

Helm's White Identity Development Model

Phase I: Abandonment of Racism

Status 1: Contact

"Oh goodness, there are non-white people in the world. These non-white people are treated just like me. Am I white? I never really thought about it."

Status 2: Disintegration

"Wait a minute, I thought, 'freedom and justice for all..' and 'all men are created equal' was meant for everyone? I just don't want to think about this and I'll avoid any and all conflict. How do I deal with all of this?"

Status 3: Reintegration

"I am entitled to white privilege. You know, all those 'people' are just a like. Just like you see on the news and in the newspaper. Those are not stereotypes, that's just the truth. 'They' need to change, not me."

Phase II: Defining a Nonracist White Identity

Status 5: Immersion-Emersion

"We need to change, not them. Those stereotypes are not accurate after all. Are there others out there like me? Hey, it's not cool to make those racist jokes."

Status 6: Autonomy

"I am both proud of being white and I am a supportive agent for change and equality for all races and cultures. We need to act locally and think globally."

These descriptions of Phinney's, Cross's, Cass's and Helm's Identity Development Models were influenced by Student Development in College (1998) by Nancy J. Evans, Deanna S. Forney, Forney and Florence Guido-DiBrito and published by Jossey-Bass.

Cass's Model of Homosexual Identity Formation

Stage 1: Identity Confusion

"I am just slightly aware that I may be a lesbian and this makes me nervous. I want to find out more of what this means."

Stage 2: Identity Comparison

"I think I may be gay and I am not sure how I can deal with this. How will I deal with the isolation this may mean for me? Maybe I will just make this 'whole thing' stop and find that *river in Egypt*."

Stage 3: Identity Tolerance

"I am probably a lesbian and I want to find others like me so that I do not feel so alone. My interactions may determine whether I stay in or come out of the closet."

Stage 4: Identity Acceptance

"I am gay and I accept it and will selectively let others know that I am gay. I am making friends with other gay and lesbian people."

Stage 5: Identity Pride

"I am gay and I'm proud and I don't care what anyone else thinks about it! I really want to spend less time with straight people for now."

Stage 6: Identity Synthesis

"I am a lesbian, but there are also many other aspects of me as well. I also have friends who are both gay and lesbian and heterosexual."

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A Look At Identity Development Models

Phinney's Model of Ethnic Identity Development

Stage 1: Diffusion-Foreclosure

"I have not explored any of my feelings about my ethnicity. In fact, I may not even have any feelings or attitudes about my ethnicity. Why would you even ask?"

Feeling--ambivalence

Stage 2: Moratorium

"Oh my goodness! I do have some feelings and attitudes about my ethnicity. That incident on my floor/What he said to me/What I experienced in class has influenced my realization of this. Who am I?"

Feelings--hostility and/or shame

Stage 3: Identity Achievement

"I know who I am and I embrace my ethnicity. I feel pretty good about myself and proud of my ethnicity."

Feelings: Pride and acceptance

Cross's Five Stages of Black Racial Identity Development

Stage 1: Pre-encounter [Feelings: Ambivalence or Shame]

"I'm Black, but that does not mean too much to me in my life." OR "I'm Black, but I'm not proud of it or anything – I don't really want to think about it"

Stage 2: Encounter [Feelings: Anger and Anxiety]

"This past semester in my African-American History class I learned so much about how my people have both contributed to this country and suffered trying to achieve their 'inalienable rights'. Why did I have to wait until coming to college to learn this instead of learning it in my previous thirteen years of schooling."

Stage 3: Immersion/Emersion [Feelings: Rage and Pride]

"I really don't want to have much to do with my non-Black friends right now – I hate all White people. I feel guilty for having bought into the misinformation I was taught about my heritage before now. However, I'm also very proud of who I am and about the legacy of my people. I know I am angry now, but I am still growing and learning."

Stage 4: Internalization [Feelings: Secure and Calm]

"I now realize that I can be very proud of being Black, and still like White people. Looking back a year ago when I told off that White professor for being a racist, I don't think I would have yelled if that were today. I would have still been bothered and would have confronted her, today I would have been more calm, and my words well chosen, yet powerful."

Stage 5: Internalization-Commitment [Feelings: Resolution and Empowered]

"I'm going to join the local chapter of the NAACP and the school newspaper so that 'I' can join a large 'we' and thus make positive change on our campus."

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