

In reviewing his or her life, the older adult experiences a strong sense of self acceptance and meaningfulness in his or her accomplishments.	<u>Late Adulthood</u> Ego integrity vs. despair	In looking back on 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.	<u>Middle Adulthood</u> 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.	<u>Young adulthood</u> 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.	<u>Adolescence</u> 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.	<u>Middle and late Childhood</u> 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.	<u>Early Childhood</u> 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.	<u>Toddlerhood</u> 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.	<u>Infancy</u> Trust vs. mistrust	Physical and psychological neglect by caregivers leads to fear, anxiety, and mistrust of the environment.

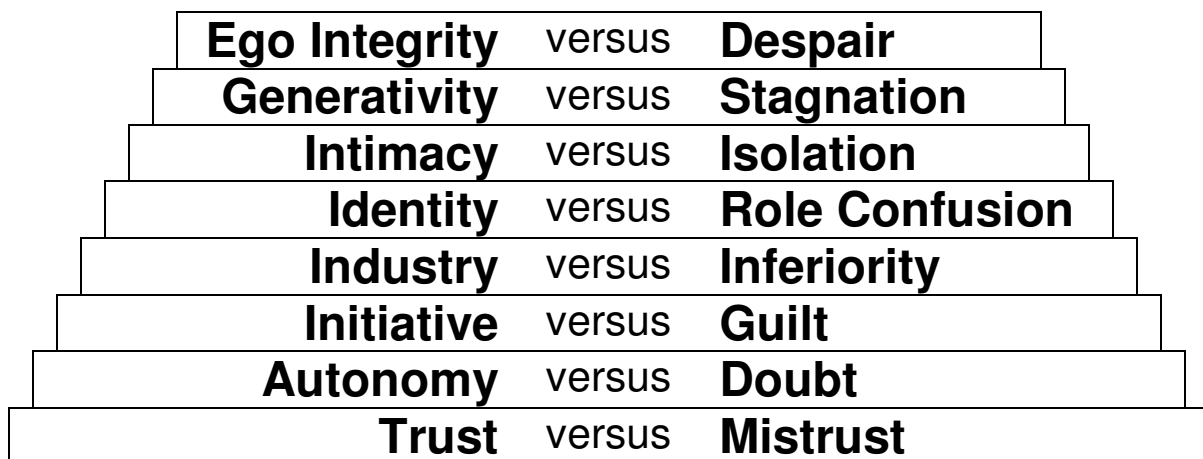
Table 9.1 Erikson's Eight Stages of Human Development

STAGE	AGE	MAJOR PSYCHOSOCIAL CRISIS	SUCCESSFUL RESOLUTION OF CRISIS
1. Infancy	0-1	Trust versus mistrust	Children learn that the world is safe and that people are loving and reliable.
2. Toddler	1-3	Autonomy versus shame and doubt	Encouraged to explore the environment, children gain feelings of independence and positive self-esteem.
3. Preschool	3-6	Initiative versus guilt	Children develop a sense of purpose by taking on responsibilities but also develop the capacity to feel guilty for misdeeds.
4. Childhood	6-12	Industry versus inferiority	By working successfully with others and assessing how others view them, children learn to feel competent.
5. Adolescence	12-18	Identity versus role confusion	By exploring different social roles, adolescents develop a sense of identity.
6. Young adulthood	18-29	Intimacy versus isolation	Young adults gain the ability to commit to long-term relationships.
7. Middle adulthood	30s to 50s	Generativity versus stagnation	Adults gain a sense that they are leaving behind a positive legacy and caring for future generations.
8. Old age	60s and beyond	Integrity versus despair	Older adults feel a sense of satisfaction that they have lived a good life and developed wisdom.

Erik Erikson: Psychosocial Stages of Development

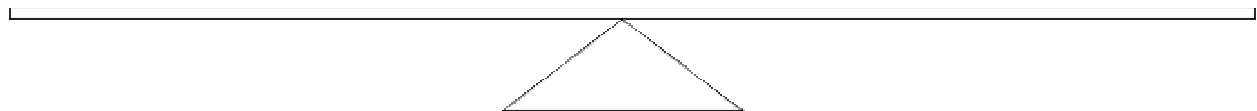
Unlike Freud who believed development ends during adolescence, Erikson believed that development continues beyond puberty across the lifespan based on how the individual deals with conflicts or crises.

The following are Erik Erikson's eight psychosocial conflicts that we need to resolve across the lifespan. Resolutions of these crises or conflicts are NOT an either/or outcome, but rather they tend to be positive or negative. These conflicts continue to occur throughout the lifespan, but have a greater impact at different periods.



Positive resolution

Negative resolution










If there are more positive experiences than negative experiences, one has a positive resolution at that stage.

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

Process Diagram

Erikson's eight stages of psychosocial development FIGURE 10.5


Stage 1 Trust versus mistrust (birth-age 1)	Stage 2 Autonomy versus shame and doubt (ages 1-3)	Stage 3 Initiative versus guilt (ages 3-6)	Stage 4 Industry versus inferiority (ages 6-12)
Infants learn to trust that their needs will be met, especially by the mother; if not, mistrust develops.	Toddlers learn to exercise will, make choices, and control themselves. Caregivers' patience and encouragement help foster a sense of autonomy versus shame and doubt.	Preschoolers learn to initiate activities and enjoy their accomplishments. Caregivers who are supportive and encouraging promote feelings of power and self-confidence versus guilt.	Elementary school-aged children develop a sense of industry and learn productive skills that their culture requires (such as reading, writing, and counting); if not, they feel inferior.
			

Stage 5 Identity versus role confusion (ages 12-20)	Stage 6 Intimacy versus isolation (ages 20-30)	Stage 7 Generativity versus stagnation (ages 30-65)	Stage 8 Ego integrity versus despair (age 65+)
During a period of serious questioning and intense soul-searching, adolescents develop a coherent sense of self and their role in society. Failure to resolve this identity crisis may be related to a lack of a stable identity, delinquency, and difficulty in maintaining close personal relationships in later life.	After learning who they are and how to be independent, young adults form intimate connections with others; if not, they face isolation and consequent self-absorption.	Middle-aged adults develop concern for establishing and influencing the next generation. If this expansion and effort do not occur, an individual stagnates and is concerned solely with material possessions and personal well-being.	Older people enter a period of reflection. They either achieve a sense of accomplishment and satisfaction with the lives they've lived and accept death or yield to despair that their lives cannot be relived.
			

Source: Adapted from Papalia, Olds, and Feldman, *Human Development*, 8th Edition, New York: McGraw-Hill, 2001.

Trust vs. mistrust (birth to 2 years)

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

Trust	Mistrust
<p>The infant develops the belief that world is an orderly and predictable place. It is orderly.</p>  <p>(image source: Carpenter and Huffman)</p>	<p>The infant develops the belief that world is NOT an orderly and predictable place. It is chaotic.</p>

Development of Trust:

- 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 its needs.

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.


- Parents that tend to be warm, responsive and sensitive to the infant's needs, have infants that more likely to be securely attached.
 - 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.
- 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 (2 years – 3 years)

Can I do things for myself OR do others need to do it for me?

Autonomy	Doubt
<p>The infant/child believes that he/she can act independently, they control of their actions and their actions influence their environment.</p> 	<p>The infant/child has doubts about acting independently, believes that their behavior is not under their control but is determined by other people and external forces.</p>

Development of autonomy and self-control:

- When a child starts to explore the world around them, they see if their behavior influences their world, they start to make decisions for themselves and believe they can do things for themselves.
- Parents need to gradually guide their children's behavior when they want to make decisions for themselves to let the child know that they can engage their environment and do things 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 (4-6 years)

During this stage, people explore their surroundings (this is especially true now that the child is more mobile on their own), explore new roles, and explore new activities.

How is the child made to feel about their explorations?

Initiative	Guilt
<p>The child learns to initiate activities; promotes self-confidence.</p>  <p>(image source: Carpenter and Huffman)</p>	<p>Parental strict control stifles the child's spontaneity and explorations; promotes guilt and fear of punishment.</p>

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 asks questions to understand the world around them. Their imaginations are active and they fantasize about being adults.

- If the parent acts in a way that guide the child's explorations in a socially acceptable manner, the child develops a sense of purpose when initiating explorations.

- If a child is punished for these initiating these explorations (which can violate social norms), they will develop a sense of guilt.


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 (7-12 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, leads to frustration and perhaps learned helplessness ([chapter 6](#)).

Can I complete tasks with relative success or do I have serious difficulties completing tasks?

Industry	Inferiority
<p>Through successful accomplishments, the child develops a sense of pride and competence in schoolwork, home and social activities.</p>  <p>(image source: Carpenter and Huffman)</p>	<p>Through a lack of successful accomplishments and failure 'to "keep up" with peers, pervasive feelings of inferiority and inadequacy develop.</p>

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

- 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.

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)

The beginnings of the formation of an identity take place with a sense of direction and uniqueness.

- Who am I?
- Am I comfortable with who I am?
- Am I part of the community?

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 that they are comfortable with.	An apathetic adolescent or one who experiences pressures and demands from others may feel confusion about his or her identity and role in society. They may feel alienated.  <small>(image source: unknown)</small>

- People who successfully resolve conflicts of identity develop a sense of community and works well with others and contribute to society.

Identity versus Role Confusion

www.madatoms.com	STAR WARS	STAR TREK	firefly
MONIKER	Shockingly, no nickname	Trekkie/Trekker	Browncoat
THEY LIKE THEIR SCI-FI....	Like a Joseph Campbell lecture	Like a WWII Naval battle film	Like a Western
PROUDEST MOMENT	Seeming cooler than Trekkers for two full decades	 <p>Her</p>	Being so hardcore that <i>Serenity</i> actually got made
LAMEST MOMENT	Prequels	 <p>All the rest*</p>	Being a hardcore fan of a show with only 14 episodes
WHEN FANDOM GOES TOO FAR	Trying to make Jedism a legit religion	Getting Married in Klingon	Still trying to get the show back on the air
IF YOU MARRY ONE EXPECT...	A house full of action figures and vintage lunch boxes	Naming your son James, Tiberius, Pike, or Kirk	To watch TV's <i>Castle</i> just so you can see Nathan Fillion
HOW TO PISS ONE OFF	Say you prefer Greedo shooting first	Say <i>Star Wars</i> is better	Say <i>Firefly</i> can't have been that good if it got cancelled so fast
SEX ROLE PLAYING WILL INVOLVE	Getting spanked with a plastic light saber	Spock ears and saying "engage" on penetration	Dirty talk in Chinese

(image source: Unknown)

Role Confusion

Erikson maintains that identity confused youths try to establish their identities by over-identifying with an assortment of heroes, cliques or crowds and become defensive about criticisms of these heroes (is derived from these heroes, not of their own accomplishments). From the role confused person, these heroes and role models can do no wrong.

- 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 unsuccessfully resolve their conflicts act in a scornful and hostile way towards the community and form associations with others who act in this way.
- The implicit thinking is “Why should I respect society when society doesn’t respect me?”


Based on Erikson’s approach, what are the possible implications for dealing with juvenile delinquents?

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 will I have difficulty sharing with others?

Intimacy	Isolation
<p>By establishing lasting and meaningful relationships, the young adult develops a sense of connectedness and intimacy with others.</p>  <p>(image source: Carpenter and Huffman)</p>	<p>Because of fear of rejection or excessive self-preoccupation, the young adult is unable to form close, meaningful relationships and becomes psychologically isolated.</p>

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 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? 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)

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

Where will I go with my life? Will I focus others or focus on me? What gives life meaning?

Generativity	Stagnation
<p>Through child rearing, caring for others, productive work, and community involvement, the adult expresses unselfish concern for the welfare of the next generation.</p>  <p>(image source: Carpenter and Huffman)</p>	<p>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.</p>

- 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.

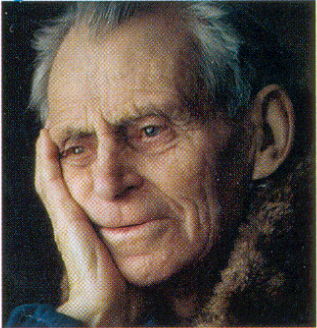
- Stagnation involves the lack of productivity, boredom, and interpersonal impoverishment.

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)

Was my life meaningful?

Ego integrity	Despair
<p>In reviewing his or her life, the older adult experiences a strong sense of self acceptance and meaningfulness in his or her accomplishments.</p>	<p>In looking back on his or her life, the older adult experiences regret, dissatisfaction, and disappointment about his or her life and accomplishments.</p>  <p>(image source: Carpenter and Huffman)</p>

- 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.

Erikson's Psychosocial Conflicts



Figure 8.12 Erikson's Eight Ages of Human Development. (Source: Good & Brophy, 1995)