

The ABC's of Identity Development for Neurodiverse Learners

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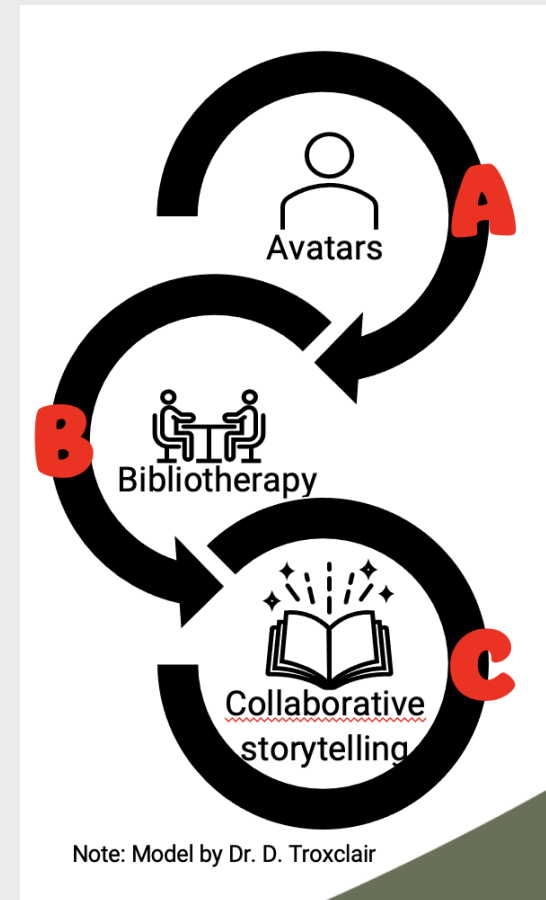
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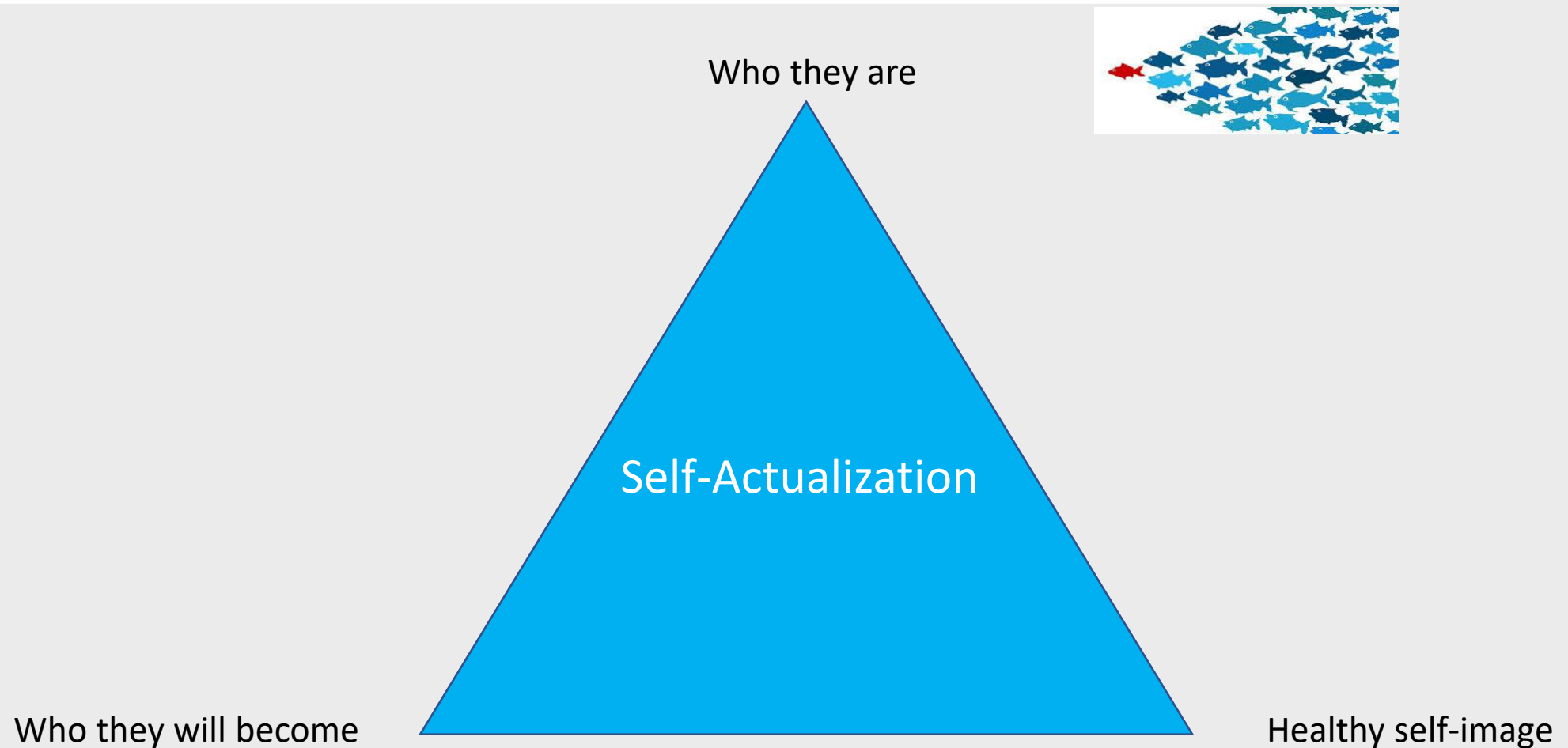
What's on today?

1. Introduction
2. Defining bibliotherapy
 - Goals of bibliotherapy
 - Stages of bibliotherapy
 - Talking about identity
3. The instructional process
 - Focussing on asking questions
4. Collaborative storytelling
5. Avatars



Establishing an identity

$$KU = (K + V)^R$$



Identity

(van Gerven & Troxclair, 2023)



- Definition:
 - “A combination of qualities making it possible to distinguish one individual from others”
 - “The distinguishing characteristics or personal traits as a result of psychological identification”
- Developmental task
 - “Becoming who you are or who you can be”
- Requires interaction with the environment
 - “Significant others are necessary for psychological identification”

Possible barriers

$$KU = (K+V)^R$$

- Living in two worlds
 - A wide range of literature
 - Most of it is based on assumptions
 - Deduction helps us to come up with predictions
 - Hardly any empirical evidence
 - The risk of potential biases among research groups
 - What we do know is based on clinical experiences
 - Limited number of cases in most studies
 - Results found on sub-groups generalized to the entire population
 - Hence: even though we hardly know anything, we think we understand the phenomenon of 2^E
 - However: all ravens are black until the opposite has been proven to be true
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Who are they?

(Baum et al, 2017; Beckman & Minnaert, 2018; Foley-Nicpon et al 2020; Hébert, 2022; Hughes, 2011; Ribero Piske & Henry Collins, 2022)



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- Learners displaying characteristics of being gifted and a learning disability
 - Interaction between child factors and the ecological system lacks a meaningful response to the learners needs. As a result the learner experiences difficulties in developing themselves
 - The learner experiences a lack of identification with other learners
 - 2^E learners experience themselves to be different from other learners
 - This results in social and emotional experiences not experienced by other learners
 - Yellow and blue is green; $1+1=3$
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Foundations

$$KU = (K + V)^R$$

- Eliminate the need for labels
 - Stop focusing on the cause of the problems
 - Stop thinking in terms of strengths and weaknesses
 - Instead focus on a trajectory reflecting developmental potential and systemic barriers on a continuum
 - Disrupted identity development of 2E learners is the result from a mismatch between the manifestation of developmental potential and the interaction with the ecological system that is needed for psychological identification
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Four coherent aspects (1)

(van Gerven & Troxclair, 2023)



- Continuity
 - “I am I”
- Acknowledgement and recognition
 - Confirmation is necessary to develop a realistic self-concept
- Freedom goes hand-in-hand with limitations
 - Every human being functions as part of a social context
- (my) Meaningful future
 - Being of meaning to themselves and to others

Four coherent aspects (2)

(van Gerven & Troxclair, 2023)



- Continuity
 - Possible barriers: intra personal discrepancies/asynchronicity
- Acknowledgement and recognition
 - Possible barriers: The environment focuses solely of the deficits
- Freedom goes hand-in-hand with limitations
 - Possible barriers: A mismatch with the normative concept of what is being referred to as 'normal'
- (my) Meaningful future
 - Possible barriers: for 2^E learners applies that the perspective of their future is not clear if the first three aspects don't show a positive relationship with the learner's identity

Examples of barriers

(Baum et al., 2017; Halstead, 2009; Kreger-Silverman, 2015; Trail, 2020; Webb, 2016)

$$KU = (K + V)^R$$

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- Adaptation to a group of other students takes a lot of energy
 - Developing productive interpersonal relationships takes additional efforts
 - Limitations in developing academically in the domains affected by the LD
 - Running out on compensation strategies and the energy to compensate
 - Extended recovery time for charging their batteries.
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Developmental tasks (1)



- Developing basic feelings of being safe in the environment where one functions
 - Necessary:
 - Action-interaction with significant others in the environment
 - Positive responses from others
 - It requires the ability to be perceptive and to focus one's attention
 - It requires the ability to interpret social signals in a meaningful way
 - Risk for 2^E learners:
 - Focusing their attention on relevant stimuli
 - Interpreting social signals adequately
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Developmental tasks (2)

$$KU = (K+V)^R$$

- Discovering the limitations of autonomy
 - Necessary:
 - Allowed to do things autonomously
 - Being 'naughty' without being rejected
 - The ability to mirror themselves
 - Risk for 2E:
 - Extreme need to investigate and experiment may lead to repeated disapproval in the environment
 - Limited options to mirror themselves
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Avatars

(Wood & Szymanski, 2020; Stutler, 2011)



- Digital image
- The avatar plays a role in a virtual world
- Virtual person
 - Represents the gamer's identity
 - Reflects behavioral patterns from the person behind the avatar
 - The reflection, the extension or a simulation of the gamer's personality
- Avatars form an identity during the process of gaming

Avatars: exploring and designing your identity

(Wood & Szymanski, 2020; Stutler, 2011)



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- Exploring your identity is an experimental developmental task during adolescence
 - Creating an avatar provides children the opportunity to experiment with different identities under different circumstances in a relatively safe context
 - Creating an avatar gives them the opportunity to integrate these two worlds
 - Identification based on similarities with the real me
 - The avatar can become a mirrored identity
 - The avatar can represent your future-self
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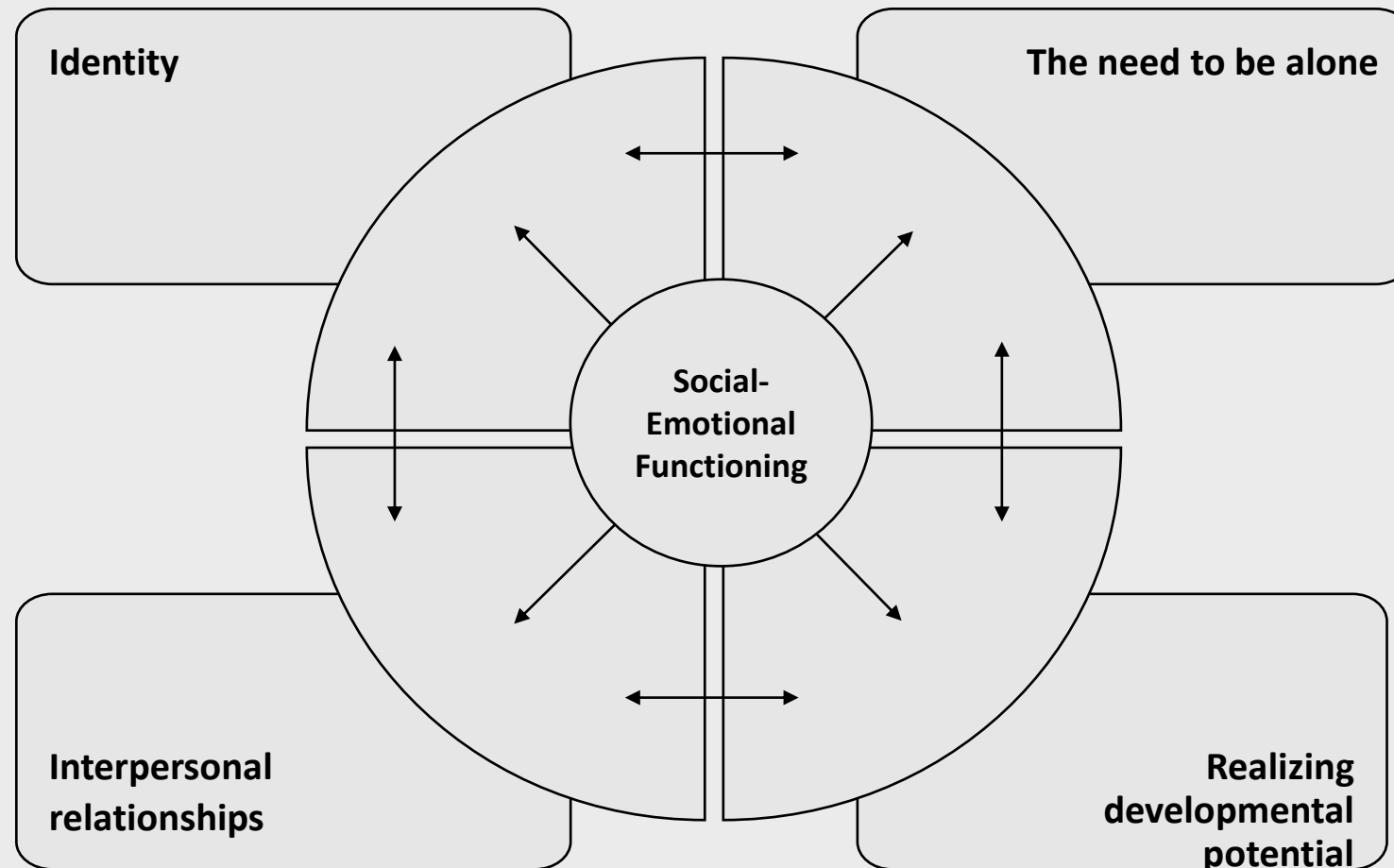
Characteristics of avatars



- The characteristics differ for each game
 - The complexity of the avatar differs per game
 - Personality is a construction
 - Avatars are often constructed carefully
 - Story
 - Skills
 - Archetypes
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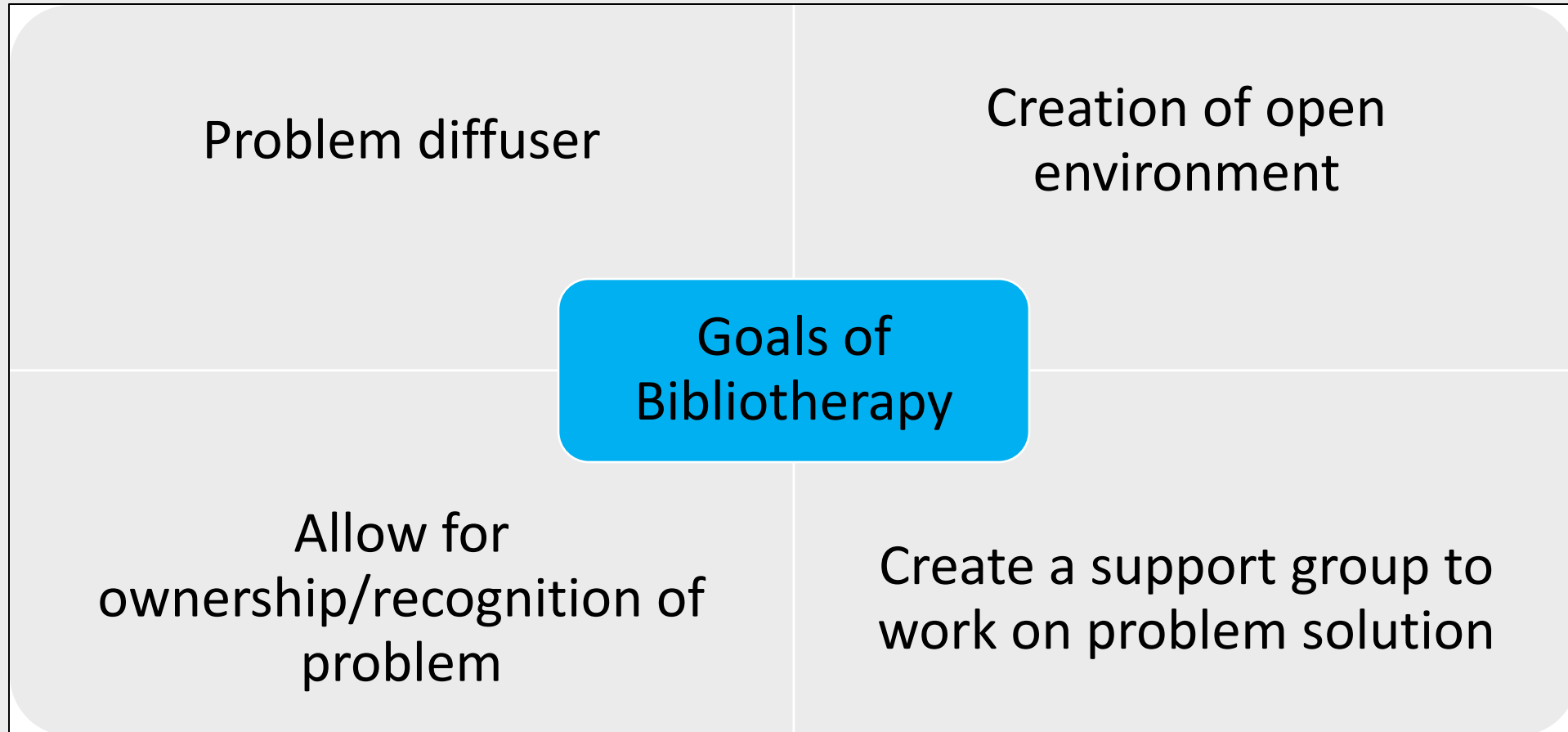
What is Bibliotherapy?

(Halsted, 2009; Seney, 2020)



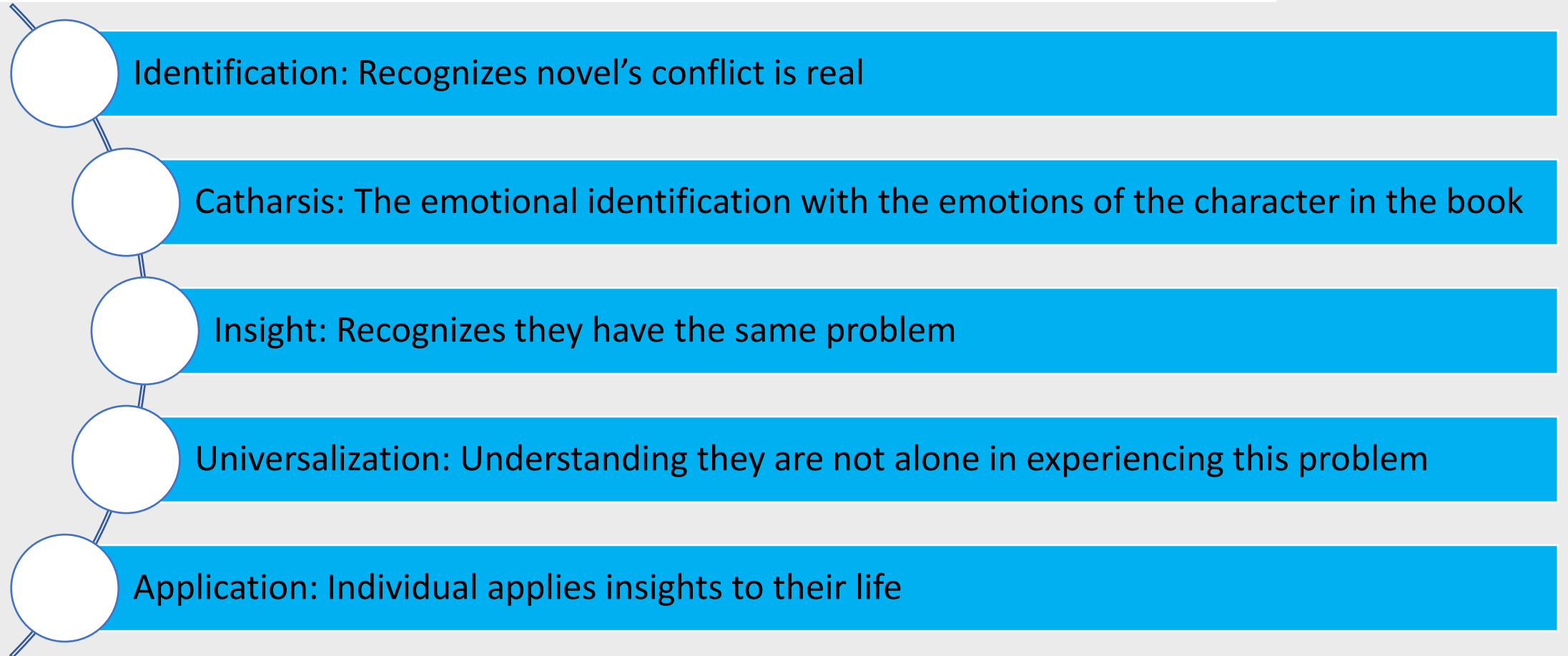
Goals of bibliotherapy

(Halsted, 2009)



Stages of Bibliotherapy

(Halsted, 2009; Seney, 2020)



Bridging from insight to application: Collaborative story design



People	Places	Problems	Solutions	Surprises
Mickey Mouse	The moon	No money	A new job	A broomstick
Abraham Lincoln	A beach	Car broke down	A vacation	Popcorn
Barack Obama	A museum	Parents	A reunion	Upgrade to first class
Albert Einstein	A cave	A storm	Crowd funding	Winning a golden ticket
Santa Claus	The circus	A burglary	A magic wand	A visitor

Collaborative story design



Main character	Problems	Thoughts	Emotions	Solutions	Outcome
The ugly duckling	The odd one out	What is wrong with me?	Sadness	Taking time to grow up	He became a swan
The ugly duckling	The odd one out	Why do I look so strange?	Sadness	Change the solution	Change the outcome
The ugly duckling	The odd one out	Nobody likes me	Change the emotion	Change the solution	Change the outcome
The ugly duckling	The odd one out	Change the thought	Change the emotion	Change the solution	Change the outcome

Connective literacy: The connection between the ABC's

$$KU = (K + V)^R$$

- A. Create the avatar for the original story used for bibliotherapy
 - B. The avatar emerges as a result of a bibliotherapy session
 - C. Modify the attributes of the original story through collaborative storytelling
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- A. The avatar changes when different roles come up
 - B. Different dilemmas are presented via books
 - C. It is a collaborative exploration of developing different ways of responding to real-life dilemmas
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