

What are You
Thinking!
Lessons 005 and 006
The 8 Stages of
Development by
Erikson

Psalms 66:18 If I perceive sin in my heart, the Lord will not hear me.

Psalms 32:5 I acknowledged my sin unto thee, and mine iniquity have I not hid. I said, I will confess my transgressions unto the LORD; and thou forgavest the iniquity of my sin. Selah.

1 John 1:9 If we confess our sins, he is faithful and just to forgive us our sins, and to cleanse us from all other unrighteousness.

1 Cor 11:31 But if we judge ourselves rightly, we should not be judged.

Ephesians 2:8 For by grace you have been saved through faith; and that not of yourselves, *it is* the gift of God; 9 not as a result of works, so that no one may boast.

Rom. 11:6, "*But if it is by grace, it is no longer on the basis of works, otherwise grace is no longer grace.*"

Gal. 2:21, "*I do not nullify the grace of God; for if righteousness comes through the Law, then Christ died needlessly.*"

Gal. 3:24, "Therefore the Law has become our tutor to lead us to Christ, that we may be justified by faith."

1 Corinthians 3:11 For other foundation can no man lay than that is laid, which is Jesus Christ.'

John 3:16, "For God so loved the world, that He gave His only begotten Son, that whoever believes in Him should not perish, but have eternal life."

"Trust in the Lord Jesus Christ and you will be saved" Acts 16:31

Today, we will look at how the Parent-Child Relationships in the home relate to the 8 Stages of Human Personality Development of Erikson.

Later, we will look at the 6 Moral Foundations of Haidt, the Social, Economic and Political ramifications from Rossiter, and the Judeo-Christian Values/Viewpoints of the Bible.

Finally, we will use these to evaluate and define the Doctrine of Predestination of the Calvinists.

This study will attempt to answer several questions, questions such as:

"How can anybody believe in..."
God, the Bible, science, etc.

One that I heard in the office recently, "how can two children raised in the same household, grow up to be so different?"

"How can anyone in their right mind vote for..."

Obama, Romney, Ron Paul, Sarah Palin, John McCain, etc.

"What are my responsibilities as a Parent to properly raise my children to be receptive to God's Call?"

"What are my responsibilities as a Child to my Parents to be receptive to God's Call?"

"Is everyone predestined to hear God's Call?"

And, the one we
say, or at least
think, so often:

"What are you
thinking!"

Ephesians 6:4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

Colossians 3:21 Fathers, do not embitter your children, or they will become discouraged.

Proverbs 5:1 My son, pay attention to my wisdom, listen well to my words of insight...

Proverbs 6:20 My son, keep your father's commands and do not forsake your mother's teaching. Bind them upon your heart forever, fasten them around your neck.

Ephesians 6:1 Children, obey your parents in the Lord for this is right.

Philippians 2:14 Do everything without complaining or arguing, so that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe.

Psychosocial Theory: Erikson

Doug Davis

and

Alan Clifton, Haverford '95

The Epigenetic Psychosexual Stages

Erikson believed that childhood is very important in personality development. He accepted many of Freud's theories, including the id, ego, and superego, and Freud's theory of infantile sexuality. But Erikson rejected Freud's attempt to describe personality solely on the basis of sexuality, and, unlike Freud, felt that personality continued to develop beyond five years of age.

All of the stages in Erikson's epigenetic theory are implicitly present at birth (at least in latent form), but unfold according to both an innate scheme and one's upbringing in a family that expresses the values of a culture. Each stage builds on the preceding stages, and paves the way for subsequent stages. Each stage is characterized by a psychosocial crisis, which is based on physiological development, but also on demands put on the individual by parents and/or society. Ideally, the crisis in each stage should be resolved by the ego in that stage, in order for development to proceed correctly.

The outcome of one stage is not permanent, but can be altered by later experiences. Everyone has a mixture of the traits attained at each stage, but personality development is considered successful if the individual has more of the "good" traits than the "bad" traits.

Ego Psychology

Erikson's theory of ego psychology holds certain tenets that differentiate his theory from Freud's. Some of these include:

- . The ego is of utmost importance.
- . Part of the ego is able to operate independently of the id and the superego.
- . The ego is a powerful agent that can adapt to situations, thereby promoting
- . mental health.
- . Social and sexual factors both play a role in personality development.

Psychology

The Id, Ego and Superego

*The Structural Model of
Personality*

*By Kendra Cherry, About.com
Guide*

*According to Sigmund Freud's
psychoanalytic theory of
personality, personality is
composed of three elements.
These three elements of
personality--known as the id, the
ego and the superego--work
together to create complex human
behaviors.*

The Id

The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and primitive behaviors. According to Freud, the id is the source of all psychic energy, making it the primary component of personality.

The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension.

For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life, because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are met.

However, immediately satisfying these needs is not always realistic or even possible. If we were ruled entirely by the pleasure principle, we might find ourselves grabbing things we want out of other people's hands to satisfy our own cravings.

This sort of behavior would be both disruptive and socially unacceptable. According to Freud, the id tries to resolve the tension created by the pleasure principle through the primary process, which involves forming a mental image of the desired object as a way of satisfying the need.

The Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious, preconscious, and unconscious mind.

The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses.

In many cases, the id's impulses can be satisfied through a process of delayed gratification--the ego will eventually allow the behavior, but only in the appropriate time and place.

The ego also discharges tension created by unmet impulses through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

The Superego

The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society--our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

There are two parts of the superego:

- 1. The ego ideal includes the rules and standards for good behaviors. These behaviors include those which are approved of by parental and other authority figures. Obeying these rules leads to feelings of pride, value and accomplishment.*
- 2. The conscience includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments or feelings of guilt and remorse.*

The superego acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather than upon realistic principles. The superego is present in the conscious, preconscious and unconscious.

The Interaction of the Id, Ego and Superego

With so many competing forces, it is easy to see how conflict might arise between the id, ego and superego. Freud used the term ego strength to refer to the ego's ability to function despite these dueling forces. A person with good ego strength is able to effectively manage these pressures, while those with too much or too little ego strength can become too unyielding or too disrupting.

According to Freud, the key to a healthy personality is a balance between the id, the ego, and the superego.

Erikson's theory was more comprehensive than Freud's, and included information about "normal" personality as well as neurotics. He also broadened the scope of personality to incorporate society and culture, not just sexuality. Criticisms of his theories ... have noted that he did no statistical research to generate his theories, and it is very hard to test his theories in order to validate them.

Erikson's stages of psychosocial development

From Wikipedia, the free encyclopedia

Erikson's stages of psychosocial development as articulated by Erik Erikson explain eight stages through which a healthily developing human should pass from infancy to late adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may

be expected to reappear as problems in the future.

However, mastery of a stage is not required to advance to the next stage. Erikson's stage theory characterizes an individual advancing through the eight life stages as a function of negotiating his or her biological forces and sociocultural forces. Each stage is characterized by a psychosocial crisis of these two conflicting forces (as shown in the table below). If an individual does indeed successfully reconcile these forces (favoring the first mentioned attribute in the crisis), he or she emerges from the stage with the corresponding virtue.

For example, if an infant enters into the toddler stage (autonomy vs. shame & doubt) with more trust than mistrust, he or she carries the virtue of hope into the remaining life stages.^[1]

Stage 1 - Hopes: Trust vs. Mistrust (Birth-2 years)

Existential Question: Can I Trust the World?

The first stage of Erik Erikson's theory centers around the infant's basic needs being met by the parents and this interaction leading to trust or mistrust. Trust as defined by Erikson is "an essential truthfulness of others as well as a fundamental sense of one's own trustworthiness."^[4] The infant depends on the parents, especially the mother, for sustenance and comfort. The child's relative understanding of world and society come from the parents and their interaction with the child.

If the parents expose the child to warmth, regularity, and dependable affection, the infant's view of the world will be one of trust. Should the parents fail to provide a secure environment and to meet the child's basic needs a sense of mistrust will result.^[5]

Development of mistrust can lead to feelings of frustration, suspicion, withdrawal, and a lack of confidence.^[4]

According to Erik Erikson, the major developmental task in infancy is to learn whether or not other people, especially primary caregivers, regularly satisfy basic needs.

If caregivers are consistent sources of food, comfort, and affection, an infant learns trust- that others are dependable and reliable. If they are neglectful, or perhaps even abusive, the infant instead learns mistrust- that the world is in an undependable, unpredictable, and possibly a dangerous place. While negative, having some experience with mistrust allows the infant to gain an understanding of what constitutes dangerous situations later in life.^[5]

Stage 2 - Will: Autonomy vs. Shame & Doubt (2-4 years)

- . Existential Question: Is It OK to Be Me?

As the child gains control over eliminative functions and motor abilities, they begin to explore their surroundings. The parents still provide a strong base of security from which the child can venture out to assert their will. The parents' patience and encouragement helps foster autonomy in the child. Children at this age like to explore the world around them and they are constantly learning about their environment.

Caution must be taken at this age while children may explore things that are dangerous to their health and safety.

At this age, children develop their first interests. For example, a child who enjoys music may like to play with the radio. Children who enjoy the outdoors may be interested in animals and plants. Highly restrictive parents, however, are more likely to instill in the child a sense of doubt, and reluctance to attempt new challenges. As they gain increased muscular coordination and mobility, toddlers become capable of satisfying some of their own needs.

They begin to feed themselves, wash and dress themselves, and use the bathroom.

If caregivers encourage self-sufficient behavior, toddlers develop a sense of autonomy—a sense of being able to handle many problems on their own. But if caregivers demand too much too soon, refuse to let children perform tasks of which they are capable, or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems.

Stage 3 - Purpose: Initiative vs. Guilt (Preschool, 4-5 years)

- . Existential Question: Is it OK for Me to Do, Move, and Act?

Initiative adds to autonomy the quality of undertaking, planning and attacking a task for the sake of just being active and on the move. The child is learning to master the world around them, learning basic skills and principles of physics. Things fall down, not up. Round things roll. They learn how to zip and tie, count and speak with ease. At this stage, the child wants to begin and complete their own actions for a purpose. Guilt is a confusing new emotion.

They may feel guilty over things that logically should not cause guilt. They may feel guilt when this initiative does not produce desired results.

The development of courage and independence are what set preschoolers, ages three to six years of age, apart from other age groups. Young children in this category face the challenge of initiative versus guilt. As described in Bee and Boyd (2004),^[5] the child during this stage faces the complexities of planning and developing a sense of judgment. During this stage, the child learns to take initiative and prepare for leadership and goal achievement roles.

Activities sought out by a child in this stage may include risk-taking behaviors, such as crossing a street alone or riding a bike without a helmet; both these examples involve self-limits. Within instances requiring initiative, the child may also develop negative behaviors. These behaviors are a result of the child developing a sense of frustration for not being able to achieve a goal as planned and may engage in behaviors that seem aggressive, ruthless, and overly assertive to parents. Aggressive behaviors, such as throwing objects, hitting, or yelling, are examples of observable behaviors during this stage.

Preschoolers are increasingly able to accomplish tasks on their own, and can start new things. With this growing independence comes many choices about activities to be pursued. Sometimes children take on projects they can readily accomplish, but at other times they undertake projects that are beyond their capabilities or that interfere with other people's plans and activities. If parents and preschool teachers encourage and support children's efforts, while also helping them make realistic and appropriate choices, children develop initiative- independence in planning and undertaking activities.

But if, instead, adults discourage the pursuit of independent activities or dismiss them as silly and bothersome, children develop guilt about their needs and desires.^[6]

Stage 4 - Competence: Industry vs. Inferiority (Latency, 5-12 years)

- . Existential Question: Can I Make it in the World of People and Things?

The aim to bring a productive situation to completion gradually supersedes the whims and wishes of play. The fundamentals of technology are developed. To lose the hope of such "industrious" association may pull the child back to the more isolated, less conscious familial rivalry of the Oedipal time. *[citation needed]*

"Children at this age are becoming more aware of themselves as individuals." They work hard at

"being responsible, being good and doing it right."

They are now more reasonable to share and cooperate. Allen and Marotz (2003) ^[7] also list some perceptual cognitive developmental traits specific for this age group. Children grasp the concepts of space and time in more logical, practical ways. They gain a better understanding of cause and effect, and of calendar time. At this stage, children are eager to learn and accomplish more complex skills: reading, writing, telling time.

They also get to form moral values, recognize cultural and individual differences and are able to manage most of their personal needs and grooming with minimal assistance.^[7]

At this stage, children might express their independence by talking back and being disobedient and rebellious.

Erikson viewed the elementary school years as critical for the development of self-confidence. Ideally, elementary school provides many opportunities for children to achieve the recognition of teachers, parents and peers by producing things - drawing pictures, solving addition problems, writing sentences, and so on.

If children are encouraged to make and do things and are then praised for their accomplishments, they begin to demonstrate industry by being diligent, persevering at tasks until completed, and putting work before pleasure. If children are instead ridiculed or punished for their efforts or if they find they are incapable of meeting their teachers' and parents' expectations, they develop feelings of inferiority about their capabilities.^[1]

At this age, children start recognizing their special talents and continue to discover interests as their education improves.

They may begin to choose to do more activities to pursue that interest, such as joining a sport if they know they have athletic ability, or joining the band if they are good at music. If not allowed to discover own talents in their own time, they will develop a sense of lack of motivation, low self-esteem, and lethargy. They may become "couch potatoes" if they are not allowed to develop interests.

Stage 5 - Fidelity: Identity vs. Role Confusion (Adolescence, 13-19 years)

- . Existential Question: Who Am I and What Can I Be?

The adolescent is newly concerned with how they appear to others. Superego identity is the accrued confidence that the outer sameness and continuity prepared in the future are matched by the sameness and continuity of one's meaning for oneself, as evidenced in the promise of a career. The ability to settle on a school or occupational identity is pleasant. In later stages of Adolescence, the child develops a sense of sexual identity.

As they make the transition from childhood to adulthood, adolescents ponder the roles they will play in the adult world. Initially, they are apt to experience some role confusion—mixed ideas and feelings about the specific ways in which they will fit into society—and may experiment with a variety of behaviors and activities (e.g. tinkering with cars, baby-sitting for neighbors, affiliating with certain political or religious groups). Eventually, Erikson proposed, most adolescents achieve a sense of identity regarding who they are and where their lives are headed. Erikson is credited with coining the term "Identity Crisis."^[8]

Each stage that came before and that follows has its own 'crisis', but even more so now, for this marks the transition from childhood to adulthood. This passage is necessary because "Throughout infancy and childhood, a person forms many identifications. But the need for identity in youth is not met by these."^[9] This turning point in human development seems to be the reconciliation between 'the person one has come to be' and 'the person society expects one to become'. This emerging sense of self will be established by 'forging' past experiences with anticipations of the future.

In relation to the eight life stages as a whole, the fifth stage corresponds to the crossroads: What is unique about the stage of Identity is that it is a special sort of synthesis of earlier stages and a special sort of anticipation of later ones. Youth has a certain unique quality in a person's life; it is a bridge between childhood and adulthood. Youth is a time of radical change—the great body changes accompanying puberty, the ability of the mind to search one's own intentions and the intentions of others, the suddenly sharpened awareness of the roles society has offered for later life.^[8]

Adolescents "are confronted by the need to re-establish [boundaries] for themselves and to do this in the face of an often potentially hostile world."^[10] This is often challenging since commitments are being asked for before particular identity roles have formed. At this point, one is in a state of 'identity confusion', but society normally makes allowances for youth to "find themselves," and this state is called 'the moratorium':

The problem of adolescence is one of role confusion—a reluctance to commit which may haunt a person into his mature years.

Given the right conditions—and Erikson believes these are essentially having enough space and time, a psychosocial moratorium, when a person can freely experiment and explore—what may emerge is a firm sense of identity, an emotional and deep awareness of who he or she is.^[10]

As in other stages, bio-psycho-social forces are at work. No matter how one has been raised, one's personal ideologies are now chosen for oneself. Oftentimes, this leads to conflict with adults over religious and political orientations.

Another area where teenagers are deciding for themselves is their career choice, and oftentimes parents want to have a decisive say in that role. If society is too insistent, the teenager will acquiesce to external wishes, effectively forcing him or her to 'foreclose' on experimentation and, therefore, true self-discovery. Once someone settles on a worldview and vocation, will he or she be able to integrate this aspect of self-definition into a diverse society? According to Erikson, when an adolescent has balanced both perspectives of "What have I got?" and "What am I going to do with it?" he or she has established their identity:^[8]

Dependent on this stage is the ego quality of *fidelity*—*the ability to sustain loyalties freely pledged in spite of the inevitable contradictions and confusions of value systems.* (Italics in original)^[10]

Given that the next stage (Intimacy) is often characterized by marriage, many are tempted to cap off the fifth stage at 20 years of age. However, these age ranges are actually quite fluid, especially for the achievement of identity, since it may take many years to become grounded, to identify the object of one's fidelity, to feel that one has "come of age."

In the biographies *Young Man Luther* and *Gandhi's Truth*, Erikson determined that their crises ended at ages 25 and 30, respectively:

Erikson does note that the time of Identity crisis for persons of genius is frequently prolonged. He further notes that in our industrial society, identity formation tends to be long, because it takes us so long to gain the skills needed for adulthood's tasks in our technological world.

So... we do not have an exact time span in which to find ourselves. It doesn't happen automatically at eighteen or at twenty-one.

A *very* approximate rule of thumb for our society would put the end somewhere in one's twenties.^[8]

Stage 6 - Love: Intimacy vs. Isolation (Young adulthood, 20-24, or 20-40 years)

- . Existential Question: Can I Love?

The Intimacy vs. Isolation conflict is emphasized around the age of 30. At the start of this stage, identity vs. role confusion is coming to an end, though it still lingers at the foundation of the stage (Erikson, 1950). Young adults are still eager to blend their identities with friends. They want to fit in. Erikson believes we are sometimes isolated due to intimacy. We are afraid of rejections such as being turned down or our partners breaking up with us.

We are familiar with pain, and to some of us, rejection is painful; our egos cannot bear the pain. Erikson also argues that "Intimacy has a counterpart: Distantiation: the readiness to isolate and if necessary, to destroy those forces and people whose essence seems dangerous to our own, and whose territory seems to encroach on the extent of one's intimate relations" (1950).^{[11][12]}

Once people have established their identities, they are ready to make long-term commitments to others.

They become capable of forming intimate, reciprocal relationships (e.g. through close friendships or marriage) and willingly make the sacrifices and compromises that such relationships require. If people cannot form these intimate relationships – perhaps because of their own needs – a sense of isolation may result.

Stage 7 - Care: Generativity vs. Stagnation (Middle adulthood, 25-64, or 40-64 years)

- . Existential Question: Can I Make My Life Count?

Generativity is the concern of guiding the next generation. Socially-valued work and disciplines are expressions of generativity. Simply having or wanting children does not in and of itself achieve generativity. The adult stage of generativity has broad application to family, relationships, work, and society.

“Generativity, then is primarily the concern in establishing and guiding the next generation...the concept is meant to include...productivity and creativity”

[13]

During middle age the primary developmental task is one of contributing to society and helping to guide future generations. When a person makes a contribution during this period, perhaps by raising a family or working toward the betterment of society, a sense of generativity - a sense of productivity and accomplishment-results.

In contrast, a person who is self-centered and unable or unwilling to help society move forward develops a feeling of stagnation- a dissatisfaction with the relative lack of productivity.

Central tasks of middle adulthood

- . Express love through more than sexual contacts.
- . Maintain healthy life patterns.
- . Develop a sense of unity with mate.
- . Help growing and grown children to be responsible adults.
- . Relinquish central role in lives of grown children.
- . Accept children's mates and friends.

- . Create a comfortable home.
- . Be proud of accomplishments of self and mate/spouse.
- . Reverse roles with aging parents.
- . Achieve mature, civic and social responsibility.
- . Adjust to physical changes of middle age.
- . Use leisure time creatively.

Stage 8 - Wisdom: Ego Integrity vs. Despair (Late adulthood, 65-death)

- . Existential Question: Is it OK to Have Been Me?

As we grow older and become senior citizens we tend to slow down our productivity and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our life as unproductive, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

The final developmental task is retrospection: people look back on their lives and accomplishments. They develop feelings of contentment and integrity if they believe that they have led a happy, productive life. They may instead develop a sense of despair if they look back on a life of disappointments and unachieved goals.

This stage can occur out of the sequence when an individual feels they are near the end of their life (such as when receiving a terminal disease diagnosis).

Erikson – Psychosocial Development Stages

Stage 1 - Psychosocial

Conflict: Trust vs Mistrust

Major Question: "Can I trust the people around me?"

Basic Virtue: Hope

Important Event(s): Feeding

The trust versus mistrust stage is the first stage of Erik Erikson's theory of psychosocial development. This stage occurs between birth and approximately 18 months of age. According to Erikson, the trust versus mistrust stage is the most important period in a person's life.

Because an infant is entirely dependent upon his or her caregivers, the quality of care that the child receives plays an important role in the shaping of the child's personality. During this stage, children learn whether or not they can trust the people around them. When a baby cries, does his caregiver attend to his needs? When he is frightened, will someone comfort him?

When these needs are consistently met, the child will learn that he can trust the people that are caring for him.

If, however, these needs are not consistently met, the child will begin to mistrust the people around him.

Requires:

Satiety v. Deprivation

Contentment v. Alarm

Loving Response v. Callous

Neglect

If a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable or rejecting contribute to feelings of mistrust in the children they care for.

Stage 2 - Psychosocial Conflict:

Autonomy versus Shame and Doubt

3. **Major Question:** "Can I do things myself or am I reliant on the help of others?"

4. **Basic Virtue:** Will

5. **Important Event(s):** Toilet Training

Autonomy versus shame and doubt is the second stage of Erik Erikson's stages of psychosocial development. This stage occurs between the ages of 18 months to approximately age two to three years. According to Erikson, children at this stage are focused on developing a greater sense of self-control.

Gaining a sense of personal control over the world is important at this stage of development. Toilet training plays a major role; learning to control one's body functions leads to a feeling of control and a sense of independence. Other important events include gaining more control over food choices, toy preferences and clothing selection.

Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

Stage 3 - Psychosocial

Conflict: Initiative versus Guilt

Major Question: "Am I good or bad?"

Basic Virtue: Purpose

Important Event(s):

Exploration, Play

Initiative versus guilt is the third stage of Erik Erikson's theory of psychosocial development. This stage occurs during the preschool years, between the ages of three and five. During the initiative versus guilt stage, children begin to assert their power and control over the world through directing play and other social interaction.

Children need to begin asserting control and power over the environment by taking initiative by planning activities, accomplishing tasks and facing challenges.

During this stage, it is important for caregivers to encourage exploration and to help children make appropriate choices.

Caregivers who are discouraging or dismissive may cause children to feel ashamed of themselves and to become overly dependent upon the help of others.

Play and imagination takes on an important role at this stage.

Children have their sense of initiative reinforced by being given the freedom and encouragement to play. When efforts to engage in physical and imaginative play are stifled by caregivers, children begin to feel that their self-initiated efforts are a source of embarrassment. Success in this stage leads to a sense of purpose, while failure results in a sense of guilt.

**Stage 4 - Psychosocial
Conflict:** Industry versus
Inferiority

Major Question: "How can I be good?"

Basic Virtue: Competence

Important Event(s): School
Industry versus inferiority is the fourth stage of Erik Erikson's theory of psychosocial development. The stage occurs during childhood between the ages of six and eleven. School and social interaction play an important role during this time of a child's life. Through social interactions, children begin to develop a sense of pride in their

accomplishments and abilities.

During the industry versus inferiority stage, children become capable of performing increasingly complex tasks. As a result, they strive to master new skills.

Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful.

According to Erikson, this stage is vital in the development of self-confidence.

During school and other social activities, children receive praise and attention for performing various tasks such as reading, writing, drawing and solving problems. Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Stage 5 - Psychosocial Conflict: Identity Versus Confusion

Major Question: "Who am I?"

Basic Virtue: Fidelity

Important Event(s): Social
Relationships

Identity versus confusion is the fifth stage of Erik Erikson's theory of psychosocial development. This stage occurs during adolescence between the ages of approximately 12 to 18. Teens need to develop a sense of self and personal identity. During adolescence, children are exploring their independence and developing a sense of self.

As they make the transition from childhood to adulthood, teens may begin to feel confused or insecure about themselves and how they fit in to society. As they seek to establish a sense of self, teens may experiment with different roles, activities and behaviors. According to Erikson, this is important to the process of forming a strong identity and developing a sense of direction in life.

Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control.

Those who remain unsure of their beliefs and desires will be insecure and confused about themselves and the future.

Stage 6 - Psychosocial Conflict: Intimacy Versus Isolation

Major Question: "Will I be
loved or will I be alone?"

Basic Virtue: Love

Important Event(s): Romantic
Relationships

Intimacy versus isolation is the sixth stage of Erik Erikson's theory of psychosocial development. This stage takes place during young adulthood between the ages of approximately 19 and 40. During this period of time, the major conflict centers on forming intimate, loving relationships with other people.

While psychosocial theory is often presented as a series of neatly defined, sequential steps, it is important to remember that each stage contributes to the next. For example, Erikson believed that having a fully formed sense of self (established during the identity versus confusion stage) is essential to being able to form intimate relationships. Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness, and depression.

Erikson believed it was vital that people develop close, committed relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

Stage 7 - Psychosocial Conflict:

Generativity Versus Stagnation

Major Question: "How can I contribute to the world?"

Basic Virtue: Care

Important Event(s):

Parenthood and Work

Generativity versus stagnation is the seventh stage of Erik Erikson's theory of psychosocial development. This stage takes place during middle adulthood between the ages of approximately 40 and 65.

During this time, adults strive to create or nurture things that will outlast them; often by having children or contributing to positive changes that benefits other people.

Contributing to society and doing things to benefit future generations are important needs at the generativity versus stagnation stage of development.

Generativity refers to "making your mark" on the world, through caring for others, creating things and accomplishing things that make the world a better place.

Stagnation refers to the failure to find a way to contribute.

These individuals may feel disconnected or uninvolved with their community and with society as a whole.

Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.

Stage 8 - Psychosocial Conflict:

Integrity versus despair

Major Question: "Did I live a meaningful life?"

Basic Virtue: Wisdom

Important Event(s): Reflecting back on life

Integrity versus despair is the eighth and final stage of Erik Erikson's theory of psychosocial development. This stage occurs during late adulthood from age 65 through the end of life.

During this period of time, people reflect back on the life they have lived and come away with either a sense of fulfillment from a life well lived or a sense of regret and despair over a life misspent.

Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death. Those who feel proud of their accomplishments will feel a sense of integrity.

Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.

Those who are unsuccessful during this phase will feel that their life has been wasted and will experience many regrets. The individual will be left with feelings of bitterness and despair.

Review:

Erikson's Stages of Psychosocial Development

Like Piaget, Erik Erikson (1902-1994) maintained that children develop in a predetermined order. Instead of focusing on cognitive development, however, he was interested in how children socialize and how this affects their sense of self. *Erikson's Theory of Psychosocial Development* has eight distinct stages, each with two possible outcomes.

According to the theory, successful completion of each stage results in a healthy personality and successful interactions with others.

Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

1 - Trust Versus Mistrust. From ages birth to one year, children begin to learn the ability to trust others based upon the consistency of their caregiver(s). If trust develops successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore an sense of fear about the inconsistent world. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

2 - Autonomy vs. Shame and Doubt. Between the ages of one and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and

feel a sense of shame or doubt in their own abilities.

3 - Initiative vs. Guilt. Around age three and continuing to age six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative.

4 - Industry vs. Inferiority. From age six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through to completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child's development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.

5 - Identity vs. Role Confusion.

During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of who they are can be hindered, which results in a sense of confusion ("I don't know what I want to be when I grow up") about themselves and their role in the world.

6 - Intimacy vs. Isolation.

Occurring in Young adulthood, we begin to share ourselves more intimately with others. We explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

7 - Generativity vs. Stagnation.

During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive.

8 - Ego Integrity vs. Despair. As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our lives as unproductive, feel guilt about our pasts, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.