

Developing and Adapting a Coherent Identity

Chris Hafen

How do we become who we are?

Identity Components

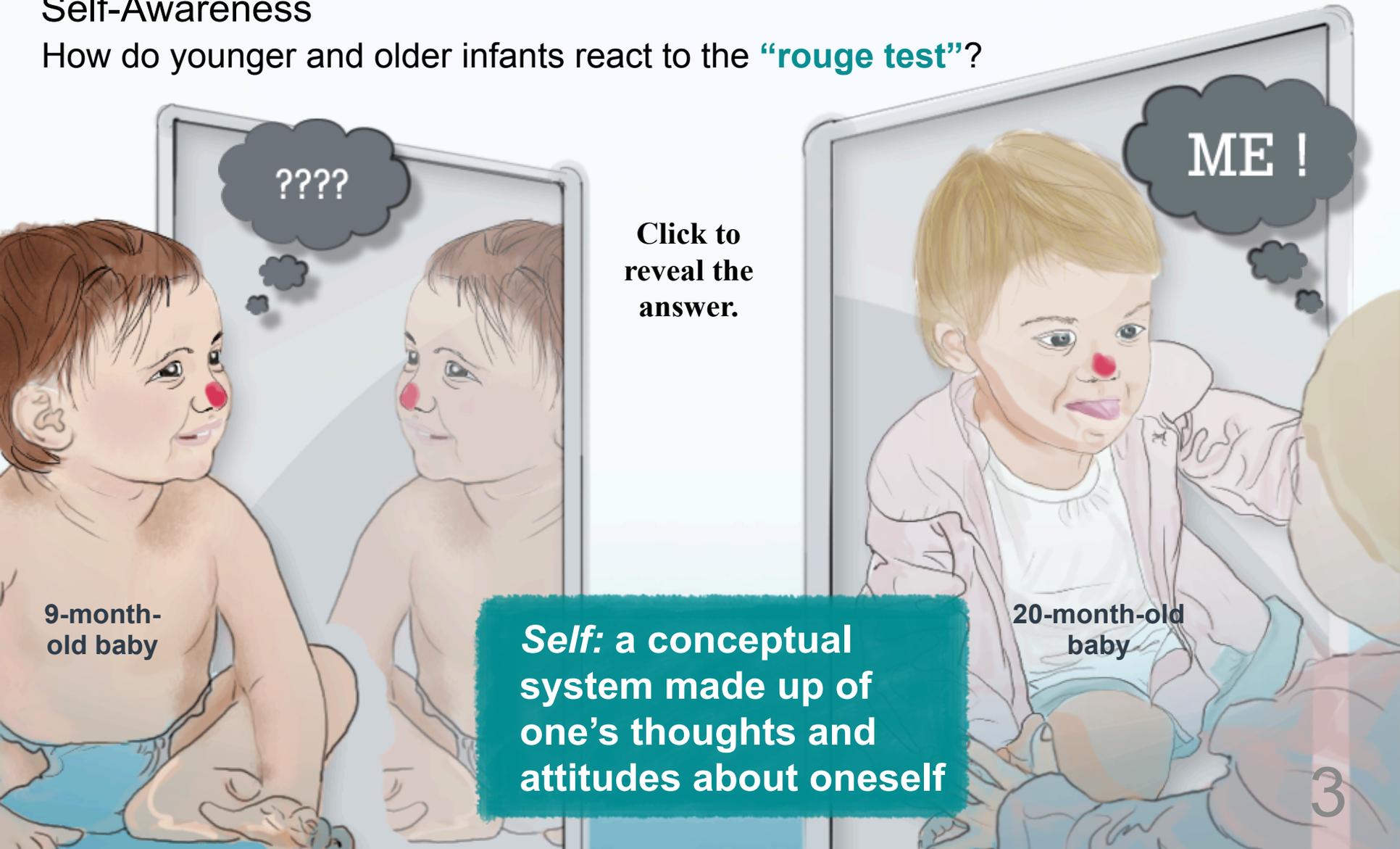
- Facet 1: Developing the ‘Self’
 - Self-Awareness
 - Self-Concept
 - Self-Esteem
- Facet 2: Developing the ‘Person’
 - Temperament
 - Personality



Developing a Sense of Self

Self-Awareness

How do younger and older infants react to the “rouge test”?



Click to reveal the answer.

9-month-old baby

20-month-old baby

Self: a conceptual system made up of one's thoughts and attitudes about oneself

Know
Yourself



Know
Others



Develop
Identity

The Marshmallow Test

- Mischel's famous Delay of Gratification Task
 - <http://www.youtube.com/watch?v=4L-n8Z7G0ic>

Group Discussion

- Why would children who are successful at 'delay of gratification' show stronger social and academic adjustment to school?

Self-Concept

What factors affect how children perceive themselves in middle childhood?



Social comparison

The process of comparing aspects of one's own psychological, behavioral, or physical functioning to that of others in order to evaluate oneself

Social World is Key

- **Social skills grow in three domains:**
 1. Lack of social knowledge
 2. Performance problems
 3. Lack of appropriate monitoring and self-evaluation

Identity Grows?

- Adolescent Egocentrism
 - Distorted feeling that one's own actions are at the center of everyone else's consciousness
 - Imaginary audience
 - Personal fable
 - I am invincible – “It can't happen to me”
 - I am unique - “You/Parents just don't understand”

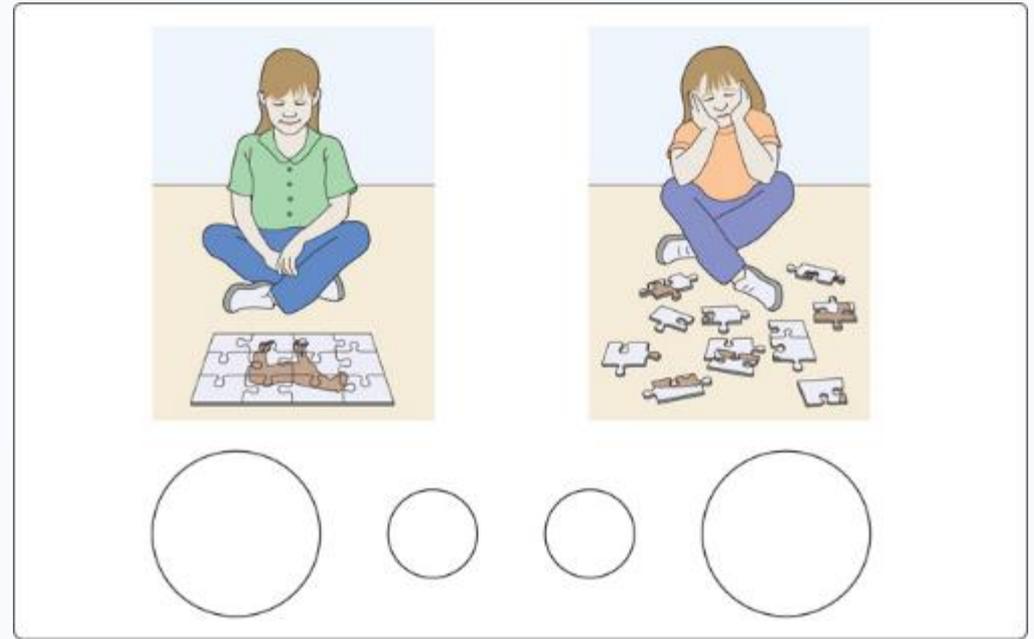
Person-Environment Fit

- Developmental age brings with it certain needs and those needs are not always met by appropriate context in our lives
 - Need for Autonomy???
 - Remember Self-Determination Theory?

Susan Harter

- **Self-esteem:** based on the *value* the child places on a particular dimension or dimensions
 - People skills
 - Politeness
 - Intellectual abilities
 - Appearance
 - Physical abilities

How do we view ourselves? (Harter's Questionnaire)



An examiner points to a girl to a preschooler's right and says, "This girl isn't good at doing puzzles." She then points to a girl to the child's left and says, "This girl is good at doing puzzles." Then she asks the child to point to the appropriate circle under each girl. If "this really fits me," the child points to the large circle. If "this fits me a little bit," the child points to the small circle.

Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some kids are often <i>unhappy</i> with themselves.	BUT	Other kids are pretty <i>pleased</i> with themselves.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Some kids feel like they are <i>just as smart</i> as other kids their age.	BUT	Other kids aren't so sure and <i>wonder</i> if they are as smart.	<input type="checkbox"/>

Here the elementary schoolchild reads the items and checks the box that applies to her.

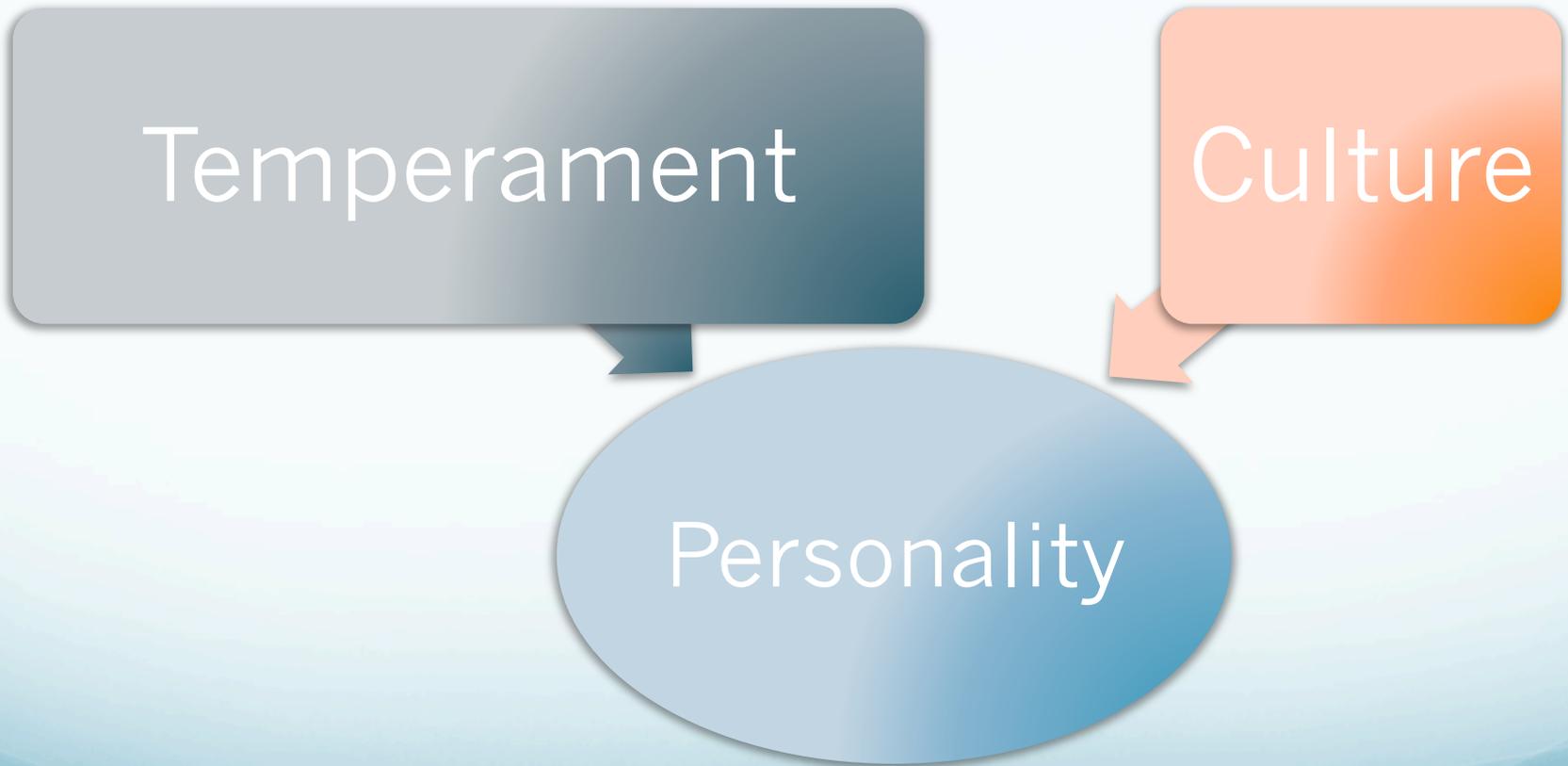
Self-Esteem Distortions

- Externalizing Problems
 - Often have unrealistically high self-esteem and respond aggressively and impulsively when confronted with failure
- Internalizing Problems
 - Read failure into everything and have overly low self-esteem and anxiety/fear
 - Learned Helplessness
 - Feel incapable of affecting the outcome of an event and often stop trying

Ways to Adjust Early Issues

- Appropriate social modeling and the vital role of teachers, parents, and peers
- Lev Vygotsky and the zone of proximal development
 - Provide appropriate praise for **effort**
- Create realistic self-perceptions
 - If a child fails, gently give accurate feedback
 - Express care

Facet #2



Temperament

- Thomas & Chess
 - Easy
 - Slow-to-Warm Up
 - Difficult

Culture and Theoretical Perspectives

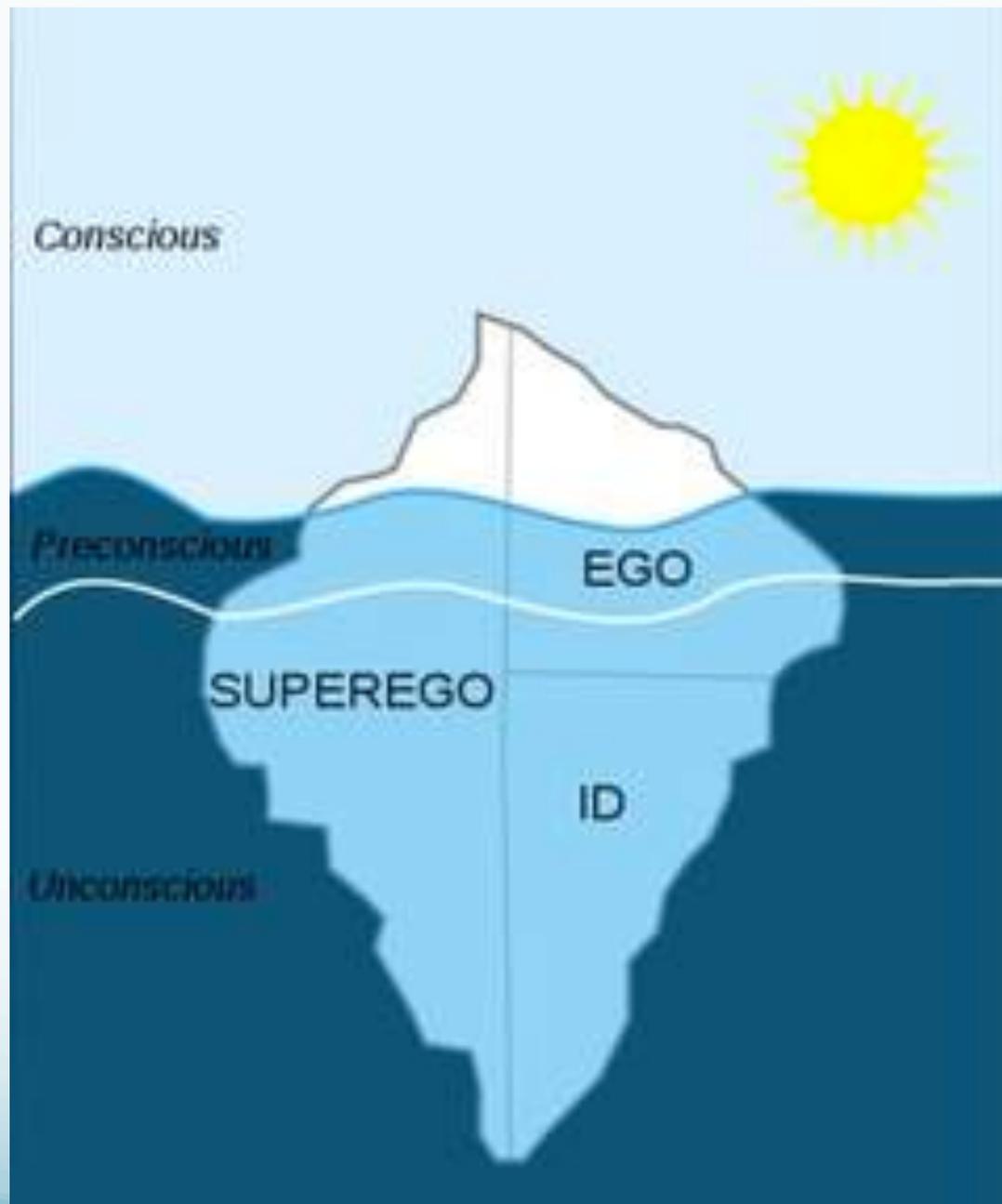
- Broadly speaking, there are three contrasting views of personality development:
 - **CONFLICT MODEL (Freud)**
 - **FULFILLMENT MODEL (Humanistic)**
 - **CONSISTENCY MODEL (Cognitive)**

Freud's Intra-psychic Model

- **Conflict Model**

- **Culture plays an inhibitory or repressing role**

- **As stated in the title of Jules Henry's book, it's "Culture against Man"**

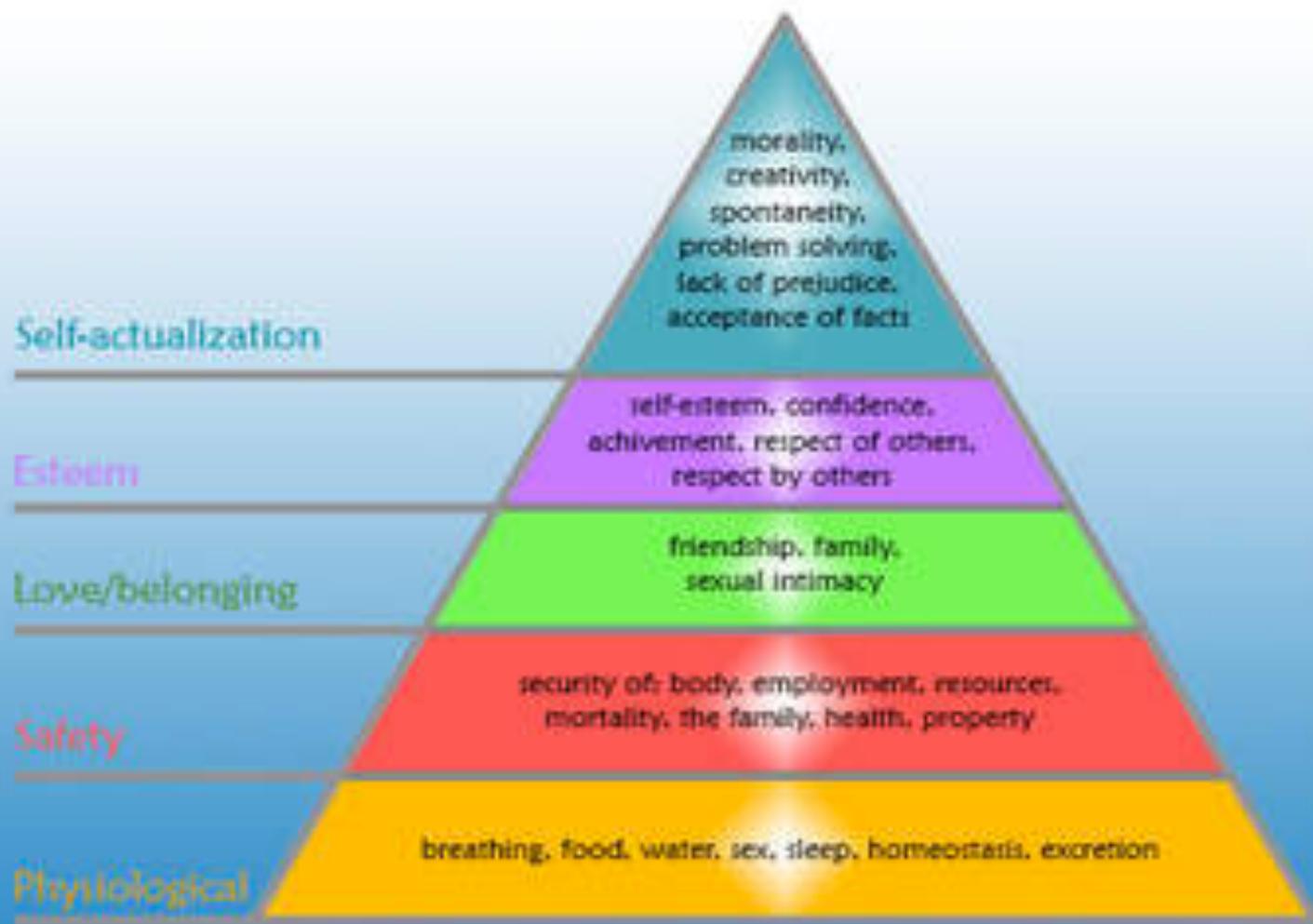


The Humanistic/Existential Model

▶ Fulfillment Model

- Culture provides various channels for self realization
- According to Bronislaw Malinowski,
“...every type of civilization, every custom, material object, idea, and belief fulfills some vital function, has some task to accomplish, represents an indispensable part within a working whole”

Maslow's Hierarchy of Needs



- Hence, according to the Fulfillment Model, culture is not against man, but rather culture allows various human needs to be met and goals attained

The Consistency or “Cognitive” Model

- **Consistency Model**
 - The role of culture is to reduce anxiety
 - Culturally based routines enable predictable patterns of behavior which in turn keep anxiety low
 - Culture provides structure and meaning in our lives

Culture and Concepts of Self

- Our sense of Self is at the core of our being, and as such influences our every thought, action, and feeling
- The self “**makes sense**” within an individual’s culture
 - Example: In Individualistic Cultures the self is seen as internal attributes, including needs, abilities, motives, and rights

Describe yourself (in terms
of your personality
characteristics) in 3-5
sentences

Setting the Stage for Everything We Do

- “The more you know yourself, the more patience you have for what you see in others” – Erik Erikson
- The impact of personality on behavior



The Big Five Personality Traits (aka The Five Factor Theory)

Results summary

Your results from the IPIP Big Five Factor Markers are in the table below. The table contains a raw score and also a percentile, what percent of other people who have taken this test that you score higher than.

Factor	Factor label	Raw score	Score percentile
I	Extroversion		45
II	Emotional stability		89
III	Agreeableness		51
IV	Conscientiousness		67
V	Intellect/Imagination		40

Big five personality trait scores calculated by openpsychometrics.org

Inverse of
Neuroticism

Also called Openness

<https://openpsychometrics.org/tests/IPIP-BFFM/>

My Personality Profile

- Openness → Below Median
 - Likes how he does things, but flexible if necessary
- Conscientiousness → Above Median
 - See the bookshelf behind me
- Extraversion → Below Median
 - Awkward if you see him at a restaurant
- Agreeableness → Above Median
 - Eager to get to know people
- Neuroticism → Low End of the Scale
 - Rarely stressed out

The Struggles of an Extraverted Individual

- Extraversion vs. Introversion
 - People who thrive in social situations face greater challenges from a lack of face-to-face interaction
 - Find a way to foster ‘social’ contact

Learn About Your Own Profile

<https://openpsychometrics.org/tests/IPIP-BFFM/>

Think about your report as a glimpse into your tendencies to understand some common pitfalls

- The Overly Agreeable (High on Agreeableness)
- The Introverted Avoider (Low on Extraversion)
- The Anxious Perfectionist (High on Neuroticism)
- The Routinizer (Low on Openness)
- The Disorganizer (Low on Conscientiousness)

Deeper Dive into Erikson's Theory

<https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>

Thank You
chafen@nvcc.edu