"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

Identity Formation

Experience of human rights
Self -Respect

Experience of participation and belonging
Self -Esteem

Experience of love/care
Self Confidence

- 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)

<table>
<thead>
<tr>
<th>11 interactional dynamics</th>
<th>Anglin</th>
<th>Honneth</th>
<th>Honneth</th>
<th>Honneth</th>
<th>Houston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing and responding with respect</td>
<td>Listening</td>
<td>Recognition through love,</td>
<td>Recognition through</td>
<td>Recognition through</td>
<td>Recognition through</td>
</tr>
<tr>
<td></td>
<td></td>
<td>care and stability</td>
<td>rights and justice and</td>
<td>participation and</td>
<td>personal empowerment &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self -confidence</td>
<td>legal/social/moral</td>
<td>belonging in the</td>
<td>transformation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>entitlements</td>
<td>community</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self -esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listeners</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>who listen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building rapport</td>
<td>yes</td>
<td>yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishing</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>routine and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inspiring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not for re-production without permission- Property of Garry Marshall QUE
<table>
<thead>
<tr>
<th><strong>Staff attributes (values, principles, ethics/attitudes/beliefs knowledge, skills, training)</strong> (self - respect)</th>
<th><strong>Therapeutic Milieu (life-space &amp; culture of care in home)</strong> (self - confidence)</th>
<th><strong>Physical environment</strong> (self - respect)</th>
<th><strong>Rights, Justice, legal entitlements &amp; citizenship</strong> (self - respect)</th>
<th><strong>Care/love/stability (quality of relationships with staff/family/friends)</strong> (self - confidence)</th>
<th><strong>Systemic congruence</strong> (self - respect)</th>
<th><strong>Doing and learning</strong> (self - esteem)</th>
<th><strong>Participating and belonging</strong> (self - esteem)</th>
<th><strong>Self - efficacy</strong> (self - belief)</th>
</tr>
</thead>
<tbody>
<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>
<td>Providing resources</td>
<td>Inspiring commitment</td>
<td>Inspiring commitment</td>
<td>Framework of understanding</td>
</tr>
<tr>
<td>Listening and responding with respect</td>
<td>Emotional &amp; developmental Support</td>
<td>Extra familial living environment</td>
<td>Challenging thinking and action</td>
<td>Establishing structure, routine and expectations</td>
<td>Extra familial living environment</td>
<td>Sense of normality</td>
<td>Inspiring commitment</td>
<td>Inspiring commitment</td>
</tr>
<tr>
<td>Sharing power and decision making</td>
<td>Respecting personal space and time</td>
<td>Sense of normality</td>
<td>Sharing power and decision making</td>
<td>Framework of understanding</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
<td>Discovering and uncovering potential</td>
<td>Discovering and uncovering potential</td>
</tr>
<tr>
<td>Core philosophy of the person</td>
<td>Pain based behaviour</td>
<td>Extra familial living environment</td>
<td>Anti-oppressive practice</td>
<td>Emotional &amp; developmental Support</td>
<td>Holistic provision of care</td>
<td>Sense of normality</td>
<td>Sense of normality</td>
<td>Sense of normality</td>
</tr>
<tr>
<td>Relationship building and sustaining skills</td>
<td>Building rapport &amp; relationship</td>
<td>Extra familial living environment</td>
<td>Power in institutions - adult centered care</td>
<td>Respecting personal space and time</td>
<td>Pain based behaviour</td>
<td>Challenging thinking and action</td>
<td>Sharing power and decision making</td>
<td>Sharing power and decision making</td>
</tr>
<tr>
<td>Level of personal commitment</td>
<td>Challenging thinking and action</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
<td>Extra familial living environment</td>
</tr>
</tbody>
</table>
REFERENCES


Ferguson, L. (2016): *Could an Increased Focus on Identity Development in the Provision of Children’s Services Help Shape Positive Outcomes for Care Leavers? Child Care in Practice*


