Exploring Trauma and Stigma in Naruto: *Primary Focus on Naruto's and Gaara's Character Arcs*

¹Sarthak Paliwal,   ²Dr. Thangbiakching

¹Student, School of Human Studies, Dr. B.R. Ambedkar University, New Delhi, India
²Assistant Professor, Department of Psychology, Aryabhatta College, University of Delhi, New Delhi, India
Email – ¹sarthakpaliwal14@gmail.com,   ²chingguite55@gmail.com

Abstract: Movies are the repository of human experiences as they depict the outer world or enact the inner psychological reality. The current paper looks into the content of childhood trauma in the famous manga and anime series Naruto: how two individuals differently experienced it, and how it eventually influences an individual's worldview from the repository of our collective psyche represented in movies and shows. The present study is a descriptive qualitative analysis of the famous manga and series, Naruto in our attempt to explore how childhood trauma and stigma are represented in the series as we focus primarily on two characters' developmental arcs – Gaara and Naruto. It was seen that having nurturing and caring adults in a child's life are highly beneficial for developing resilience in a child. While alienation and stigma can make children's worldviews distorted, good social support makes a difference in an individual's recovery from trauma. Lastly, the analysis highlighted the importance of one's environment in which one grows, and how it can shape one's viewpoint.

Key Words: Childhood trauma, Resilience, Social Support, Manga, Naruto

1. INTRODUCTION :

American Psychological Association (1) explains trauma in terms of exposure to actual or threatened death, some kind of serious injury, sexual violence, experienced either first-hand or witnessing a close one going through it. This definition, while functional, tends to reduce trauma to an objective emotion that could be assessed easily. Critics argue trauma is much more than mere experiencing or visualizing a painful event. Bhabha (2) identified trauma as a 'painful remembering' or 'putting together a disorganized past to make sense of the present.

Parker (3) exclaims that trauma affects both mind and body, and influences how future shocks will be perceived and understood by the individual. He deliberated on how trauma may be "…formatted into the life experience of the subject and also into psychiatry as something 'imaginary', organized around the register of perception, representation and communication and what has failed yet to be integrated into that register" (3). Though numerous studies and research have been conducted to understand the dynamics of trauma, the major drawback has been its sample age. Most researchers study trauma in adults as they experience some kind of negative and painful event such as sexual violence or the death of a close one. Newer researches focused on children delivering new insights into the already known pool of knowledge (4)(5)(6).

Young children, as compared to adults, are more vulnerable to trauma and its negative effects because they are undergoing their developing stages (6). They deliberate how children lack the knowledge of the external world and often seek knowledge from adults in their lives. But traumatic events shut the external world off from them, leading to suffering from serious repercussions; and if parents neglect these changes in the children, it could further lead to psychosis (6). Trauma during childhood in the form of neglect, loss or abuse has a strong relationship with the development of clinical problems in adulthood (5)(6). A study conducted on psychiatric outpatients showed that patients with mood and anxiety disorders, substance abuse and personality disorders reported a history of childhood neglect or

abuse (Maunder et al., 2019). Singh and Batra (6) further deliberated on how adverse childhood experiences along with parental neglect could lead to psychosis. In children with traumatic experiences, inner speech or dialogic speech is related to auditory hallucinations (7). The psychosis that initiates during childhood can also lead to dissociation. Though a causal effect has not been established between the different variables, a significantly high correlation has been found between childhood abuse and neglect with adult dissociation (4). Post-traumatic stress disorder (PTSD) and alexithymia (the inability to understand one's emotions) play an important role in this relation between childhood trauma and dissociation in adulthood.

Loneliness is also a factor that has recently surfaced in the studies of trauma. Lev-Wiesel and Sternberg (8) reported that physical and emotional abuse during childhood often led to peer rejection and social isolation during adolescence and adulthood. Thus, loneliness or the feeling of lack of emotional and social support can contribute to adult psychopathology. In a study on clinical out-patients, it was found that loneliness mediated the development of some psychopathologies in adults who had suffered from childhood trauma (9).

Stigmatization by others in the society can lead to self-stigma in children, which in turn may engender a feeling of shamefulness and psychological distress owing to a distorted view of self and reality (10), and difficulty in psychosocial adjustment manifesting in the form of depression, anxiety, hostility and adaptive behaviours (11). Stigmatization, if experienced after traumatic stress, can further lead to experiencing PTSD, and diminish the likelihood of remission and the chance of experiencing a successful therapy (12).

Individuals with higher levels of attachment anxiety hold on to their traumatic memories more strongly and show a higher level of physical reactions to traumatic memories than people with low levels of attachment anxiety (13). For children specifically, it was seen that not only does insecure anxiety affects the perception of trauma, but traumatic events themselves lead to the formation of insecure attachments with parental figures. Physical, emotional or sexual abuse was strongly related to the development of fearful, preoccupied and dismissive kind of attachment patterns. Children were unable to form secure attachment bonds with their parents and this further progressed in their adult life and other relations (14).

Escueta et al. (15) in their research on orphaned and abandoned children to understand the negative effect of adverse childhood experiences on their cognitive and emotional development found heightened levels of emotional difficulties and impediments to cognitive development. Another study by Hermenau and colleagues (16) amplified how being a witness to or experiencing violence at home or outside has a tendency to increase the chance of aggressive behaviour and, consequently, delinquency in children (16).

1.1 *Culture, Ecology and Trauma*

Culture and gender influence how trauma, abuse and violence are defined and experienced (17)(18)(19)(20). Tummala-Narra (21) explored the cultural context in which traumatic events occur and how they shape the identity of the individual. In their study, they discuss how immigrants coming from war-torn areas are often subjected to stigmas and racial tags that become a part of their identity leading to poor psychosocial adjustment. Hoffman and Kruczek (22) identified how treatment methods for children who were exposed to large-scale trauma could be developed. They specified the importance of understanding the system of where the traumatic event occurred. The experience of trauma cannot be explained without identifying the space the individual is coming from, the origination of the source, the environment, and the community the individual is enmeshed in. Conflicts within a family or tensions in a neighbourhood or community are elements of a microsystem that affect the mental growth of a child (23).

Miltenberg & Singer (24) exemplified the importance neuroplasticity of individuals and socialization play in the treatment of children who may have experienced adversities. Neuroplasticity is one of our sources of resilience (25)(26)(27), which in turn is a crucial recipe for overcoming trauma (28)(29). One of the many ways to develop resilience may be through interactions with one's environment. For the same reason, schools and teachers have been identified as the ideal role model for children, especially for those who may be from a disturbed or abusive home (30).

1.2 *Storyline of Gaara and Naruto*

The story in focus in this study is from the popular Japanese anime, *Naruto*. We will be focusing particularly on the protagonist, Naruto and another main character of the story, Gaara. Both these characters are taken because they

follow a similar history of traumatic events in their childhood: abandonment and isolation from society (and parents). Being the *jinchuriki* (hosts of so-considered evil-tailed beasts), both the boys were stigmatized and despised by society. But even after coming from similar psychological trauma, both the characters develop differently during the course of the show.

Gaara, from the Sand Village, is the host of one-tailed Shukaku and is feared by the all in his village. He was turned into a *jinchuriki* in his mother's womb by his father, the Fourth Kazekage (the head of the village) to serve as a weapon for the village. Due to this experimentation, Gaara was born prematurely which led to his mother's death. Gaara grew up under the care of his father and uncle. Gaara, as a young six-year-old boy, observed people watching him with fear and maintaining a distance from him. The behaviours of others toward him were nullified by the Uncle's presence who acted as a resilient force against the harsh environment by being someone who would constantly remind him that his mother loved him dearly. But when his father ordered his uncle to kill him, who got killed by Gaara instead while defending himself, told Gaara before he died that his mother never loved him, and he did not love him at all; rather he was a legacy of his sister who was sacrificed for his birth, and he was a monster – Gaara's life shattered. Gaara's traumatic childhood turned him into an adolescent who did not care for anyone except himself. He became ruthless, becoming more adaptive to people's fear of him. He developed a certain bloodlust that sometimes drove him to madness. He became an isolated, intimidating person who had no regard for anyone except himself and could kill anyone who appeared a nuisance to him.

Naruto Uzumaki, the protagonist of the show, suffered a similar pattern of social isolation and stigma from his society in the hidden Village of Leaf during his childhood. His parents, while trying to protect both their baby and their village from the attack of a nine-tailed fox demon, trapped the fox inside their baby as they passed away.Naruto was feared by the villagers, and at times called a monster. He grew up without friends or family, but eventually became the prankster of the village whom everyone considered useless and irritating. Unlike Gaara, Naruto does not develop a bitter perspective of the world. Instead, he became an ambitious individual with a clear goal for his life. Naruto, while growing up, was blessed with the presence of an empathic teacher, Iruka, who often showed familial affection for him and believed in him. An affirmation of his teacher's (Iruka) trust in him and love for him came through one incident when Iruka laid his own life on the line to protect Naruto. This could have been the deciding moment that made a difference in his story arc from that of Gaara's. Naruto, henceforth, trusted himself more and continued to work harder for his goals. His ambitions were accompanied by his relentless desire to help people. As he got into a team with Kakashi Sensei, Sakura and Sasuke, he learned the importance of friendship and affection. With Sasuke, Naruto developed a special brotherly bond. The brotherhood bond was tested several times in the course of the show but it remained intact. While on one end, Gaara had no one to relate to in his village, Naruto found similar loneliness and feeling of being alienated in Sasuke, who was an orphan himself. Naruto was also able to put his life in danger to save his friends and sees his friends do the same for him, something which Gaara never had the luxury of experiencing. Instead, he was made to feel and acknowledge that he alone had to protect himself as even his father was out to kill him, and his siblings were given the responsibility to kill him if at all he lost control of the beast within him.

2. Childhood Trauma in Gaara and Naruto

One of the reasons for this study is the sheer popularity of Naruto and its influence not only in Japan but worldwide (31)(32)(33). Most of the papers on Naruto have amplified its cultural and economic impact either on Japan, and the influence of Japanese anime/manga in the market. The present paper aims at analyzing the famous manga and anime series - *Naruto* - specifically the characters of Naruto Uzumaki, the protagonist, and Gaara of the Sand, to understand how childhood trauma may play a role in alienation within one's society, and the role of resilience and social support in dealing with trauma. A qualitative and descriptive approach was adopted for this paper. The primary data is the shonen manga *Naruto* by Masashi Kishimoto, and the secondary data is the anime adaptation of the series directed by Hayato Date and produced by Studio Pierrot and TV Tokyo. Five constituent themes were identified: perceived lack of parental care and affection, stigma and alienation in society, adult supportive figure in life, the role of friends and associates, and resilience and hope.

2.1 Perceived Lack of Parental Care and Affection

Orphans, abandoned children and those neglected by their parents often suffer an additional brunt of the trauma of their childhood; having no perceived parental support, such children show poor cognitive and emotional abilities as compared to children with parental support (15). Hermenau and associates (16) studied aggression in orphans and

abandoned children, and found high rates of violent thoughts and aggressive activities. Naruto and Gaara were both shown to be notorious children. While Naruto took pleasure in being a menace to the village, Gaara relished in causing pain to other people. Gaara, when compared with Naruto, has a poorer sense of understanding of his own emotions and those of others. During the Chunin fight with Sasuke when he faces injury for the first time, he feels almost an 'alien' to this experience of pain. This is indicative of the symptoms of alexithymia - the inability to comprehend one's own and others' emotions - which is a major component of the experience of trauma (4).

Japanese anime shows tend to use the concept of sacrificing oneself for other(s) (e.g., Barefoot Gen, 1983; Grave of Fireflies, 1988; One Piece, 1997; Fullmetal Alchemist: Brotherhood, 2001; Attack on Titan, 2013) or the presence of an imminent danger meant to wipe out the entire society that may symbolize the horrific incident Japan faced as a country (34). One such representation was noted by Napier (34) in the famous manga and anime movie, *Spaceship Battleship Yamato* (1974) which shows Yamato escaping the evil force meaning to end the world in seconds and saving everyone. Napier believed that it was a form of 'cultural therapy' for the entire generation which had witnessed the horrors of World War II, and such media tapped into the psyche of society and attempted to work through the trauma they had faced. A parallel could be drawn in the origin story where his parents made a big sacrifice to save their child and the whole village by sacrificing their own life. Naruto's parents are, thus, physically absent. And the reason behind their absence is honourable as compared to that of Gaara's. Gaara also lacked parental affection of a parent (father) who is physically present. He knows his father views him as a tool to be used for the village and believes his mother hated him.

While it can be seen that Naruto and Gaara shared similar back-stories, there are significant differences in their experience and the environment.There are stark differences in the microsystem of both the characters. Schwartz (35) identified two forms of parental absence - the physical absence (Naruto), and the emotional absence (Gaara). According to her, the emotional absence of a parent is relatively more detrimental in its effect as compared to a physical absence. Naruto'sparent's physical absence seemed to have been countered by their honourable death served as it was seen that even though the village found his antics irritating, important people such as the Chief or his class teachers were willing to look out for him. Gaara, on the other hand, is emotionally neglected throughout. Gaara's perception of the world is bitter and cruel, while Naruto's world appears hopeful for the future.

2.2 Stigma and Alienation in Society

Trauma alienates one from their selves and individuals try to put together pieces of their disorganized past to make some sense of the present (2). But sometimes, society puts additional stigma and stereotypes on individuals which tend to amplify the experience of trauma (10). According to Pryor and Reeder (36), public stigma is at the core of the stigma that individuals may face. Public stigma involves personal, psychological and social reactions to individuals who are considered to have a stigmatized condition. People may form prejudices and stereotypes about stigmatized people, and their mental and physical conditions and start showing discriminatory behaviour accordingly. An individual is seen as deviant, dangerous and disturbing when they do not fit into the societal norms or when they have a history that is problematic for people. This results in stigma, alienation, social control over stigmatized individual's behaviour and the overall formation of boundaries that one is not supposed to cross (37). In the case of childhood trauma, when the stigma or the stereotypes come from an adult that a child trusts, it further deteriorates the psyche of children and leads to a feeling of trust violation and detachment (38). Similar to the incident that Gaara had experienced as a child. On the other end, Naruto's stigma came from him being sacrificed to be the vessel of the beast, and he had adults who openly supported him. In the meantime, he resorts to annoying people and teasing villagers to get attention from others, even if in the form of punishments and scolding. The use of negative responses from other people and refusing to accept others' negative viewpoints could be understood as a form of defensive exclusion (39). Naruto's ignorance and defensive rage towards the villagers is a form of coping to deal with the pain of alienation and social ostracism.

2.3 Adult Supportive Figure in Life

The absence of an adult parental figure is amplified in both the character yet in different ways. Adults in Gaara's life were disappointing for him and made him perceive the world in a disturbed and distorted manner. He had no one to rely on and eventually learned to be isolated and closed within himself. The sand he carries along with him on his back that acts as a shield may be a metaphorical representation of how trauma and abuse make people create emotional shields over themselves: it does not allow anyone to affect them or influence them at all. Individuals tend to close themselves within their shells and would choose to not interact with others outside of their comfort zone. Naruto and Gaara's inner

voices that came in the form of the tailed beasts within them could be hypothesized as auditory hallucinations that develop in adolescents when their self-instruction or inner voice (40) gets too imbibed in individuals due to childhood traumatic experiences (7). The psychosis that eventually develops in children with incidents of trauma as they grow up can manifest itself in various ways and with different implications that can turn critical if no adult, supportive figure is not around.

Having adult supportive figures is crucial for children paving their way through traumatic experiences. Individuals with childhood trauma receiving constant adult support report fewer symptoms of depression (41). Healthy social support also reduced the chances of developing anxiety, PTSD and substance abuse (42). The abuse and neglect a child faces can have detrimental effects on individuals but a good amount of social support can moderate and reduce the negative effects to some extent (43).

Willis and Nagel (44) studied the learning and education scenarios of children in war-torn areas of Northern Africa. They found that many children had 'fragmented' or 'hijacked' environments where learning was disturbed and an environment where effective teaching or learning could take place was not available. While studying the neurological and psychological impact of such childhood trauma on the children that were affected, they found that teachers who attempted at providing a healthy environment for learning can affect the plasticity of children's minds and reduce their fragmentation of thoughts, and lead to effective learning. Iruka Sensei's unwavering belief and determination in Naruto seemed to have been his saving grace.

2.4 Role of Friends and Associates

Healthy social support has a beneficial impact on individuals who have faced trauma (abuse or neglect) in their childhood (42)(41)(43). Not having people around oneself while dealing with tragic events can have a scarring impact on people. Loneliness influences the experience of trauma, including the development of psychopathologies (9). It has been seen that individuals with experience of childhood abuse and trauma often face a lot of peer rejection and isolation during their developmental years and adulthood (8). Often, people are unable to form strong and impactful bonds with others when they have suffered from some form of trauma. Children from insecure patterns of attachment and bonds while they continue to hold on to their traumatic memories (14). Secure and caring bonds are hard for these children to formulate, even when they become adults.

Gaara had two siblings - Temari and Kankuro. Instead of forming a secure and affectionate bond with them, he treats them as inferior and keeps them in a state where they needed to fear him. They were the only ones who could work with him, and they were assigned the role to watch over him or take him down in case the monster in him comes out. Temari and Kankuro, for their part, feared Gaara; similar to how the world (their village) treated him. Naruto, on the other end, was more fortunate as he made friends with whom he shared strong bonds. From his teammates, Sakura and Sasuke, to other academy students such as Shikamaru, Choji, Ino, Kiba, Rock Lee, Konohamaru, Hinata and a lot more. Naruto was able to form special bonds due to various reasons including his playful, relentless attitude, a spirit to never give up and to some extent, a belief in seeing potential in other people. He was also surrounded by supportive figures in his life,which might have contributed to how he was able to see the good in other people. He was neither betrayed nor shunned, unlike Gaara. This tendency in Naruto to see the goodness and strength in all, no matter whom he meets, itself amplifies his ability to connect with others and have several friends that are again absent in Gaara's life. Friendships and social support are not only important for healthy emotional and social development but also contribute significantly to the formation of resilience in people which is a crucial factor while dealing with trauma (45). It was only later when Gaara himself experienced such support that he was able to identify someone as a friend.

2.5 Resilience and Hope

In a study involving trauma-exposed primary care patients, it was seen that resilience was strongly associated with a reduced likelihood and dealing with PTSD (46). Several studies deal with experiencing trauma and its connection to resilience from a socio-cultural and ecological lens (47)(48)(49). Resilience can be defined using different dimensions in different cultures hence, there exist some disparities in our understanding of resilience. Along with individual attributes and transitions in development, the cultural beliefs and ideas must be taken into consideration as well while conceptualizing resilience (49). Ungar (47) states that resilience can come from one's traits (as in the case of Naruto) or can be developed by the interaction with the environment (as in the case of Gaara). While children with PTSD may form a distorted sense of reality from their experiences, the same experiences could be used to teach them new ideas such as

resilience, self-esteem and belief in their selves (24). For Gaara, the overall change in his personality came when he witnessed a stranger in a relentless pursuit to help him and save him from his destructive self, even if it meant getting hurt in the process. Gaara's existing schemas of people being cruel and selfish get challenged by Naruto's will to see the strength and goodness in other people (it is worth mentioning this innate goodness of Naruto was nurtured further by the unconditional regard of Iruka for him). This led to a growth of feeling in Gaara that he, too, is capable of human emotions, of having people who care for him around him. His worldview gets challenged and he, in time, begins to see the world in a different light.

In his theory on hope, Snyder et al. (50) summarized hope as a goal-oriented and positive state of mind that involves a sense of success, agency and a pathway to follow. Using this model, Munoz and associates (28) concluded that more than resilience, a hopeful mindset plays a crucial role in assisting people with childhood trauma in navigating their lives. Trauma takes away people's sense of control over their lives and reduces the agency they feel over their decisions. Hope brings back this sense of control, and agency and adds a sense of achievement as well. Naruto differs from Gaara and is a motivating figure both to the people around him in the story and the audience that watches his journey because he is hopeful - about his ambitions, his life and his friends. Seeing one individual having suffered so much in the past and yet walking on with hope is a thing that makes Naruto unique and distinct. Most importantly, the development of resilience depends on one's environmental factors and influences as well. Even if two individuals are growing up with similar living conditions if their environments vary: one's environment is highly supportive and nurturing while the other's is rejecting and neglecting, the first individual stands a better chance of having high efficacy and resilience (Naruto) than the other one (Gaara). Therefore, it is important to give a healthy environment to children with experiences of trauma for the formation of resilience, hope and self-efficacy in them (47).

3. CONCLUSION :

The paper began with the aim of exploring childhood trauma as represented in the popular manga and anime series Naruto. Comparing the experiences of trauma in the two characters, *Naruto* and *Gaara*, we are given a lens on how their character arcs varied and what factors influenced the variability.

The differences in their macro and microsystem are seen as influencing how they view their world. Both had faced psychological trauma in the early years of their life and faced social isolation and alienation from society. While Naruto physically lacked parental influence in his life, Gaara was never able to receive affection from his emotionally absent and rather rejecting father. It could be presumed that the emotional absence and abuse of a physically present father are more detrimental to the effect of a physically absent father. The societal stigma acts as a barrier for the children from developing healthy friendships or bonds. It is seen that the presence of an adult figure can have benefits for a child with trauma (41), and Naruto was fortunate to have Iruka Sensei as his guide, mentor and friend. Later on, his friendship with Sasuke, Sakura and others from the academy helped him become an individual who was able to shape his personality in a manner that inculcates growth and affection towards others. The factors of friendship and adult supportive figures were marked absent in Gaara's environment. Thus he is seen as lacking empathy with a distorted and sadistic personality that takes pleasure in the pain he causes to others. The analysis here highlights the importance of one's environment in which one grows up, and how it shapes our view of life and the world.

Overall, it is seen that a child's environment is a critical factor in the development of hope or hopelessness, resilience or rigidity, and self-efficacy or self-doubt that may lead to a general doubting of the environment. Children are in a constant state of expanding their knowledge as they learn and explore novel stimuli. Having dealt with a traumatic incident is scary and may tend to stop such drive for exploration of novel stimuli. The presence of nurturing and caring adults, if not as parents but at least in the form of a teacher or a caregiver in a child's life, is highly beneficial for the development of resilience and hope in a child. This brings to our notice the importance of the role of a teacher not only as an educator but as carers and makers of individuals; or of any adult figure that may be able to take on the responsibility of being the caregiver to a child. This in itself may become the source from which one may identify with the world and seek social support in the future, as in the case of Naruto, and later Gaara. As is seen in the series, while alienation and stigma make the children's worldview distorted and problematic, having good social support and supportive adult(s) makes a difference in a child's recovery from trauma, and eventual development into a well-functioning adult member of the society.

REFERENCES :

1. APA Presidential Task Force on Posttraumatic Stress Disorder and Trauma in Children and Adolescents. (2008). *Children and Trauma: Update for Mental Health Professionals.* American Psychological Association. https://www.apa.org/pi/families/resources/children-trauma-update

2. Bhabha, H. K. (1994). *Dissemination: Time, narrative and the margins of the nation-state. The location of culture.* London: Routledge.

3. Parker, I. (2011). Advancing theory in therapy. Lacanian psychoanalysis: Revolutions in subjectivity (1st ed.). In K. Tudor (Ed.). London and New York: Routledge.

4. Terock, J., Auwera, V., Janowitz, D., Spitzer, C., Barnow, S., Miertsch, M., Freyberger, H.J., &Grabe, H. (2016). From Childhood Trauma to Adult Dissociation: The Role of PTSD and Alexithymia. *Psychopathology, 49,* 374-382. https://doi.org/10.1159/000449004

5. Maunder, R.G., Wiesenfeld, L., Lawson, A., & Hunter, J.J. (2019). The Relationship Between Childhood Adversity and Other Aspects of Clinical Complexity in Psychiatric Outpatients. *Journal of Interpersonal Violence*, 1-17. https://doi.org/10.1177/0886260519865968

6. Singh, A., & Batra, A. (2019). Trauma Studies: Trauma in Early Childhood and its Recuperation. *International Journal of Recent Technology and Engineering, 7*(6S5)*,* 1-9. https://www.ijrte.org/wp-content/uploads/papers/v7i6s5/F10550476S519.pdf

7. Rosen, C., McCarthy-Jones, S., Chase, K.A., Jones, N., Luther, L., Melbourne, J.K., Sudhalkar, N., & Sharma, R.P. (2020). The role of inner speech on the association between childhood adversity and 'hearing voices'. *Psychiatry Research, 286.* https://doi.org/10.1016/j.psychres.2020.112866

8. Lev-Wiesel R, Sternberg R (2012) Victimized at home revictimized by peers: domestic child abuse a risk factor for social rejection. *Child and Adolescent Social Work Journal, 29*(3),203–220. https://doi.org/10.1007/S10560-012-0258-0

9. Shevlin, M., McElroy, E., & Murphy, J. (2014). Loneliness mediates the relationship between childhood trauma and adult psychopathology: Evidence from the adult psychiatric morbidity survey. *Social Psychiatry Journal, 50*(4)*,* 591-601. https://doi.org/10.1007/s00127-014-0951-8

10. Banaj, N., & Pellicano, C. (2020). Childhood Trauma and Stigma. *Childhood Trauma in Mental Disorders,* 413-440. https://doi.org/10.1007/978-3-030-49414-8_19

11. Betancourt, T.S, Agnew-Blais, J, Gilman, S.E, Williams, D.R, & Ellis, B.H. (2010). Past horrors, present struggles: The role of stigma in the association between war experiences and psychosocial adjustment among former child soldiers in Sierra Leone. *Social Science Med*, *70*, 17–26. https://doi.org/10.1016/j.socscimed.2009.09.038

12. Schneider, A., Daniela, C., Anett, P., Thomas, E., Iris-Tatjana, K., & Sarah, W. (2018). Stigmatization Is Associated With Increased PTSD Risk After Traumatic Stress and Diminished Likelihood of Spontaneous Remission–A Study With East-African Conflict Survivors. *Frontiers in Psychiatry,9.* https://doi.org/10.3389/fpsyt.2018.00423

13. Ogle, C.M., Rubin, D.C., & Siegler, I.C. (2015). The relation between insecure attachment and posttraumatic stress: Early life versus adulthood traumas. *Psychological Trauma, 7*(4)*,* 324-332. https://doi.org/10.1037/tra0000015

14. Erozkan, A. (2016). The Link between types of Attachment and Childhood Trauma. *Universal Journal of Educational Research, 4*(5)*,* 1071-1079. http://dx.doi.org/10.13189/ujer.2016.040517

15. Escueta, M., Whetten, K., Ostermann, J., & O'Donnell, K. (2014). Adverse childhood experiences, psychosocial well-being and cognitive development among orphans and abandoned children in five low income countries. *BMC International Health and Human Rights, 14,* 6. https://doi.org/10.1186/1472-698X-14-6

16. Hermenau, K., Hecker, T., Ruf, M., Schauer, E., Elbert, T., & Schauer, M. (2011). Childhood Adversity, Mental ill-health and aggressive behavior in an African Orphanage: Changes in response to trauma-focused therapy and the implementation of a new instructional system. *Child and Adolescent Psychiatry and Mental Health, 5:29.* https://doi.org/10.1186/1753-2000-5-29

17. Sabri, B., Hong, J.S., Campbell, J.C., Wolfe, A.D., & Cho, H. (2013). Understanding Children and Adolescents' Victimizations at Multiple Levels: An Ecological Review of the Literature. *Journal of Social Service Research, 39*(3)*,* 322-334. https://dx.doi.org/10.1080%2F01488376.2013.769835

18. Berkel, L.A., Vandiver, B.J., &Bahner, A.D. (2004). Gender role attitudes, religion, and spirituality as predictors of domestic violence attitudes in White college students. *Journal of College Student Development. 45*(2)*,* 119–133. https://doi.org/10.1353/csd.2004.0019

19. World Health Organization. *World report on violence and health.* 2002 Retrieved April 7, 2012, from http://www.who.int/violence_injury_prevention/violence/world_report/en/summary_en.pdf

20. Lynch, M., & Cicchetti, D. (1998). An ecological-transactional analysis of children and contexts: the longitudinal interplay among child maltreatment, community violence, and children's symptomatology. *Development Psychopathology, 10*(2), 235-257. https://doi.org/10.1017/s095457949800159x

21. Tummala-Narra, P. (2014). Cultural Identity in the Context of Trauma and Immigration from a Psychoanalytic Perspective. *Psychoanalytic Psychology, 31*(3), 396-409. http://dx.doi.org/10.1037/a0036539

22. Hoffman, M.A., & Kruczek, T. (2011). A Bioecological Model of Mass Trauma: Individual, Community, and Societal Effects. *The Counseling Psychologist, 20*(10), 1-41. https://doi.org/10.1177%2F0011000010397932

23. Olofson, M.W. (2017). Childhood Adversity, Families, Neighborhoods, And Cognitive Outcomes: Testing Structural Models of the Bioecological Framework. *International Journal of Education and Practice, 5*(12), 199-216. https://doi.org/10.18488/JOURNAL.61.2017.512.199.216

24. Miltenberg, R., & Singer, E. (1999). Culturally Mediated Learning and the Development of Self-Regulation by Survivors of Child Abuse: A Vygotskian Approach to the Support of Survivors of Child Abuse. *Human Development, 42*(1), 1-17. https://psycnet.apa.org/doi/10.1159/000022604

25. Hunter, R.G., Gray, J.D., & McEwen, B.S. (2018). The Neuroscience of Resilience. *Journal of the Society for Social Work and Research, 9*(2), 305-339. https://doi.org/10.1086/697956

26. McEwen, B.S. (2016). In pursuit of resilience: stress, epigenetics and brain plasticity. *Annals of the New York Academy of Sciences, 1373*(1), 56-64. https://doi.org/10.1111/nyas.13020

27. Charney, D. S., Dejesus, G, & Manji, H. K. (2004). Cellular plasticity and resilience and the pathophysiology of severe mood disorders. *Dialogues Clin Neurosci*. 6(2):217-25. doi: 10.31887/DCNS.2004.6.2/dcharney. PMID: 22033657; PMCID: PMC3181794.

28. Munoz, R. T., Hanks, H., & Hellman, C. M. (2020). Hope and resilience as distinct contributors to psychological flourishing among childhood trauma survivors. *Traumatology, 26*(2), 177–184. https://doi.org/10.1037/trm0000224

29. Benight, C.C., Shoji. K., James, L.E., Waldrep, E.E., Delahanty, D.L., &Cieslak, R. (2015). Trauma Coping Self-Efficacy: A Context Specific Self-Efficacy Measure for Traumatic Stress. *Psychological Trauma, 7*(6), 591-599. https://dx.doi.org/10.1037%2Ftra0000045

30. Pasqualotto, R.A., Lohr, S.S., & Stoltz, S. (2015). Skinner and Vygotsky's Understanding of Resilience in the School Environment. *Creative Education, 6*(17), 1-10.

31. Hutchinson, R. (2020). Manga in the Mix: Naruto and Media Specificity. In H. T. Dollase & M. Toku (Eds), *Manga! Visual Pop-Culture in Arts Education* (pp. 199-207). International Society for Education through Art.

32. Harvey, V. (2019). The representation of Japanese values in the manga Naruto. In). Bernard (Eds.) *Les arts martiaux. Entre enseignement et intervention* (pp. 78-98). Les Presses de l'Université Laval.

33. Berndt, J., &Kümmerling-Meibauer, B. (2014). Introduction: Studying manga across cultures. In *Manga's Cultural Crossroads* (pp. 13-28). Routledge.

34. Napier, S.J. (2005). World War II as Trauma, Memory and Fantasy in Japanese Animation. *The Asia-Pacific Journal, 3*(5), https://apjjf.org/-Susan-J.-Napier/1972/article.html

35. Schwartz, S.E. (2020). The Absent Father Effect on Daughters: Father Desire, Father Wounds. *Routledge*: England.

36. Pryor, J. B., & Reeder, G. D. (2011). HIV-related stigma. In B. Hall, J. Hall, & C. Cockerell (eds.) HIV/AIDS in the Post-HAART Era: Manifestations, Treatment and Epidemiology (pp. 790-806). Shelton, Connecticut: *PMPH-USA, Ltd*.

37. Budden A. (2009). The role of shame in posttraumatic stress disorder: a proposal for a socio-emotional model for DSM-V. *Soc Sci Med, 69*, 1032–1039. https://doi.org/10.1016/j.socscimed.2009.07.032.

38. Freyd, J.J., Klest, B., & Allard, C.B. (2005). Betrayal trauma: relationship to physical health, psychological distress, and a written disclosure intervention. *Journal of Trauma Dissociation, 6*(3), 83–104. https://doi.org/10.1300/j229v06n03_04.

39. Haliburn, J. (2017). *An integrated approach to short-term dynamic interpersonal psychotherapy: A clinician's guide*. London: Karnac Books.

40. Vygotsky L. S. (1934/1987). *Thinking and speech. The collected works of Lev Vygotsky* (Vol. 1). New York, NY: Plenum Press.

41. Brinker, J., & Cheruvu, V.K. (2016). Social and emotional support as a protective factor against current depression among individuals with adverse childhood experiences. *Preventive Medicine Reports, 5*, 127-133. http://dx.doi.org/10.1016/j.pmedr.2016.11.018

42. Lagdon, S., Ross, J., Robinson, M., Contractor, A.A., &Charak, R. (2021). Assessing the mediating role of social support in childhood maltreatment and psychopathology among college students in Northern Ireland. *Journal of Interpersonal Violence, 36*(3-4)*,* NP2112-2136NP https://doi.org/10.1177/0886260518755489

43. Sperry, D.M., &Widom, C.S. (2013). Child Abuse and Neglect, Social Support, and Psychopathology in Adulthood: A Prospective Investigation. *Child Abuse Neglect, 37*(6)*,* 415-425. https://dx.doi.org/10.1016%2Fj.chiabu.2013.02.006

44. Willis, A.S., & Nagel, M.C. (2015). The role that teachers play in overcoming the effects of stress and trauma on children's social psychological development: evidence from Northern Uganda. *Social Psychology Education, 18*, 37–54.https://doi.org/10.1007/s11218-014-9282-6

45. Ozbay, F., Johnson, D.C., Dimoulas, E., Morgan, C.A., Charney, D., & Southwick, S. (2007). Social support and resilience to stress: from neurobiology to clinical practice. *Psychiatry (Edgmont), 4*(5)*,* 35-40.

46. Wrenn, G.L., Wingo, A.P., Moore, R., Pelletier, T., Gutman, A.R., Bradley, B., & Ressler, K.J. (2011). The effect of resilience on posttraumatic stress disorder in trauma-exposed inner-city primary care patients. *Journal of the National Medical Association, 103*(7)*,* 560-566. https://doi.org/10.1016/s0027-9684(15)30381-3

47. Ungar, M. (2013). Resilience, Trauma, Context and Culture. *Trauma, Violence and Abuse, 14*(3)*,* 255-266. https://doi.org/10.1177%2F1524838013487805

48. Harvey, M.R. (2007) Towards an Ecological Understanding of Resilience in Trauma Survivors, *Journal of Aggression, Maltreatment & Trauma, 14*(1-2), 9-32. https://doi.org/10.1300/J146v14n01_02

49. Tummala-Narra, P. (2007) Conceptualizing Trauma and Resilience Across Diverse Contexts: A multicultural perspective. *Journal of Aggression, Maltreatment & Trauma*, *14*(1-2)*,* 33-53. https://doi.org/10.1300/J146v14n01_03

50. Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., &Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*(4), 570–585. https://doi.org/10.1037/0022-3514.60.4.570