Erik Erickson's Eight Stages of Psychosocial Development

Stage	Ages	Basic Conflict	Important Event	Summary

HYPERLINK "/andersmd/ERIK/stage1.HTML"1. Oral-Sensory

Birth to 12 to 18 months	Trust vs. Mistrust	Feeding		The infant must form his/her first loving, trusting relationship with the caregiver -- or develop a sense of mistrust.

HYPERLINK "/andersmd/ERIK/stage2.HTML"2.Muscular-Anal

18 months to 3 years	Autonomy vs. Shame/Doubt	Toilet training		The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control, but may develop shame and doubt if not handled well.

HYPERLINK "/andersmd/ERIK/stage3.HTML"3. Locomotor

3 to 6 years	Initiative vs. Guilt	Independence		The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.

HYPERLINK "/andersmd/ERIK/stage4.HTML"4. Latency

6 to 12 years	Industry vs. Inferiority	School		The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.
5. Adolescence	12 to 18 years	Identity vs. Role Confusion	Peer relationships	The teenager must achieve a sense of identity in occupation, sex roles, politics, and religion.
6. Young Adulthood	19 to 40 years	Intimacy vs. Isolation	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation.
7. Middle Adulthood	40 to 65 years	Generativity vs. Stagnation	Parenting	Each adult must find some way to satisfy and support the next generation.

HYPERLINK "/andersmd/ERIK/stage8.HTML"8. Maturity

65 to death	Ego Integrity vs. Despair	Reflection and acceptance of life	The culmination is a sense of oneself as one is and of feeling fulfilled.

Erickson's Developmental Stages Oral-Sensory to Maturity

Stage	Summary
HYPERLINK "/andersmd/ERIK/stage1.HTML"1. Oral-Sensory	
Birth to 12 to 18 months Trust vs. Mistrust Feeding	*The infant must form a first loving, trusting relationship with the caregiver, or develop a sense of mistrust.* **Trust** Caretakers are depended upon for survival (food, discomfort, and physical affection) Caretakers are consistent in responding to these needs **Mistrust** Caretakers ignore the needs of the infant Inconsistent in attending to the child's needs Possibly abusive caretakers Infant learns that the world is an undependable, unpredictable, and possibly dangerous place
HYPERLINK "/andersmd/ERIK/stage2.HTML"2. Muscular-Anal	
18 months to 3 years Autonomy vs. Shame/Doubt Toilet Training	*The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.* **Autonomy** Caretakers encourage self-sufficient behavior Learning to feed themselves, wash and dress themselves, and use the bathroom Learn to crawl and walk **Shame/Doubt** Caretakers demand too much, too soon Caretakers refuse to let children perform tasks they are capable of doing Caretakers ridicule early attempts at self-

| 18 months to 3 years
Autonomy vs. Shame/Doubt
Toilet Training | *The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.*
Autonomy
Caretakers encourage self-sufficient behavior
Learning to feed themselves, wash and dress themselves, and use the bathroom
Learn to crawl and walk

Shame/Doubt
Caretakers demand too much, too soon
Caretakers refuse to let children perform tasks they are capable of doing
Caretakers ridicule early attempts at self-sufficiency
Children develop doubt and shame about their ability to handle problems in their environment |

HYPERLINK "/andersmd/ERIK/stage3.HTML"3. Locomotor

| 3-6 years
Initiative vs. Guilt
Independence | *The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.*
Initiative
Adults encourage independence in planning and undertaking activities (games)
Children begin to get their own ideas about activities they wish to pursue

Guilt
Adults discourage independent activities
Children develop guilt about their needs and desires |

4. Latency **6. Young Adulthood** 6-12 years 19 to 40 years Industry vs. Inferiority Intimacy vs. Isolation School Love Relationships	*The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.* *The young adult must develop intimate relationships or suffer feelings of isolation.* **Intimacy** **Industry** Commitment to another person (marriage) *Working hard* Form intimate relationships with others that *Persisting at lengthy tasks* may require sacrifice and compromise Delayed gratification (work before pleasure) **Isolation** **Inferiority** *Punished for unsatisfactory efforts* *Failure to meet real or perceived expectations,* *feelings of incompetence*
5. Adolescence 12 to 18 years Identity vs. Role Confusion Peer Relationships	*The teenager must achieve a sense of identity in occupation, sex roles, politics, and religion.* **Identity** *Acceptance of place in family and community* *Strong sense of life direction and goals* *Contributing member of family and community* **Role Confusion** *Unsettled regarding place in family and community* *Uncertainty and indecision about life direction and goals* Lacks sense of importance in family and community

6. Young Adulthood 19 to 40 years Intimacy vs. Isolation Love Relationships	*The young adult must develop intimate relationships or suffer feelings of isolation.* **Intimacy** Commitment to another person (marriage) Form intimate relationships with others that may require sacrifice and compromise **Isolation** Reluctance or inability to let go of the satisfaction of their own needs Inability to form intimate relationships
7. Middle Adulthood 40 to 65 years Generativity vs. Stagnation Parenting	*Each adult must find some way to satisfy and support the next generation.* **Generativity** Makes a contribution to society Helps to guide future generations Sense of productivity and accomplishment **Stagnation** Self-centered Unable or unwilling to help move society forward
8. Maturity 65 to Death Ego Integrity vs. Despair Reflection and Acceptance of Life	*The culmination is a sense of oneself as one is and of feeling fulfilled.* **Ego Integrity** Upon reflection of one's life there is a feeling of contentment Belief that their life has been happy and productive **Despair** Upon reflection of one's life there are feelings of despair and dissatisfaction Life was full of disappointments and unachieved goals

Emotional Development: Balancing Thoughts and

Age (Years)	0-2	2-4	5-10	11-14	15-19	20+
Thought Development	5%	10%	20%	25%	35%	50%
Feeling Development	95%	90%	80%	.75%	65%	50%

*Percentages may vary based upon community and cultural factors.

Carlson, *The Physiology of Behavior*
Rossel Ernesto, *The Psychology of Cyber Experiences: Neuroscience and Neurogenesis*

Comparison of Normal and Depressed Child

Normal Child	Depressed Child
Expresses feelings about life's disappointments and recovers.	Wounded by life's disappointments and does not easily recover.
Has a clear understanding of personal strengths and weaknesses.	Underestimates personal strengths and dwells on weaknesses.
Has alternatives and resources upon which to draw.	Feels "stuck" and unable to generate choices or call upon resources.
Demonstrates problem-solving skills when faced with an obstacle.	Lacks skills to proceed when obstacles arise.
Expresses appropriate emotion to any given circumstance.	Expresses inappropriately intense emotion or total lack of emotion to life's circumstances.
Recognizes and learns from mistakes.	Considers mistakes as failure and dwells on lack of self-worth.
Sets goals and takes steps to achieve them.	Focuses on the present without creating a plan to move ahead.
Looks expectantly to the future.	Sees little future and what is seen is bleak.
Has a growing spiritual understanding, drawing on increased awareness for strength to improve commitment.	Spiritual understanding is not applied

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Recognizes and learns from mistakes.	Expresses inappropriately intense emotion or total lack of emotion to life's circumstances.
	Considers mistakes as failure and dwells on lack of self-worth.
Sets goals and takes steps to achieve them.	Focuses on the present without creating a plan to move ahead.
	Sees little future and what is seen is bleak.
Looks expectantly to the future.	
Has a growing spiritual understanding, drawing on increased awareness for strength, hope and support.	Spiritual understanding is not applied to circumstances and offers no resource for strength, hope, or support.

Development of Emotional Interpersonal Maturity

In looking at interpersonal maturity theory[1], seven successive stages characterize psychological development. They range from the least mature interpersonal interactions of a newborn infant to an ideal of social maturity, which is seldom reached in our present culture. Each of the seven stages or levels is defined by a crucial interpersonal problem, which must be solved before further progress toward maturity can occur. All persons do not necessarily work their way through each stage, but may become fixed at a particular level. Levels found in the juvenile population range from Maturity Integration Level 2 (I_2) to Maturity Level 5 (I_5). Level 5 is infrequent enough that, for the purpose of this training, levels 2 through 4 will be the focus of discussion.

Maturity Integration Level 2 (I_2)

The individual whose interpersonal understanding and behavior are integrated at this level demands that the world take care of him. He sees others primarily as "givers" or "withholders". He is unable to explain, understand or predict the behavior of reactions of others. He is not interested in things outside himself except to give him what he needs. He behaves impulsively, unaware of the effects of his behavior on others. He is described as a cup with a hole in the bottom of it.

Maturity Integration Level 3 (I_3)

The individual operating at this level sees his world in black and white. He underestimates individual differences in others, leading to inaccurate predictions of how others will respond to him. A clear and consistent structure is necessary for him. His behavior is not based on an inner value system, but upon his perception of the external power source in the structural system. He believes that his problems would be solved if others around him would change. The thinking processes of the I_3 are concrete with little motivation for integrating change and an inability to process deeper or alternative meaning. His focus is on rules and roles.

Maturity Integration Level 4 (I_4)

An individual whose understanding and behavior are integrated at this level has internalized a set of standards by which he judges behavior, both his own and the behavior of others. He is aware that others influence him and that they have expectations of him. He is somewhat aware that his own behavior affects others. He wants to be like those he admires. He may feel guilty about not measuring up to his own internalized standards, which may lead to neurotic symptoms or acted out in antisocial behavior. He will have a broader perspective and be more future-focused.

It is important to remember that interpersonal development is a continuum and the Integration Levels described here define points along that continuum. Individuals are best

classified at the level that represents their typical mode of functioning or their capacity to function under stressful conditions.

1 The Development of Interpersonal Maturity: Applications to Delinquency." Psychiatry, 1957, 20, 373-385.

Emotional Interpersonal Maturity Integration Level Interviews

Integration level interviews help obtain information about a young person's view of the world, of himself, of others and his perception of how the relationship works among the three. Information may also be obtained about how he will behave based upon these perceived relationships. In conducting an interview, it is important to start with broad questions to ensure the perception of the interviewee is being obtained and not that of the interviewer. Let the juvenile's answers to the broad question lead to more specific questions. Remember to ask open-ended questions. Questions need not be asked in the order given, and will flow more naturally as they are related to the student's previous answer.

Interpersonal Maturity Integration Interview

School and Future

How do you feel about school? Why?

What do you like most about school? (Least?) Why?

What kind of teacher is best for you? (Worst?) Why?

Do you like to plan for the future or take things as they come? Why?

What do you want to be when you are grown?

How can you make this possible?

Friends and others

How important do you think friends are? Why?

What kind of people do you prefer as friends? Why?

How do you go about choosing a friend?

When you meet someone for the first time, what things about them would make you want to be their friend?

What kind of person do you dislike? Why?

How large is your group of friends? More or less than most?

How close are your friends?

What makes the difference between a close friend and an average friend?

What kind of people do you most admire? Want to be like?

Who is a hero to you? Why?

Family

What ideas do you have about a family? How should a family be run?

What do you think is most important in making a family work?

What kind of man is your father? What do you admire most about him?

What kind of woman is your mother? What do you admire most about her?

What does your family believe in?

Where do you fit into your family?

Handling problems

Are you a person who has strong feelings about things or are you more easy-going?

What happens when you have strong feelings?

What makes you feel really down? How do you think others feel about that?

What do you do when you feel really down?

What makes you feel really happy? What do you do when you feel that way?

Self

What kind of person are you? How would someone else describe you?

What do you consider your strong points?

What are things about yourself that you don't like? What do you usually do about them?

How is your health?

How are you sleeping? (Trouble getting to sleep? Nightmares?)

Maturity

How would you describe a mature, adult?

How can you tell what a mature person is like? (Ask for specific details)

How does a mature person get that way?

How mature are you? In what ways are you mature and not mature? (Ask for specifics)

How important is it to be mature?

How do people change? Why do they change?

How do you change?

Closure

How did you feel about our time here? How did it go?

What did you think about while we were talking?

What did we seem to be trying to accomplish in this time?

What else would you like to tell me?

After the interview, the interviewer reflects on:

How did this young person behave?

How did I feel as the interviewer?

What are my immediate impressions?

Sample Responses to Integration Level($I_{2,3,4}$) Interview

What kind of people do you prefer as friends?

I_2 – "People who do what I like to do."

I_3 – "People who are nice and treat me good."

I_4 – "People who think things through, consider their choices and make good ones."

How do you go about choosing a friend?

I_2 – "If they like to do what I like."

I_3 – "They like to do the same things I do and we get along pretty well."

I_4 – "I watch what they do to see how they treat others. Then I talk to them and see if we have the same interests."

What kind of person do you dislike?

I_2 – "They won't let me do what I want."

I_3 – "They are mean. They get me in trouble. They don't follow the rules."

I_4 – "Someone who is disrespectful and treats others poorly. Someone who is easily angered and acts immaturely."

What makes the difference between a close friend and an average friend?

I_2 – "I don't know, maybe they give me stuff."

I_3 – "A close friend cares about me. They like me and treat me nice."

I_4 – "A close friend gets to know me better. I can confide in them. They know my strengths and weaknesses and are still my friend."

Who is a hero to you? Why?

I_2 – "My Dad because he gives me lots of."

I_3 – "Someone who does something brave."

I_4 – "People who learn how to deal with life and seem to find ways to manage it. My

teacher is one of my heroes because he has made something important out of his life."

Personal and Interpersonal Development