



## Integrating a Developmental Approach to College Access

# Exploring Identity Statuses

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This activity explores the four statuses of College-Going Identity as discussed in *Ready, Willing, and Able* by Savitz-Romer and Bouffard. This could be useful when Counselors and other educators want to reflect on students' statuses and the supports they need to succeed.

## Exploring Identity Statuses

### Directions

On page 70-71 of *Ready, Willing, and Able*, Savitz-Romer & Bouffard identify four statuses in the process of developing a college-going identity: identity diffused, foreclosure, moratorium, and identity achieved. In this activity, you are assigned one of the four statuses. Read the descriptions below to reflect on a current student who you feel fits into your assigned status.

- **Identity diffused** describes the individual who has not yet confronted the task of resolving his identity and as such may be confused. This student has little awareness of future postsecondary options and mostly feels overwhelmed by the process.
- **Foreclosure** refers to the state of an individual who has prematurely made a decision about an aspect of identity without a full exploration. This student has ruled out going to college without seeking or receiving appropriate information.
- **Moratorium** refers to the time when individuals are actively exploring aspects of identity and working toward a unifying sense of self. This student is trying on the possibility of going to college but has not yet made a full commitment.
- **Identity achieved** describes the point at which an individual has fully explored his identity options and made a commitment to a particular element of identity. This student has talked with teachers, counselors, family, and/or peers and sees himself as firmly on the path to college.

1. The student you are currently thinking about falls into the \_\_\_\_\_ status. What is your evidence for placing the student in that status?

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**2. What adjustments do you need to make in your approach to working with this student?**

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**3. How do you tailor your college access efforts to meet the needs of his or her status?**

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