values, knowledges or skills do you associate this?

Eva: Generally, concerning knowledges, in the hospital I work in, I mingle with lots of mothers of teenage children, so we exchange views and opinions. We advice each other or talk about each one's personal experiences. As for the values and skills.... well, I don't really know. I think that every mother acts as well as she can for her kids based on the values she has obtained from her parents. However, if you ask me, I don't want to raise my children the way I was raised because in my family there was lack of communication. Good communication is something I try to have in our family. That's why I had this talk with Joanna. I wanted to see how she would react, how she would function.

Varvara: If you continue reacting in that way in the future who do you think will notice those changes? What would be noticed?

Eva: Surely my husband, who actually agrees with me but he never argues with Joanna. I' m sure he would definitely notice the change because there would be no quarrels. Joanna would also realise that through our talks I try to understand her and that her opinion matters to me a great deal.

Varvara: Very nice. Eva thank you very much for your time and everything you shared with me. I would also like to ask a final question, very important for me. How did you find our discussion?

Eva: I've known you for many years, so it was very easy to talk to you about my concerns. I felt very comfortable sharing with you my problem with Joanna. Our talk gave me some "food for thought". Furthermore I must confess that I realized that maybe my own reactions in this all situation with Joanna may have been extremely strong. Our discussion made me understand a lot of things. I thank you as well for this talk.

This is my discussion with Eva. I didn't use some of the questions since I did not follow the questionnaire by the book. I want to highlight that in some questions there were moments of silence since Eva needed some time to think over her answers so I gave her that time. What I noticed and appreciated was the fact that Eva took the responsibility of her own reactions and she didn't just accuse her daughter's behavior. Moreover, I must mention that this was one of the last meetings I had so I was much more relaxed and confident compared to the first ones.

The second situation that I'm going to present is about Eleftheria* (38 years old) who has a 15 years old daughter called Dorothy*. What I want to add is that Eleftheria actually brings up her daughter on her own since her husband is a lorry driver and is on the go most of the time. It's worth mentioning because Eleftheria is a mother with much more responsibilities, thus more worries and concerns about the right function of her family.

Varvara: Good evening Eleftheria, Thank you for your time and your help on my project. So I'd like to ask you how it feels to be a mother of a teenage daughter and how you experience this period of adolescence.

Eleftheria: You're welcome Varvara! I'm glad I can help by having such a useful talk for me too. Now, as far as my experience as a mother of a teenager I must admit it's quite difficult. She reacts in a bad way almost to everything, even the slightest thing.

Varvara: Could you be more specific by giving an example of such difficult situations?

Eleftheria: For example, she wants to go out all the time. We quarrel very often about when she will go out and until what time. She always uses lines such as 'Everybody will go' or 'Everybody will be there' to make me let her go out. Generally, she speaks very abruptly and selfishly.

Varvara: How long ago did this start?

Eleftheria: Last summer. I was more easy going on her because she had neither school nor any school obligations. The problem is that this went on and now she is negative whenever I say no to something.

Varvara: If I ask you to name the whole situation, what name will you go to what you have described so far.

Eleftheria: I could name it ‘Teenage counteraction’ hoping that it will eliminate as Dorothy gets older.

Varvara: How does this so called ‘Teenage counteraction’ affects your everyday life?

Eleftheria: It affects me a lot! For a start, it makes me stressful. Dimitris (my husband) is very often away from home so it’s me that I have to control and regulate our daily life. When I get such bad reaction from Dorothy I feel very bad I wonder whether I have made any mistakes. Sometimes I feel guilty for not letting her go out since she wanted is that much. On the other hand, I don’t want to let her get her own and do whatever she wants uncontrolled because I worry about her and I fear she might become spoiled.

Varvara: How does this affect the view you have of yourself?

Eleftheria: I believe I’m quite tolerant. Basically, I’ve realized that it’s difficult for me find a balance between being easy-going and setting limits or even give punishments. This is what I have to settle. Otherwise, I believe I’m neither too tolerant nor too strict mother.

Varvara: So, by this evaluation you had for yourself what do you divine that suits you the most?

Eleftheria: Everything I said before, and I am so puzzled over not being able to see it earlier. Namely, to be able to find a balance and maintain it. Not to be too easy going nor too strict. I should try to do Dorothy a favor but within logical limits.

Varvara: Eleftheria, I was wondering, was there a time that you responded differently to what you’ve called ‘teenage counteraction?’

Eleftheria: Yes, there was an incident last month.

Varvara: Tell me about that incident. What happened?

Eleftheria: Dorothy hadn’t had a day out for a long time. Me, on the other hand, was going to go to Corinth for a wedding so Dorothy would have to stay with her grandmother until I returned. I would be away for four days. The night before my leaving I asked her not to go out. We talked about calmly and in the end I let her go out with her friends that night since she wouldn’t go out for the next 4 days. I remember she came home late that nights, I had to stay awake waiting for her. Surprisingly, when she came back home we did not have quarrel. I just rebuked her for being late and we went to bed.

Varvara: Whet led you to act in such a way this time?

Eleftheria: Well firstly I thought it was ok since she wouldn’t go out for the next 4 days. We had a calm discussion. Ok I try to understand her since I wanted the same things when I was her age but at my times things were different. There weren’t so many dangers. Imagine we let our doors unlocked the whole night.

Varvara: Were there any thoughts of yours that made you act differently then?

Eleftheria: Well, probably guilt. I would be away for days and leaving her alone made me feel guilty, so I wanted her to have some fun. It didn't feel right me having great time at the wedding while she was in. What mostly helped the good outcome was the conversation we had. I believe we understood each other. That's why her being late didn't bother me much. I just tried to make her understand that it wasn't fair to make me stay awake waiting for her to come back knowing that I had a trip the next day.

Varvara: What does this mean to you?

Eleftheria: Mmm...good questions! I guess that having a nice, calm discussion is better. Being able to explain to each other what you actually want or need makes a relationship better. Mutual understanding forestalls arguments.

Varvara: Were there any past situations that you had reacted in the same way?

Eleftheria: No, just that one, which happened really recently as I told you. Until that moment, our relationship was very intense with yelling and arguing all the time.

Varvara: With which values, knowledges or skills do you associate this?

Eleftheria: I believe it has to do with the way I was brought up, the principles I got from my family. I was brought up having some limits. Reasonable limits for my time, but still limits.

Varvara: What do you believe this would mean to your parents, having this way of thinking?

Eleftheria: I'm sure they could be very proud since I try to apply those values on my own family. Acknowledging that they did what they did for my own good. I believe they would be happy and pleased.

Varvara: How does it feel knowing that all this has a long lasting value for you?

Eleftheria: It's very strange indeed, but I guess everyone does so. They try to apply what they have learnt from their parents to their own family. Now that I'm thinking about it, I believe this is the right way, keeping a balance within limits. I'll try to do this even better and I'm sure it will help me to communicate better especially with my daughter, Dorothy.

Varvara: Well, Eleftheria! Thank you again for our lovely conversation. I'd like to ask one final question. What impression did the whole discussion make on you?

Eleftheria: I feel like you have "opened my eyes" and I was able to see things more clearly. Sometimes I say that Dorothy is selfish but this applies to me as well. I thank you too! You're been also very helpful.

Eleftheria was a special situation for me due to two main reasons. First of all, because she had a stronger sense of responsibility compared to any other mother who shares responsibilities with her husband. Also, because our discussion was very intense since Eleftheria was very anxious and nervous during the whole talk and as a result she shared too much information most of which was irrelevant to the questions. Sometimes, I had to restrict her words and try to concentrate on her basic answer. I also had to repeat some questions or rephrase them because I realized that she had more things to say. Finally, during the re-remembering questions I've noticed that she was very skeptical and she seemed too thoughtful what we has discussed before.

*The names are pseudonymous and not their real ones.

OUTCOMES

Generally, I noticed that none of the mothers blamed their daughters for their quarrels. Although, at first they expressed their problem with even some anger sometimes, in the end they admitted having their share to these quarrels. Moreover, I have to say that for some mothers it wasn't that easy to start talking. At first, they seemed to have no problems at all, so I had to let them a few minutes to relax and think and later they eventually presented their problem. In my opinion, this had to do with the fact that they felt comfortable and able to trust me since we live in the same village and they know me quite well.

Some of the mothers wondered whether what they said was right or not, whether the problems they presented were suitable or if they match the problems of the rest of the mothers. Of course, I explained to them that there were no right or wrong problems and they could share with me whatever they wished.

Eventually, I would like to refer to something that I mentioned earlier in the conclusion of the first incident. In the early meetings with the mothers I was quite nervous trying to follow the questions by the book and this affected the mothers as well making them feel nervous too. Later on, as days went by and I had more practice, I felt much more comfortable and according to the mother I was talking to and the answers I received from her. I believe that my skill of adjustment helped me into this. That, according to the answers I got and by sensing whether they shared enough with me. I believe this is a skill that I have evolved and developed through this practice research although it was a new and different experience for me.

I would like to make an additional comment as a resident of my hometown. The bond between a mother and a daughter is very sacred and unique. Girls feel closer to their mothers, they trust them and talk to them. On the contrary, the relationship with the father is quite different. He is considered the head of the family, so all members of the family should respect him and be careful of their behavior. Any slightest misbehavior would bring shame to him and the whole family. This leads to daughters keep away their fathers and does not allow them to trust their fathers that much. It is also very common for a mother to know things about her daughter that would keep secret from her husband. Knowing this notion and the way most families in my village function, I wanted and eventually decided to work on this bond between a mother and a daughter as well as on how mothers handle this responsibility and have it as an issue on my practice research.

CONCLUSION

I wish to say that all the mothers I talked to helped me a lot in order to complete my research project. The reason I mention this, is because I want to highlight the type of work and the targets in my project. My intention was to actually achieve a reflection towards the mothers regarding the way they should respond to any difficulties they may face concerning their teenage daughters and whether the results or the consequences please them. I would say that our relationship was not a therapist – patient relationship, for three reasons. First of all, I believe that for a complete therapy it may be wise to meet both the mother and the daughter in order to handle the problem or the conflict between them. Secondly, all the mothers I've talked to are people I know personally and see frequently since we all live in the same village. Finally, because it was me who asked them to meet me and have a discussion and not they. They did not seek for a therapist who would help with any issues they might have, but they offered their help to me and I thank them for that.

All in all, I have to say that the whole project helped me understand the narrative way of thinking and also practice the maps of narrative practice. It was a wonderful opportunity and I feel very lucky.

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