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"Discovering who I am- Exploring the Optimal Conditions for Positive Identity Formation in Residential Child Care

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Discovering Who I am- Exploring the Optimal Conditions for Identity Formation in Residential Child Care

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EUSARF Conference- Porto

3 October 2018

An initial thought

You drained me of my identity and
injected self doubt into my veins
Left me questioning my own sanity
Walking around aimlessly
At war with my own body every day
Trying to scrub your heavy words off my skin
My mental state has been shaken to its core
I don't know who I am anymore

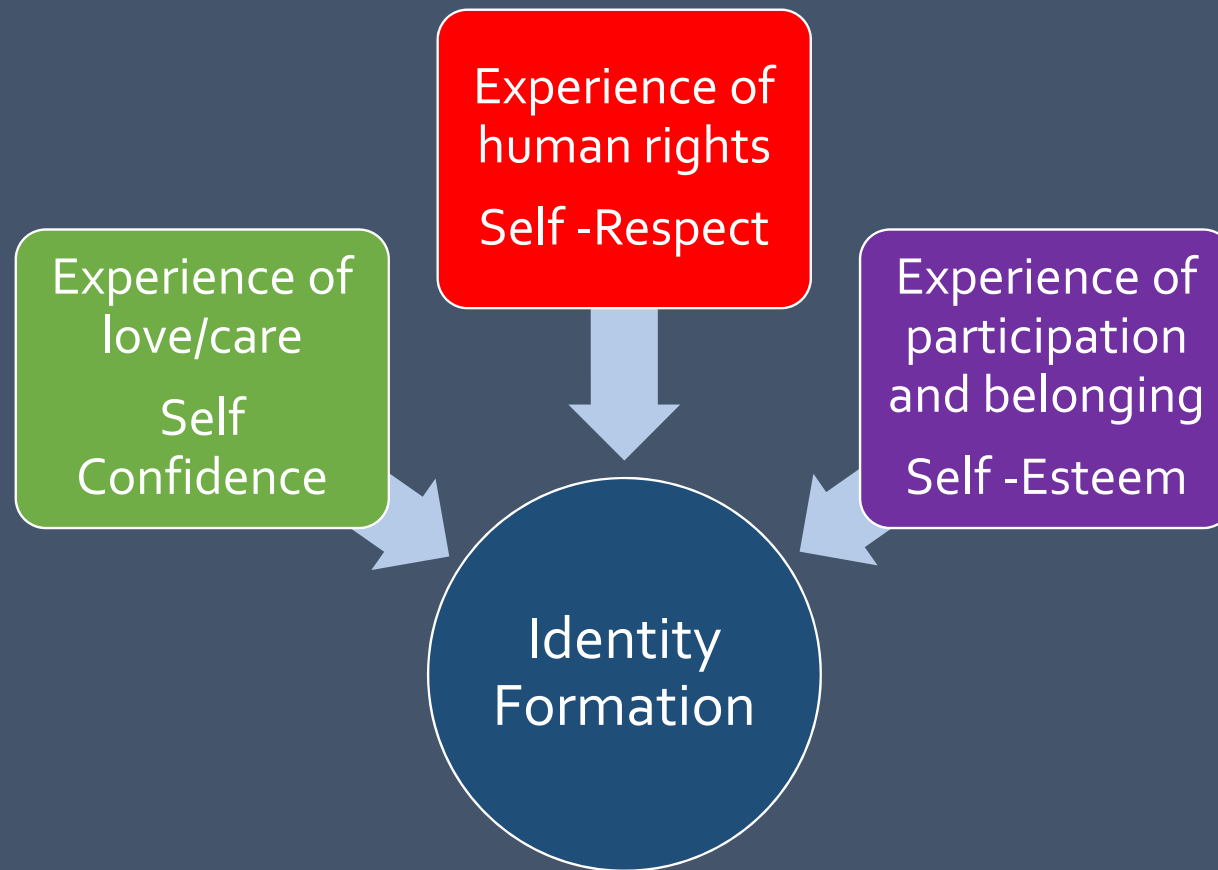
e.s.

Identity formation

- My Phd research- children's homes and quality care with reference to identity formation
- Identity formation Influenced by range of psychological, social and relational factors (Cooley, 1902., Mead, 1934., Erikson, 1958, 1969., Marcia 1980., Butler 1990., Brekhaus 2008., Oyserman et al, 2012)
- Identity formation is an inter-subjective process- relationships with other people are critical to how I see myself and how I value myself
- Primary psychological task of adolescence
- Identity formation under researched with respect to children living in state care (McMurray et al, 2011., Ferguson, 2016., Smith et al, 2017)
- One notable exception (Levy, 1993).

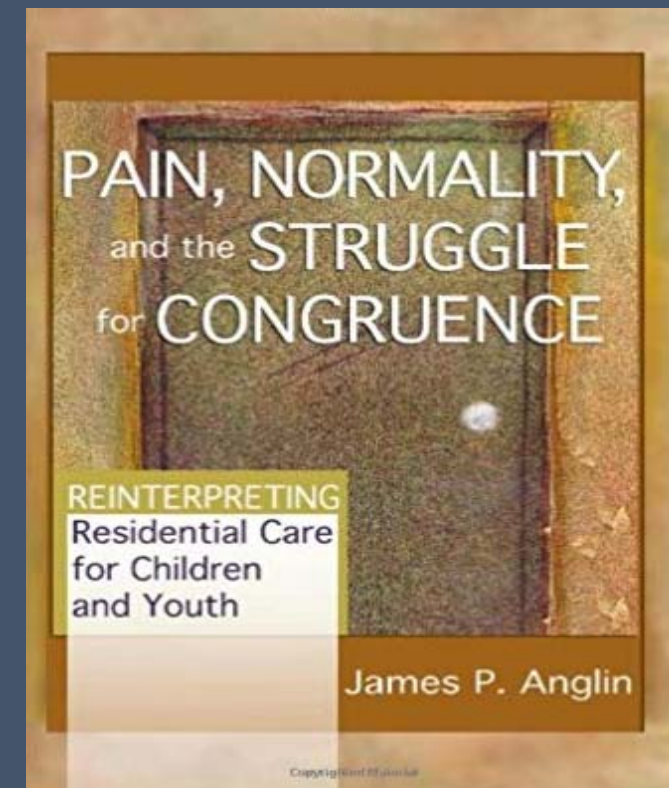


HONNETH- RECOGNITION THEORY

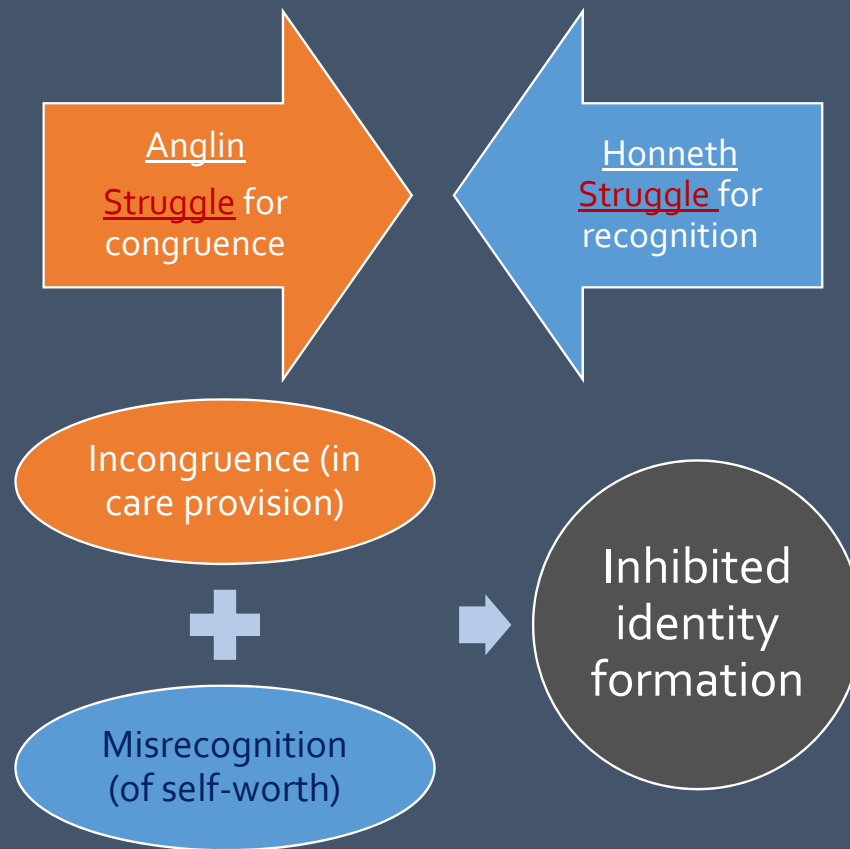


JIM ANGLIN- 'PAIN NORMALITY AND THE STRUGGLE FOR CONGRUENCE' (2002)

- 1 core theme: systemic congruence in the service of the best interests of children
- 3 psycho-social processes:
 - Pain based – behaviour
 - Extra familial living environment
 - Sense of normality
- 11 interactional dynamics as a means by which to evaluate the quality of care



ANGLIN/ HONNETH MAPPING EXERCISE (1)



ANGLIN/HONNETH MAPPING EXERCISE(2)

11 interactional dynamics

Anglin	Honneth Recognition through love, care and stability Self -confidence	Honneth Recognition through rights and justice and legal/social/moral entitlements Self -respect	Honneth Recognition through participation and belonging in the community Self -esteem	Houston Recognition through personal empowerment & transformation Self- belief
Listening and responding with respect	yes	yes		
Communicating a framework for understanding		yes		yes
Building rapport and relationship	yes	yes		
Establishing structure routine and expectations	yes	yes		yes
Inspiring commitment		yes		yes

ANGLIN/HONNETH MAPPING EXERCISE (3)

Staff attributes (values, principles, ethics/attitudes/beliefs knowledge, skills, training) (self- respect)	Therapeutic Milieu (life-space & culture of care in home) (self- confidence)	Physical environment (self -respect)	Rights, Justice, legal entitlements & citizenship (self -respect)	Care/love/stability (quality of relationships with staff/family/friends) (self- confidence)	Systemic congruence (self – respect)	Doing and learning (self- esteem)	Participating and belonging (self- esteem)	Self –efficacy (self -belief)
<p>Extra familial living environment</p> <p>Listening and responding with respect</p> <p>Listening and responding with respect</p> <p>Sharing power and decision making</p> <p>Core philosophy of the person</p> <p>Relationship building and sustaining skills</p> <p>Level of personal commitment</p> <p>Authenticity</p>	<p>Listening and responding with respect</p> <p>Emotional & developmental Support</p> <p>Respecting personal space and time</p> <p>Pain based behaviour</p> <p>Building rapport & relationship</p> <p>Challenging thinking and action</p> <p>Extra familial living environment</p>	<p>Providing resources</p> <p>Extra familial living environment</p> <p>Sense of normality</p>	<p>Sense of normality</p> <p>Challenging thinking and action</p> <p>Sharing power and decision making</p> <p>Anti-oppressive practice</p> <p>Power in institutions-<u>adult centered care</u></p> <p>Extra familial living environment</p>	<p>Establishing structure, routine and expectations</p> <p>Framework of understanding</p> <p>Emotional & developmental Support</p> <p>Respecting personal space and time</p> <p>Pain based behaviour</p> <p>Challenging thinking and action</p> <p>Building rapport & relationship</p> <p>Sense of normality</p>	<p>Providing resources</p> <p>Establishing structure, routine and expectations</p> <p>Extra familial living environment</p> <p>Holistic provision of care</p>	<p>Inspiring commitment</p> <p>Discovering and uncovering potential</p> <p>Sense of normality</p>	<p>Inspiring commitment</p> <p>Sense of normality</p>	<p>Framework of understanding</p> <p>Inspiring commitment</p> <p>Discovering and uncovering potential</p> <p>Sense of normality</p> <p>Sharing power and decision making</p>

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