

[illegible]



Self-concept

Self-esteem

Identity

Development of identity grounded in:

- cognitive development
 - emergence of self-reflection on emotions and relationships
- experiences with peers & family
 - changing roles, expectations & responsibilities
- experiences with culture at large
 - changing expectations in autonomy & interdependence

Identity (peer group)

High school was a time when everyone was trying new things out, from clothes to haircuts, and from new ideas to alcohol and drugs. In fact, it was during this time that lots of my peers tried drugs, and I think the fact that everyone kept an eye out for everyone else helped us all get through this time without really going off the rails. I fact, I believe that if the group of friends you have are really close, it makes the transition through adolescence that much smoother.

19-year-old female, looking back (Kroger, 2006, p. 23).

Identity (self-reflection)

The principal at school recently talked to us about options when we get to high school next year and about how important our decisions are for the courses ahead. He said we should be basing our choices for next year on what we wanted to do when we left school. This all jolted me into thinking about how I'm growing up and really gave me a sense of panic.

John, 13-year-old (Kroger, 2006, p26).

Identity (gender)

My sisters are real feminine. They help me a lot. They're a lot more feminine than I am but that's because I'm younger than they are.

13-year-old schoolgirl (Archer, 1985, p. 92)

Identity (authentic self)

T: You mean who I actually am or the ideal self?

L: Both?

T: The ideal self is funny, funny, easy going you know pretty cool, pretty switched on, pretty aware. I don't know. I don't know.

L: That's your ideal self?

T: That's how I can be at times. But I don't know it's, all humans are bipolar kind of [laughs]. Like you know.

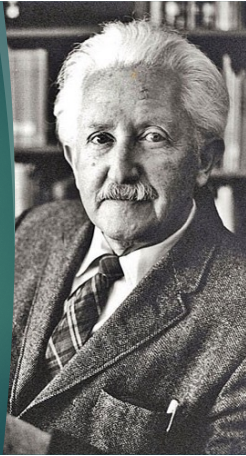
L: But do you see those qualities in yourself now?

T: I'd like to be more patient, I'd like to be less judgmental. I'd like to be thinner. Perhaps to be more healthy. Um I don't know. I'd like to. But like it's insane that sometimes I feel all those things anyway and sometimes um I don't know how to describe myself. If you weren't an addict and I wasn't an addict and you just asked me to describe myself, I'll be like yeah I'm pretty easy going. I love most types of music, you know I don't drink cause I don't like it very much, I'm into opera, I like drum and bass. I like to read a very good book. But it's like how I am, I'm like fucked, insane, neurotic and emotional. I don't know. I'm, I'm. I don't know.

Erik Erikson (1968)

Identity vs. role confusion:

- the major personality achievement of adolescence
- crucial step towards a healthy adulthood
- individual has likely acquired major tools of the culture
- emphasis shifts to establishing an identity separate from but related to family system
- Identity diffusion



Erik Erikson (1968)



Psychosocial moratorium: A "time out of life" before settling into more fixed identities constrained by work and relationships.



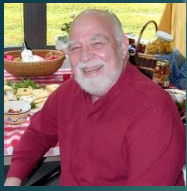
According to Erikson, some teenagers may experience an **identity crisis**: a temporary period of confusion and distress as they experiment with alternatives before settling on values and goals.

Identity crisis: what can I be?

Identity is always being refined and adjusted.

Recent researchers see adolescence as more of a time of **exploration** and less of a time of **crisis**.

True versus false self-behaviour (Harter, 1998).



James
Marcia
(1994)

Four statuses of identity:

- **Identity diffusion**; adolescents have not yet experienced a crisis or made any commitments
- **Identity foreclosure**; adolescents have made a commitment, but have not yet experienced a crisis
- **Identity moratorium**; adolescents are in the midst of a crisis, commitments are either absent or are vaguely defined
- **Identity achievement**; adolescents have undergone a crisis and made a commitment

Michael Berzonsky (2000)

Conceptualized a social cognitive view of adolescent identity development, focusing on how individuals process information when faced with identity conflicts.



Michael Berzonsky (2000)

informational; individuals actively seek out, process, and use self-relevant information when dealing with identity issues/forming commitments

normative; individuals conform to the expectations and prescriptions of significant others

diffuse/avoidant; individuals deliberately avoid having to deal with personal conflicts and decisions

Jane Kroger

Revision of Erikson's ego-identity concept.

Processes underpinning the development of an identity during adolescence.

Work aimed at facilitating adolescent and young adult identity development.