

A close-up photograph of a young child with short brown hair and round glasses. The child is smiling broadly, showing their teeth, and has their right hand raised to their mouth. They are wearing a red sweater over a white collared shirt. The background is blurred, showing other people in a social setting.

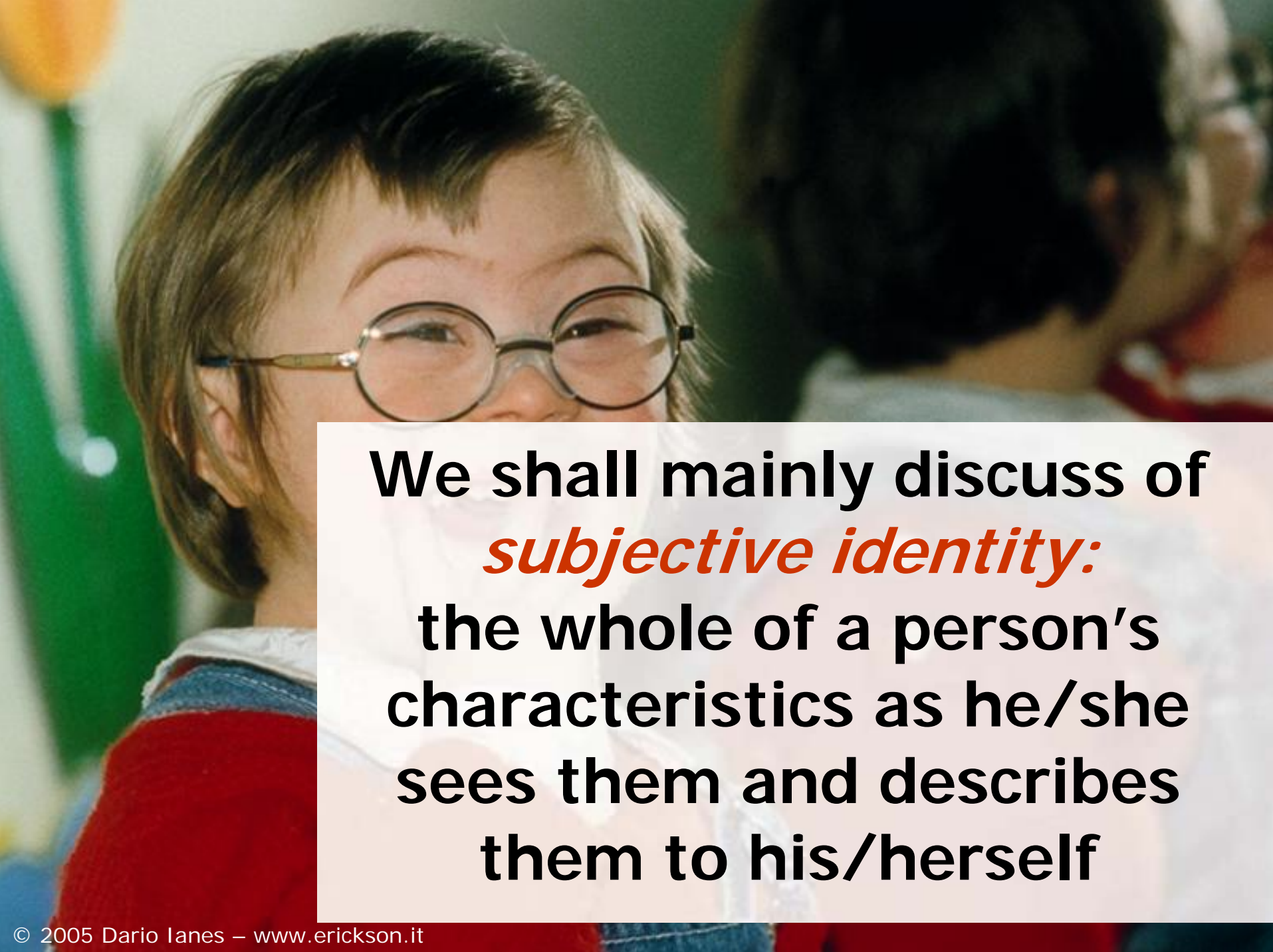
Identity in individuals with disabilities

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IDENTITY

**is a mindful, historical
and planful reflection on our
various characteristics
as a whole, a reflection
that makes sense
of our future actions
and of the past ones**

A close-up photograph of a young child with short brown hair and round glasses, smiling warmly. The child is wearing a red sweater over a blue and white striped shirt. The background is slightly blurred, showing other people in a social setting.

We shall mainly discuss of
subjective identity:
the whole of a person's
characteristics as he/she
sees them and describes
them to his/herself

KEY QUESTIONS WE TYPICALLY ASK OURSELVES WHEN WE THINK ABOUT OUR IDENTITY

Who am I?

How do I see myself?

How would I describe myself?

How do I think of myself?

How would I like to be?

How was I?

**Why do I think of myself in a
certain way?**

ICF/International Classification of Functioning, Disability and Health (WHO, 2002)

Offers a clear map of the basic concepts of a person's health and functioning. Its overall aim is to provide a unified and standard language and framework for the description of health and health-related states

**HEALTH CONDITION
(DISORDER OR DISEASE)**

**BODY FUNCTIONS
AND STRUCTURES**

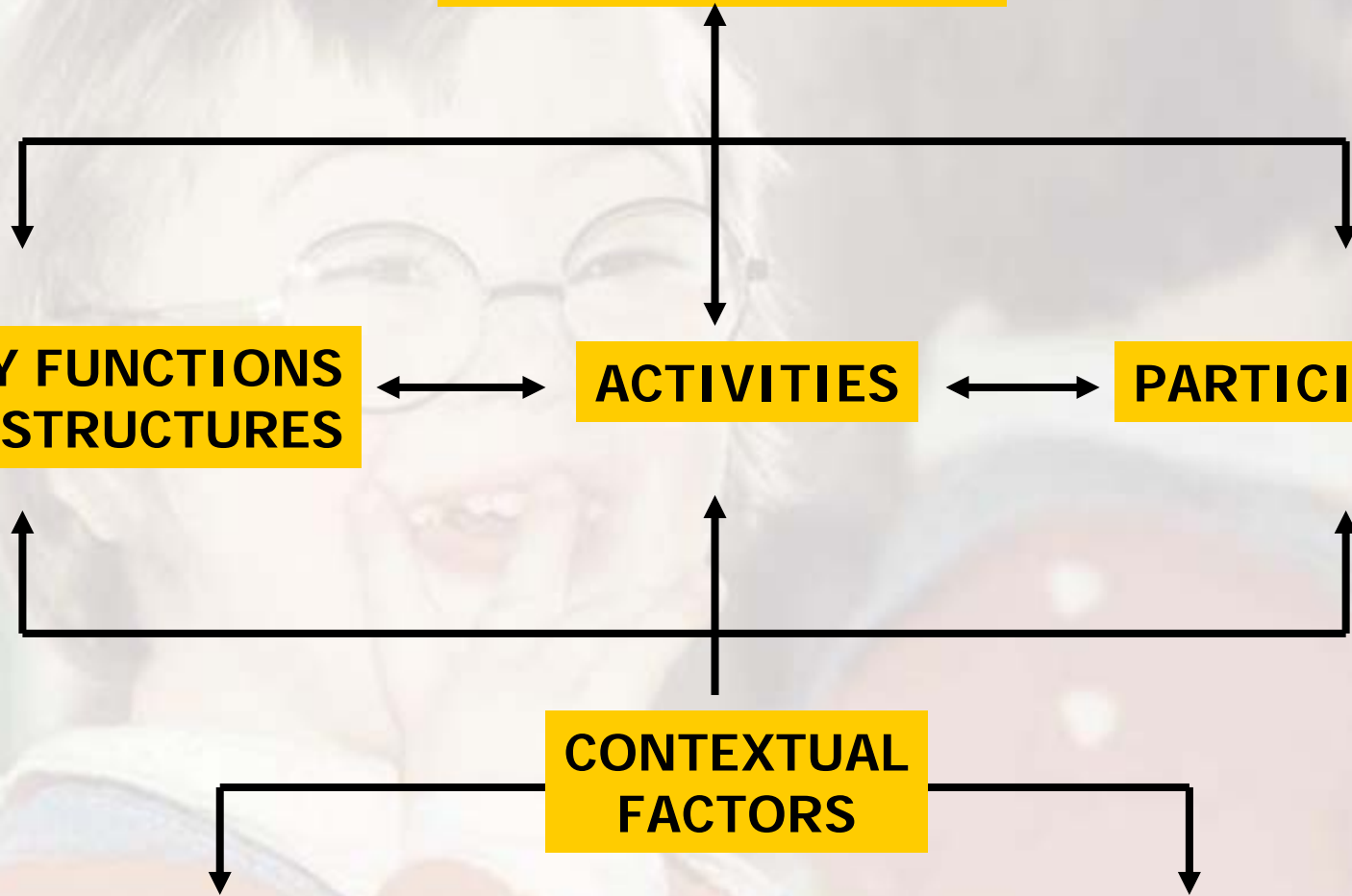
ACTIVITIES

PARTICIPATION

**CONTEXTUAL
FACTORS**

**ENVIRONMENTAL
FACTORS**

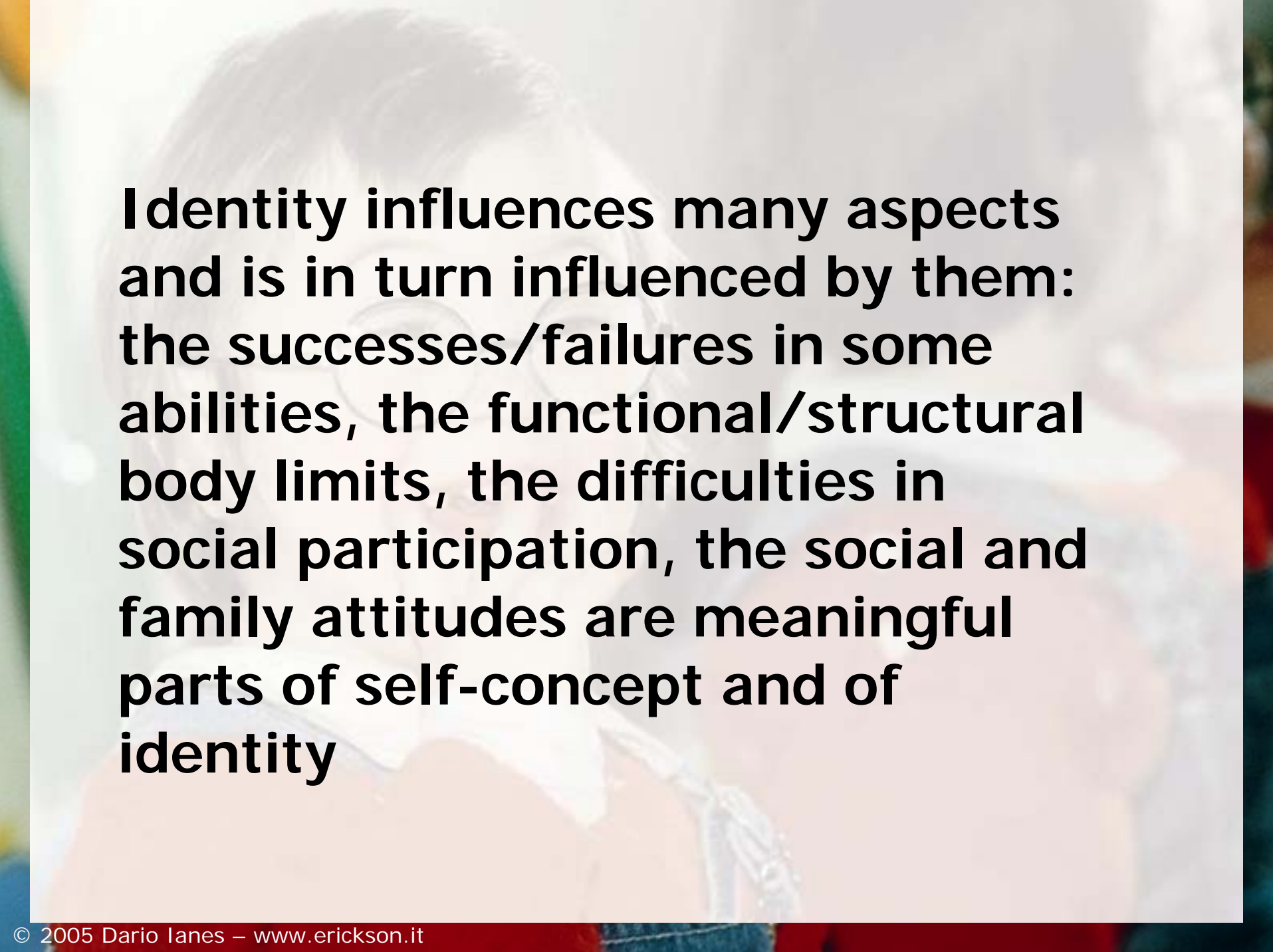
**PERSONAL
FACTORS**



A young girl with brown hair and round glasses is smiling. The image is slightly blurred and serves as a background for the text.

How can we use ICF to support identity development?

ICF constantly reminds us that the person (and therefore his/her identity) is the result of the various relationships among all the elements

A young girl with long dark hair and glasses is looking down at a book she is holding. The background is a blurred crowd of people. The text is overlaid on the image in a large, bold, black font.

Identity influences many aspects and is in turn influenced by them: the successes/failures in some abilities, the functional/structural body limits, the difficulties in social participation, the social and family attitudes are meaningful parts of self-concept and of identity

**VALUES
GOALS
MOTIVATION**

SELF-EFFICACY

ACTIONS

ATTRIBUTIONS

SELF-ESTEEM



Motivation

In this dimension we find things with a positive value (goals to reach) or a negative value (to be avoided): wishes, expectations, needs, models, sources of success and reward. This dimension spurs us to action, to make what we can to reach the desired results

Maslow's hierarchy of needs

- **Self-actualization needs**
- **Self-esteem needs**
- **Belonging needs**
- **Safety needs**
- **Physiological needs**



Self-efficacy

Is the perception a person has of his/her possibilities to reach the success in completing a task (the sense of competence, of being able to make it)

Attributional Style

Attitudes and beliefs the person has about the usefulness of his/her commitment, active effort and use of strategies and actions. Attributions can be considered the evaluations made by the individual to understand who or what is responsible of the events that occur

Self-esteem

The judgement, perception and feeling of one's value/satisfaction, that ensues from our positive actions and from the positive messages received, and is a source of energy for motivation

Time-memory

The variable “time” is also crucial in developing identity: we are what we have been, what we have made, chosen...

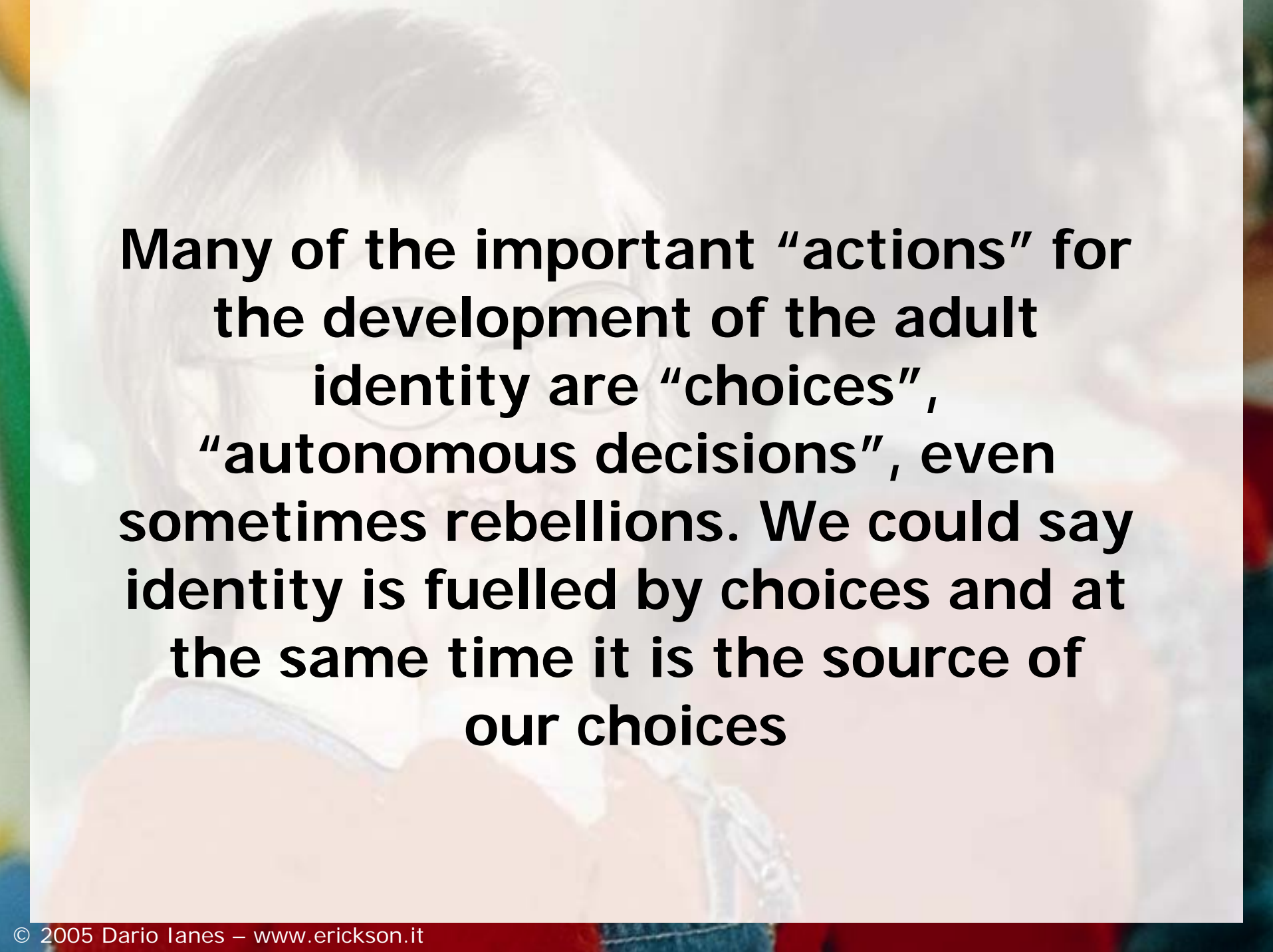
Time-project

...but we are also what we would like to be, we are our life project, what we would like to happen, the “appointments” given to ourselves

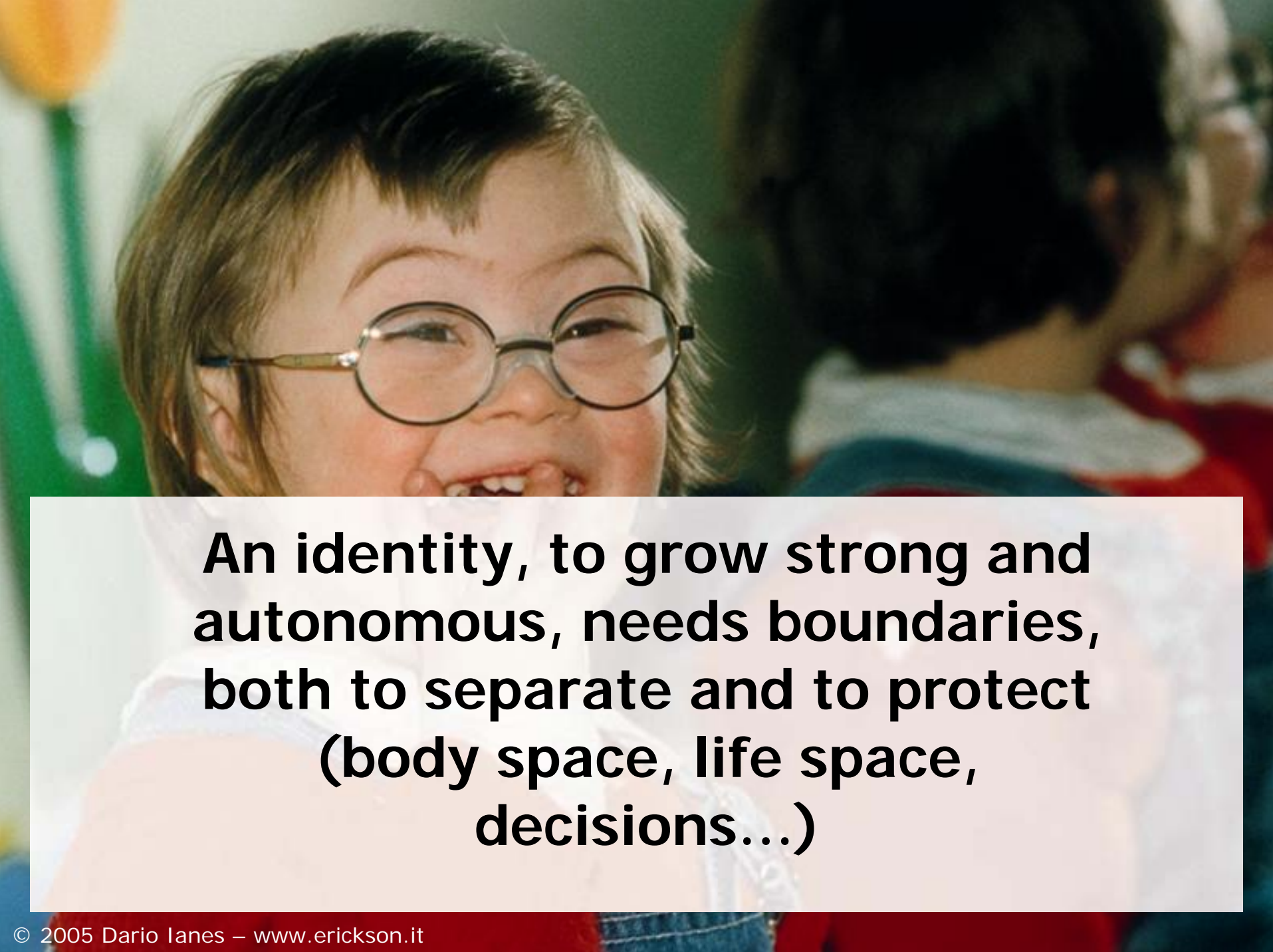
A close-up photograph of a young child with dark hair and round glasses, looking slightly to the side with a thoughtful expression. The child is wearing a light-colored shirt. The background is blurred, showing other people in a classroom setting.

Metacognition

The metacognitive ability of observing oneself almost from the outside is important in the development of identity

A young girl with dark hair and glasses is looking slightly to the right with a thoughtful expression. The background is blurred, showing other people in a crowd. The text is overlaid on the image in a bold, black, sans-serif font.

Many of the important “actions” for the development of the adult identity are “choices”, “autonomous decisions”, even sometimes rebellions. We could say identity is fuelled by choices and at the same time it is the source of our choices

A close-up photograph of a young child with short brown hair and round glasses, smiling broadly. The child is wearing a white shirt and blue overalls. The background is slightly blurred, showing other people in a social setting.

An identity, to grow strong and autonomous, needs boundaries, both to separate and to protect (body space, life space, decisions...)

The development of identity always implies, for each of us, some pain, and so we would like to protect the mentally retarded person from a pain imagined too strong, especially for the self-awareness of their situations. It is capital, instead, trying to trust some more both the psychological resources of our children/students and our ability to give them the help they need



THANK YOU!