

Raising public awareness of the term **Schema**

Impact of schema exploration in childhood and  
adolescent development

Schema:

a pattern of thought or behavior that organizes categories of information and the relationships among them.

Early Maladaptive Schemas in "Schema Therapy":

If an individual was abandoned, abused, neglected, or rejected in his/her childhood, their maladaptive schema(s) can be triggered by life events that they perceive as similar traumatic experiences of earlier self. When one of these schemas is triggered, they can experience strong negative emotions such as grief, shame, fear, or rage.

Not all schemas are based in childhood trauma or mistreatment because an individual can develop a schema without experiencing a single instance of childhood trauma. However, all schemas are destructive, and most are caused by noxious experiences that are repeated on a regular basis throughout childhood and adolescence. The effect of all these related experiences is cumulative, and together they lead to the emergence of a full-blown schema.

*(Jeffrey E. Young, Janet S. Klosko, Marjorie E, 2006)*

## Main methods and framework for the project (Notes) :

Schema Concept and abstract imageries /  
Visualizing "Personality" and "Individuality" /  
Creating easy to understand visualizations the model /  
Motion design /

Schema Model in 3 Main Constructs:

### Schemas

Core Psychological themes

### Coping Styles

Characteristic Behavioral  
responses to Schemas

### Modes

'Schemas' and 'Coping Styles'  
operating at a given moment

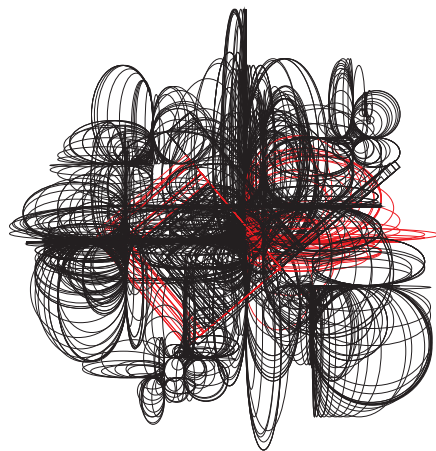
Emotional difficulties arise  
predominantly from **unmet**  
**core needs** in **childhood** and  
**adolescent development**,  
which lead to **maladaptive**  
schemas and coping styles.

Our mind is designed to **attempt**  
**in returning a single schema** as  
a response to a behavioral  
request,

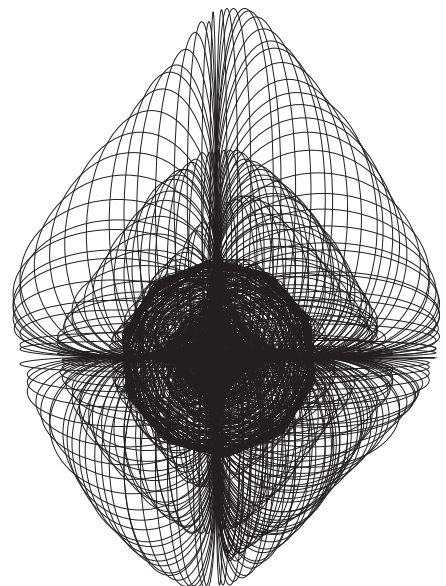
**even if several**  
**schemata were possible,**

or

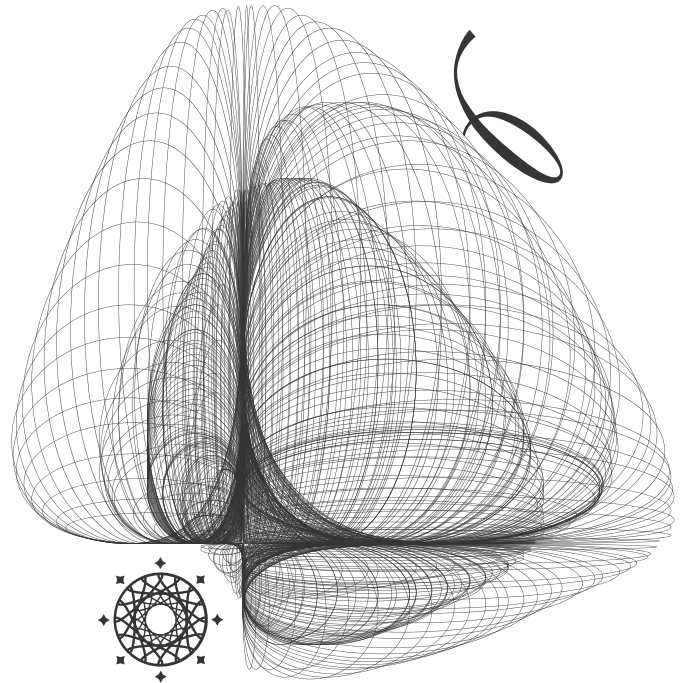
**even if no single schema**  
**satisfied the request(s).**



Maladaptive Schema



Stable Schema



### **Carrying out the research:**

Finding Schema Therapy cases to further understand the importance of Self-Schema in childhood and adolescent development

Secondary research through scholarly sources

Researching existing data of therapists, public speakers, etc. to learn about their understandings and feedback on the concept

### **Resources required:**

Time to organize the research;

Collecting the right data  
Secondary research examples  
Further readings on schema / schema therapy

Expertise on the topic;

Getting the right boundaries; because the topic might be sensitive to certain targets, further research on the trauma and schema concept is likely to be required.

Visual explorations;

Finding the most suitable visualization to explain the topic; to easily educate the public

Equipment;

Visual exploration tools:  
Amaziongraph  
Adobe Suite  
Visual sources throughout the web

## Timeline

### Week 1

Visual Exploration Week 1:

practice imageries and  
motion graphic creation

Collect Data from Secondary  
Research

### Week 2

Visual Exploration Week 2:

"

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### Week 3

Visual Exploration Week 3:

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Organize Data with literature  
review and focused frameworks

### Week 4

Visual Exploration Week 4:

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Data Visualization  
Conceptualization

### Week 5

Visual Exploration Week 5:

Rough cut of Graphic Posters

Data Visualization Rough

### Week 6

Visual Exploration Week 6:

Collect sound files for the final product

"

### Week 7

Visual Exploration Week 7:

"

"

Launch Online Gallery

### Week 8

Visual Exploration Week 8:

"

Wrap up Visulizations, Posters,  
and Infographic

Organize Gallery

### Week 9

Final Edit Week 1

Motion Graphic Edit 1

### Week 10

Final Edit Week 2

Motion Graphic Edit 2

Finalize gallery

### Week 11

Final Edit Week 3

Motion Graphic Edit 3

Gallery Edit

### Week 12

Finalize

Motion Graphic Finalize

## Works Cited

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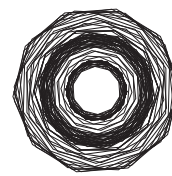
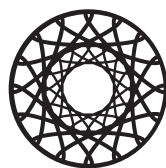
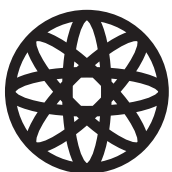
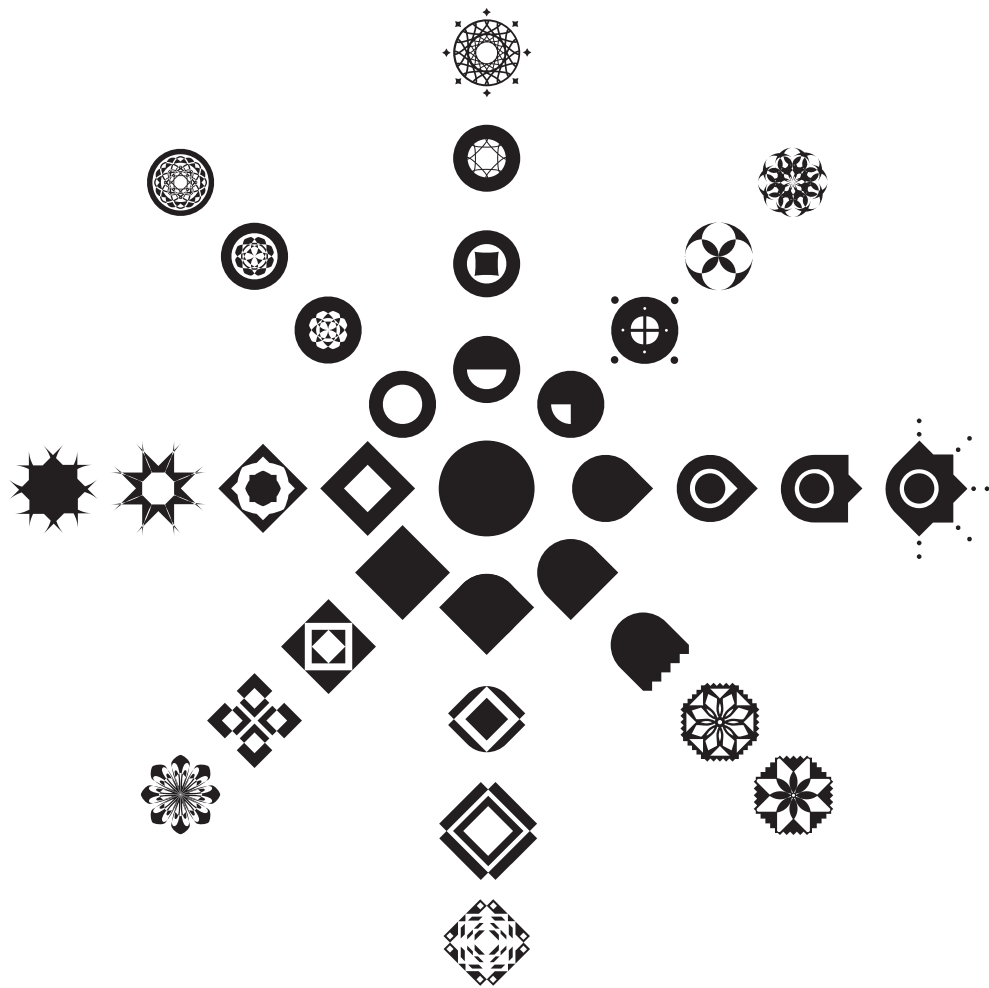
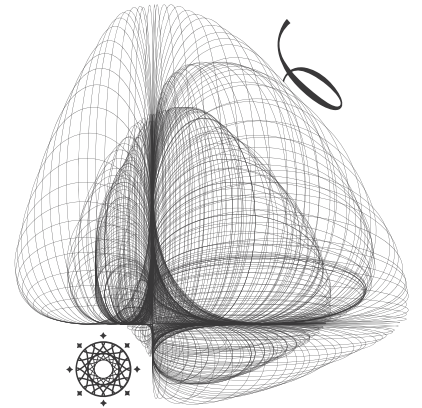
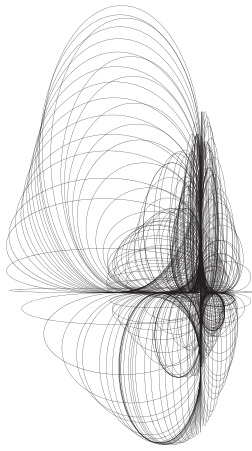
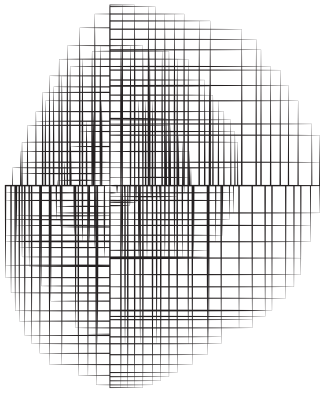
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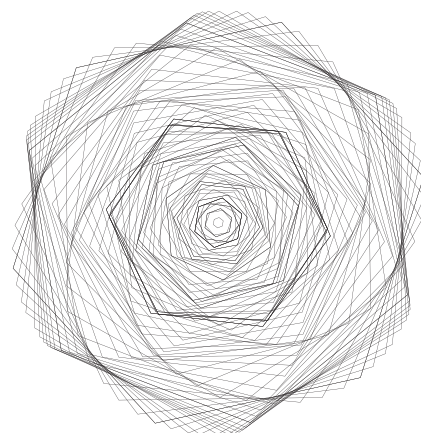
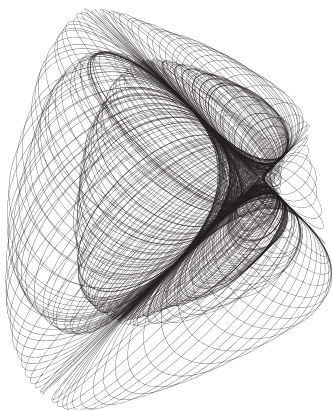
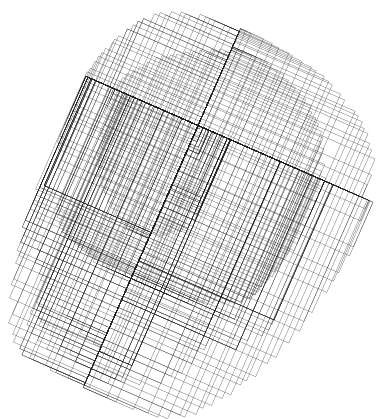
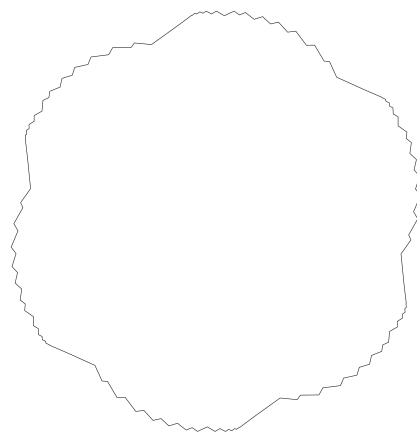
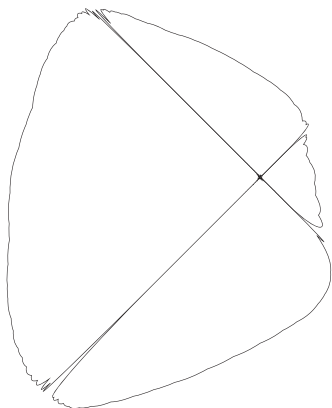
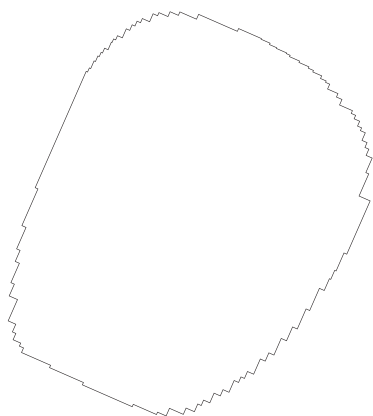
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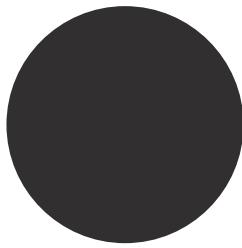
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