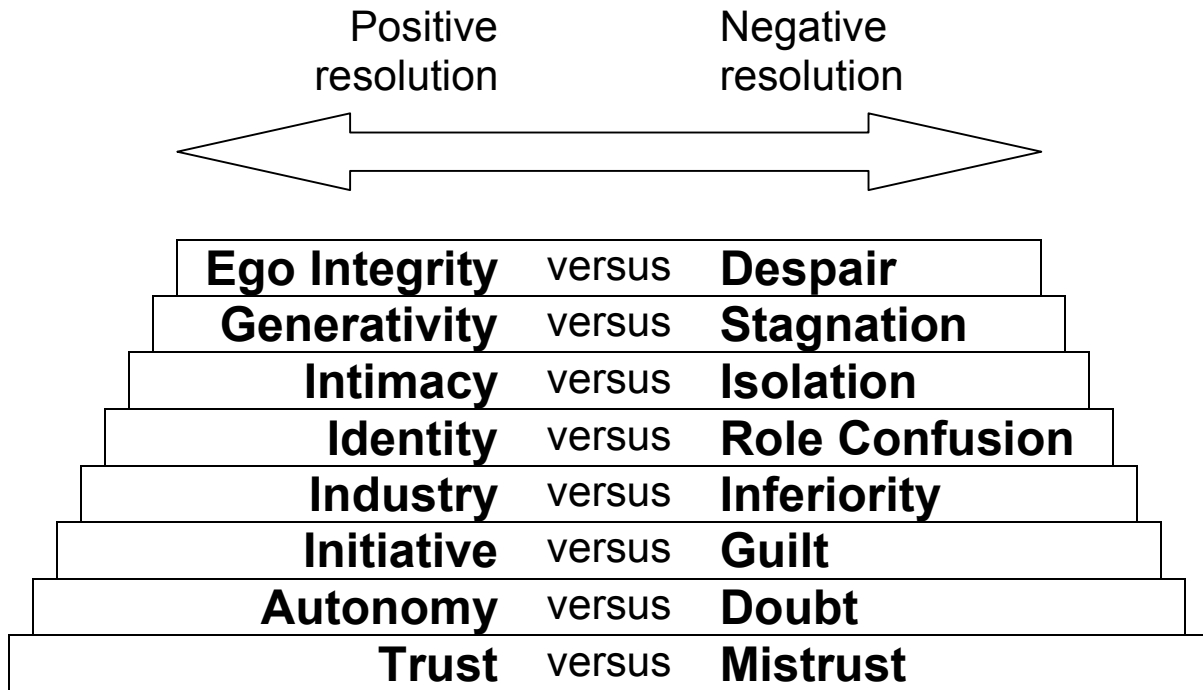|		
In reviewing his or her life, the older adult experiences a strong sense of self acceptance and meaningfulness in his or her accomplishments.	Late Adulthood **Ego integrity vs. despair**	In looking beckon his or her life, the older adult experiences regret, dissatisfaction, and disappointment about his or her life and accomplishments.
Through child rearing, caring for others, productive work, and community involvement, the adult expresses unselfish concern for the welfare of the next generation.	Middle Adulthood **Generativity vs. stagnation**	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.
By establishing lasting and meaningful relationships, the young adult develops a sense of connectedness and intimacy with others.	Young adulthood **Intimacy vs. isolation**	Because of fear of rejection or excessive self-preoccupation, the young adult is unable to form close, meaningful relationships and becomes psychologically isolated.
Through experimentation with different roles, the adolescent develops an integrated and stable self-definition; forms commitments to future adult roles.	Adolescence **Identity vs. identity diffusion**	An apathetic adolescent or one who experiences pressures and demands from others may feel confusion about his or her identity and role in society.
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.	Middle and late Childhood **Industry vs. inferiority**	Negative experiences with parents or failure 'to "keep up" with peers leads to pervasive feelings of inferiority and inadequacy.
The child learns to initiate activities and develops a sense of social responsibility concerning the rights of others; promotes self-confidence.	Early Childhood **Initiative vs. guilt**	Parental overcontrol stifles the child's spontaneity, sense of purpose, and social learning; promotes guilt and fear of punishment.
Caregivers encourage independence and self-sufficiency, promoting positive self -esteem.	Toddlerhood **Autonomy vs. doubt**	Overly restrictive caregiving leads to self-doubt in abilities and low self-esteem.
Reliance on consistent and warm caregivers produces a sense of predictability and trust in the environment.	Infancy **Trust vs. mistrust**	Physical and psychological neglect by caregivers leads to fear, anxiety, and mistrust of the environment.

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.

Positive resolution		Negative resolution
Ego Integrity	versus	**Despair**
Generativity	versus	**Stagnation**
Intimacy	versus	**Isolation**
Identity	versus	**Role Confusion**
Industry	versus	**Inferiority**
Initiative	versus	**Guilt**
Autonomy	versus	**Doubt**
Trust	versus	**Mistrust**

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.

- A <u>positive resolution</u> of each conflict (Erikson called them crises) contribute to a progressive <u>strengthening</u> of the self and a positive resolution at early stages increases the chances that an individual will <u>positively</u> resolve a crisis at late stages.
- A <u>negative resolution</u> of each conflict contribute to a progressive <u>weakening</u> of the self and a negative resolution at early stages increases the chances that an individual will <u>negatively</u> resolve a crisis at other stages.

<u>Trust vs. mistrust (birth to 18 months)</u>

Is the world a stable and predictable place where I can make sense of it?

Trust	Mistrust
The infant develops the belief that world is an orderly and predictable place.	The infant develops the belief that world is NOT an orderly and predictable place.

<u>Development of Trust</u> by the infant:
- Reliance on consistent and warm caregivers produces a sense of predictability and trust in the environment. 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.

- Parents that tend to be warm, responsive and sensitive to the infant's needs, have infants that are <u>securely attached.</u>
    □ 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.
- Physical and psychological neglect by caregivers leads to fear, anxiety, and mistrust of the environment.

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)

Can I do things for myself or not?

Autonomy	Doubt
The perception of the child that he/she can act independently and that the child is in control of our actions and our actions have an influence on the environment.	The perception of the child that their behavior is not under their control but is determined by other people and external forces.

Development of autonomy and self-control:
- If a child starts making decisions for themselves, they start to explore the world around them to see if their behavior influences the world around them.
- Parents need to gradually guide their children's behavior when they want to make decisions for themselves.

Development of shame and doubt:
- If parents always insist on feeding a child, the child may begin to doubt his or her ability to perform this activity.
- If parents are either too permissive or too harsh and demanding, children experience a sense of defeat and doubt.

Initiative versus guilt (3-6 years)

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).

Initiative	Guilt
The child learns to initiate activities and develops a sense of social responsibility concerning the rights of others; promotes self-confidence.	Parental overcontrol stifles the child's spontaneity, sense of purpose, and social learning; promotes guilt and fear of punishment.

- The child starts to take the <u>initiative</u> 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 <u>guilt</u>. 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.
- Guilt arises when failures are seen as failures and not as a learning experience.

<u>Example:</u>

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)

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 <u>learned helplessness</u>.

Industry	Inferiority
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.	Negative experiences with parents or failure 'to "keep up" with peers leads to pervasive feelings of inferiority and inadequacy.

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

If mistakes are seen as a learning experience, you are more likely to tip towards industry. If you view it as a failure, then it is more likely to tip towards inferiority.

<u>Example:</u>

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)

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.

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

- 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, cliques or 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)

Can I form lasting relationships with others or not?

Intimacy	Isolation
By establishing lasting and meaningful relationships, the young adult develops a sense of connectedness and intimacy with others.	Because of fear of rejection or excessive self-preoccupation, the young adult is unable to form close, meaningful relationships and becomes psychologically isolated.

For Erikson, intimacy involves the ability to relate one's deepest hopes and fears to another person and to accept another's need for intimacy in turn—which goes beyond sexual intimacy.

- Healthy adults have established a stable self-identity, which makes it possible for them to form <u>intimate</u> 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? Do you feel safe disclosing information about yourself?
- 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)

Where will you go with your life?

Generativity	Stagnation
Through child rearing, caring for others, productive work, and community involvement, the adult expresses unselfish concern for the welfare of the next generation.	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.

- 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)

How do I feel about my life?

Ego integrity	Despair
In reviewing his or her life, the older adult experiences a strong sense of self acceptance and meaningfulness in his or her accomplishments.	In looking beckon his or her life, the older adult experiences regret, dissatisfaction, and disappointment about his or her life and accomplishments.

- 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.

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.