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


Document Version:
Other version

Queen's University Belfast - Research Portal:
Link to publication record in Queen's University Belfast Research Portal

Publisher rights
Copyright 2018 The authors.

General rights
Copyright for the publications made accessible via the Queen's University Belfast Research Portal is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy
The Research Portal is Queen's institutional repository that provides access to Queen's research output. Every effort has been made to ensure that content in the Research Portal does not infringe any person's rights, or applicable UK laws. If you discover content in the Research Portal that you believe breaches copyright or violates any law, please contact openaccess@qub.ac.uk.
Discovering Who I am- Exploring the Optimal Conditions for Identity Formation in Residential Child Care

Gerry Marshall- Queen’s University Belfast
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 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


• One notable exception (Levy, 1993).
Honneth - Recognition Theory

- Experience of human rights
  - Self-Respect

- Experience of love/care
  - Self Confidence

- Experience of participation and belonging
  - Self-Esteem

Identity Formation

- 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: Struggle for congruence

Honneth: Struggle for recognition

Incongruence (in care provision)

Misrecognition (of self-worth)

Inhibited identity formation
## ANGLIN/HONNETH MAPPING EXERCISE (2)

### 11 interactional dynamics

<table>
<thead>
<tr>
<th>Anglin</th>
<th>Honneth - Recognition through love, care and stability</th>
<th>Honneth - Recognition through rights and justice and legal/social/moral entitlements</th>
<th>Honneth - Recognition through participation and belonging in the community</th>
<th>Houston - Recognition through personal empowerment &amp; transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-confidence</td>
<td>Self-respect</td>
<td>Self-esteem</td>
<td>Self-belief</td>
</tr>
<tr>
<td>Listening and responding with respect</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating a framework for understanding</td>
<td></td>
<td>yes</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Building rapport and relationship</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing structure routine and expectations</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Inspiring commitment</td>
<td></td>
<td>yes</td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Extra familial living environment</td>
<td>Listening and responding with respect</td>
<td>Providing resources</td>
<td>Sense of normality</td>
<td>Establishing structure, routine and expectations</td>
</tr>
<tr>
<td>Listening and responding with respect</td>
<td>Emotional &amp; developmental Support</td>
<td>Challenging thinking and action</td>
<td>Challenging thinking and action</td>
<td>Emotional &amp; developmental Support</td>
</tr>
<tr>
<td>Sharing power and decision making</td>
<td>Respecting personal space and time</td>
<td>Sharing power and decision making</td>
<td>Sharing power and decision making</td>
<td>Respecting personal space and time</td>
</tr>
<tr>
<td>Core philosophy of the person</td>
<td>Pain based behaviour</td>
<td>Anti-oppressive practice</td>
<td>Power in institutions - adult centered care</td>
<td>Pain based behaviour</td>
</tr>
<tr>
<td>Relationship building and sustaining skills</td>
<td>Building rapport &amp; relationship</td>
<td>Challenging thinking and action</td>
<td>Extra familial living environment</td>
<td>Challenging thinking and action</td>
</tr>
<tr>
<td>Level of personal commitment</td>
<td>Authenticity</td>
<td>Extra familial living environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANGLIN/HONNETHER MAPPING EXERCISE (3)
REFERENCES


