Tell a story about two people. One person successfully resolves Erikson’s eight psychosocial conflicts, the other person does not. Make a story that links the psychosocial conflicts together.

<table>
<thead>
<tr>
<th>Infancy</th>
<th>Toddlerhood</th>
<th>Early Childhood</th>
<th>Middle and late Childhood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trust vs. mistrust</strong></td>
<td><strong>Autonomy vs. doubt</strong></td>
<td><strong>Initiative vs. guilt</strong></td>
<td><strong>Industry vs. inferiority</strong></td>
</tr>
</tbody>
</table>

- Reliance on consistent and warm caregivers produces a sense of predictability and trust in the environment.
- Caregivers encourage independence and self-sufficiency, promoting positive self-esteem.
- The child learns to initiate activities and develops a sense of social responsibility concerning the rights of others; promotes self-confidence.
- Through experiences with parents and “keeping up” with peers, the child develops a sense of pride and competence in schoolwork and home and social activities.

<table>
<thead>
<tr>
<th>Middle Adulthood</th>
<th>Late Adulthood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity vs. identity diffusion</strong></td>
<td><strong>Ego integrity vs. despair</strong></td>
</tr>
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</table>

- Through experimentation with different roles, the adolescent develops an integrated and stable self-definition; forms commitments to future adult roles.
- By establishing lasting and meaningful relationships, the young adult develops a sense of connectedness and intimacy with others.
- Through child rearing, caring for others, productive work, and community involvement, the adult expresses unselfish concern for the welfare of the next generation.

<table>
<thead>
<tr>
<th>Adolescence</th>
<th>Middle Adulthood</th>
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<tbody>
<tr>
<td><strong>Intimacy vs. isolation</strong></td>
<td><strong>Generativity vs. stagnation</strong></td>
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- Advanced with meaningful relationships, the young adult develops a sense of pride in his or her identity and role in society.
- Because of fear of rejection or excessive self-preoccupation, the young adult is unable to form close, meaningful relationships and becomes psychologically isolated.
- Self-indulgence, self-absorption, and a preoccupation with one’s own needs lead to a sense of stagnation, boredom, and a lack of meaningful accomplishments.

- In looking back on his or her life, the older adult experiences a strong sense of self-acceptance and meaningfulness in his or her accomplishments.
- In reviewing his or her life, the older adult experiences regret, dissatisfaction, and disappointment about his or her life and accomplishments.
Erik Erikson: Psychosocial Stages of Development

Unlike Freud, Erikson believed that development continues beyond puberty across the lifespan based on how the individual deals with conflicts or crises. Resolutions of these crises or conflicts are NOT an either/or outcome, but rather do they tend to be positive or negative. These conflicts continue to occur throughout the lifespan, but have a greater impact at different periods.

If there are more positive experiences than negative experiences, one has a positive resolution at that stage. A certain amount of negative experiences (mistrust, shame, guilt, etc.) is healthy.

Positive resolution of each conflict (Erikson called them crises) contribute to a progressive strengthening of the self, where negative resolution results in the weakening of the self. A positive resolution at one stage increases the chances that an individual will positively resolve a crisis at other stages. Conversely, a negative resolution at one stage reduces the chances of a positive resolution at subsequent stages.
Trust vs. mistrust (birth to 18 months)

<table>
<thead>
<tr>
<th>Trust</th>
<th>Mistrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliance on consistent and warm caregivers produces a sense of predictability and trust in the environment.</td>
<td>Physical and psychological neglect by caregivers leads to fear, anxiety, and mistrust of the environment.</td>
</tr>
</tbody>
</table>

Development of Trust by the infant: When the mother leaves the infant’s sight, the infant will not become overly anxious that the mother will still be around to meet it’s needs.
- Infants that are securely attached when parents tend to be warm, responsive and sensitive to the infant’s needs.
- Preschoolers with a history of secure attachment tend to be more prosocial, empathic and socially competent.
- Adolescents with a history of secure attachment in infancy have fewer problems, do better in school and have more successful relationships with their peers compared to those who were insecurely attached in infancy.

Development of Mistrust: When the mother has a poor attitude towards infants, parenting, etc and acts in an unreliable, aloof and rejecting way. This lack of dependability is likely to frustrate, anger and enrage the infant leading the infant to be more demanding and unpredictable.
- Infants that are insecurely attached are when parents tend to be neglectful, inconsistent, or insensitive to the infant’s moods or behaviors.
Example:
Research shows that parents who respond immediately to their infant’s cries and demands are sensitive to their infant’s needs and have children who are secure and demand less proximity and physical contact as they grow older.
Autonomy versus doubt (18 months – 3 years)

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>Doubt</th>
</tr>
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</table>

Development of autonomy and self-control: If the parents guide their child’s behavior gradually and firmly, the child will experience an increased sense of pride in their accomplishments and good feelings towards others. The child feels that they are now individuals in their own right.

Development of shame and doubt: If parents are either too permissive or too harsh and demanding, children experience a sense of defeat.
### Initiative versus guilt (3-6 years)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Guilt</th>
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<tr>
<td>The child learns to initiate activities and develops a sense of social responsibility concerning the rights of others; promotes self-confidence.</td>
<td>Parental overcontrol stifles the child’s spontaneity, sense of purpose, and social learning; promotes guilt and fear of punishment.</td>
</tr>
</tbody>
</table>

During this stage, people feel compelled to explore what kind of person they may become (this is especially true now that the child has their own means of locomotion).

The child starts to take the **initiative** and explore their environment and interact with the environment and others beyond the child’s parents. The child engages in more play, experimental activities, and persistently ask questions to understand the world around them. Their imaginations are active and they fantasize about being adults. If a child is punished for these initiating these explorations (which can violate social norms), they will develop a sense of **guilt**. If the parent acts in a way that guide the child’s motives in a socially acceptable manner, the child develops a sense of purpose.

**Example:**
A four-year old who plays with Daddy’s expensive VCR system is firmly but gently forbidden to play with the VCR. The child learns the activity is wrong without being made to feel guilty for having initiated the behavior. One has to be careful to admonish the behavior and not the person, and make this distinction clear.
Industry versus inferiority (6-12 years)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Inferiority</th>
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<tr>
<td>Through experiences with parents and &quot;keeping up&quot; with peers, the child develops a sense of pride and competence in schoolwork and home and social activities.</td>
<td>Negative experiences with parents or failure &quot;to &quot;keep up&quot; with peers leads to pervasive feelings of inferiority and inadequacy.</td>
</tr>
</tbody>
</table>

Teachers (as defined by that particular culture) become important in a child’s life during this time by preparing children for the future in helping them understand the world around them to complete jobs or failing to teach the child, leading to frustration and perhaps learned helplessness.

This is a period of learning new skills and busy learning how to complete jobs (industry). When a child fails to learn and do new things, they come to feelings of inferiority.

Example:
A ten-year-old is encouraged to make a science project and exhibit it at the science fair. Following through on this initiated activity produces a sense of industry. Failure to follow through and complete this project leads to feelings of inferiority.
Identity versus role confusion (adolescence)

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<tr>
<td>Through experimentation with different roles, the adolescent develops an integrated and stable self-definition; forms commitments to future adult roles.</td>
<td>An apathetic adolescent or one who experiences pressures and demands from others may feel confusion about his or her identity and role in society.</td>
</tr>
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</table>

The beginnings of the formation of an identity take place—a conscious sense of direction and uniqueness. Identities can be made through our peers, religion, job, possessions, etc.

Individuals who have adequately resolved the conflicts inherent in the prior stages bring into adolescence a growing sense of self-identity. The parents make the adolescent feel they are somebody. The parents have reacted with consistency and love, an integral part of the family, budding sense of independence and personal efficacy. The individual recognizes their own competence, can take initiative, and able to see a variety of tasks through completion.

A negative identity consists of the things the individual has been punished for and feels guilty or ashamed about with feelings of inadequacy and incompetence based on past failures.
Erikson maintains that confused youths try to establish their identities by overidentifying with an assortment of heroes of cliques and crowds and become defensive about criticisms of these heroes. Adolescents who are unclear about their identity, Erikson argues is not their fault, but can be traced to a generation of adults, some of who are unclear about their own values and cannot provide guidance. People who successfully resolve conflicts of identity develop a sense of community and works well with others and contribute to society. People who unsuccessfully resolve their conflicts act in a scornful and hostile way towards the community and form associations with others who act in this way.

**Example:**
A Catholic adolescent is allowed to explore other religions in an attempt to establish her own religious value structure. An adolescent who is not allowed to explore other religions on his own may have difficulty developing an individual religious value structure.
**Intimacy versus isolation (young adulthood)**

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<th>Isolation</th>
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<td>By establishing lasting and meaningful relationships, the young adult develops a sense of connectedness and intimacy with others.</td>
<td>Because of fear of rejection or excessive self-preoccupation, the young adult is unable to form close, meaningful relationships and becomes psychologically isolated.</td>
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Erikson is not referring to intimacy involved in sexual intercourse.

Healthy adults have established a stable self-identity, which makes it possible for them to form intimate relationships with others, and they are eager and ready to strengthen their identity—can you identify a person that you can trust and feel safe with?

An effort is made to commit themselves to partnerships and abide by these commitments even though they call for significant compromises and sacrifices.

Erikson thought that true intimate relationships was possible only between partners who have clearly established identities and loyalties. Since adolescents are still struggling to establish their identities, it follows that they cannot love in the truest sense. What adolescents, he claims, experience is infatuation.

Young adults who cannot develop a capacity for intimacy and productive work experience isolation—an inability to take chances with one’s identity by sharing true intimacy. These individuals are self-absorbed and engage in interpersonal relationships on a superficial level.
Example:
A twenty-two-year-old man ponders whether to commit to his female companion. He weighs the risk of being hurt, or having to merge and give up parts of his newly established identity, against the rewards of true intimacy. If he chooses to maintain his individual identity against the rewards of true intimacy, he will experience isolation.
### Generativity versus stagnation (mid-adulthood)

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<th>Stagnation</th>
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<td>Through child rearing, caring for others, productive work, and community</td>
<td>Self-indulgence, self-absorption, and a preoccupation with one’s own needs</td>
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<td>involvement, the adult expresses unselfish concern for the welfare of the</td>
<td>lead to a sense of stagnation, boredom, and a lack of meaningful accomplishments.</td>
</tr>
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<td>next generation.</td>
<td></td>
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Healthy adults have established a career and mature relationships with others. In Erikson’s view, the primary responsibility is the guidance of the next generation. This can occur by raising children, guiding younger generations, creation of ideas, art, products, etc.

The crisis revolves around whether or not the individual will contribute to society or **stagnate**.

**Stagnation** involves the lack of productivity, boredom, and interpersonal impoverishment.

**Example:**
A thirty-one-year-old woman mulls the option of spending her free time teaching adolescents or spending more time at her job to get a promotion or raise. Choosing to be involved with future generations will provide her with generativity. Choosing her own personal gain will lead to stagnation.
## Ego Integrity versus Despair (late adulthood)

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<th>Despair</th>
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<td>In reviewing his or her life, the older adult experiences a strong sense of self acceptance and meaningfulness in his or her accomplishments.</td>
<td>In looking back on his or her life, the older adult experiences regret, dissatisfaction, and disappointment about his or her life and accomplishments.</td>
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Healthy people are those who have adapted and accepted to the triumphs and disappointments in their lives. They are able to look back at their lives and conclude that they were special and had meaning. They also accept the inevitability of death as a necessary part of the life cycle and do not fear it.

Individuals who have not been able to accept some of the inevitable failures in their life and who have led selfish, uncaring lives experience despair because they realize life is short and no time to start a new life or try to out new paths to integrity.

**Example:**
An eighty-year-old man reflects on his life. He considers an opportunity he had forty years ago to change careers and move across the country. He refused the job opportunity and now thinks that was a good decision and that he has experienced a satisfying life. If he viewed his past choice as a lost opportunity, a bad decision, he would most likely be consigned to despair.
At the hospital, Homer sits on an examining table in his underwear, and Dr. Hibbert and Marge come in. Homer takes a look at Marge’s sad demeanor and concludes, “Ooh! It’s good news, isn’t it!” But it isn’t.

Dr. H.: You have twenty-four hours to live.
Homer: Twenty-four hours!
Dr. H.: Well, twenty-two. I’m sorry I kept you waiting so long.

Homer embraces Marge.

Dr. H.: Well, if there’s one consolation, it’s that you will feel no pain at all until some time tomorrow evening, when your heart suddenly explodes. Now, a little death anxiety is normal. You can expect to go through five stages. The first is denial.

Homer: No way! Because I’m not dying! (He hugs Marge.)
Dr. H: The second is anger.
Homer: Why you little! (He steps towards Dr. H.)
Dr. H: After that comes fear*.
Homer: What’s after fear? What’s after fear? (He cringes.)
Dr. H: Bargaining.
Homer: Doc, you gotta get me out of this! I’ll make it worth your while!
Dr. H: Finally, acceptance.
Homer: Well, we all gotta go sometime.
Dr. H: Mr. Simpson, your progress astounds me.

He leaves Homer a pamphlet, “So You’re Going to Die.”

*Kubler-Ross’s stages are denial, anger, bargain, depression, acceptance