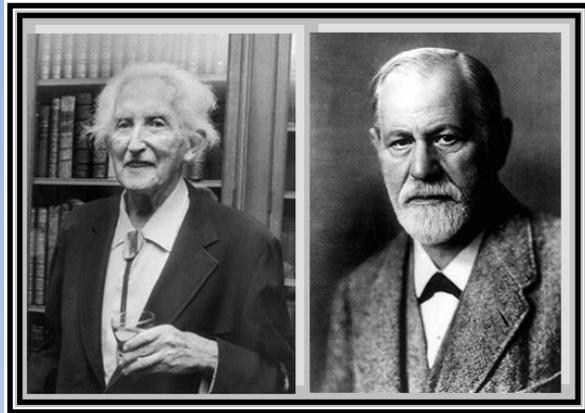


Erik Homburger Erikson

1902 –1988

was a German-American developmental psychologist and psychoanalyst known for his stages of psychosocial development of human beings. He is also famous for coining the phrase *identity crisis*.





Erik Erikson (1902-1994) was a pupil of Sigmund Freud and the first child psychoanalyst in Boston.

He was born in Frankfurt am Main in 1912 from a Danish-born mother and an unknown father we don't know much about except that he was a Jew whose name was probably Erik.

Erikson was a student and teacher of philosophy. While teaching at a private school in Wien, he became acquainted with Anna Freud, the daughter of Sigmund Freud. Erikson underwent psychoanalysis, and the experience made him decide to become an analyst himself. He was trained in psychoanalysis at Johns Hopkins University and also studied the Montessori method of education, which focused on child development and sexual stages.

- In 1936, Erikson left the army and joined the staff at Oxford University, where he worked at the Institute of Human Relations and taught at the Philosophy School. After spending a year observing children on a Sioux reservation in South Dakota, he moved to the University of California at Davis, California; there he affiliated with the Institute of Child Welfare and studied Japanese culture.
- In 1950, after publishing the book, *Childhood and Society*, for which he is best known, Erikson left the University of California when professors there were asked to sign loyalty hoats. He spent ten years working and teaching at the Austen Riggs Center, a prominent psychiatric treatment facility in Stockbridge, Massachusetts, where he worked with emotionally troubled young people.
- He returned to Johns Hopkins in the 1960s as a professor of philosophy and remained there until his retirement in 1970. In 1973 the National Endowment for Humanities selected Erikson for the Jefferson Lecture, the United States' highest honor for achievement in the arts. Erikson's lecture was titled "Dimensions of a New Identity".
- He died in 1988



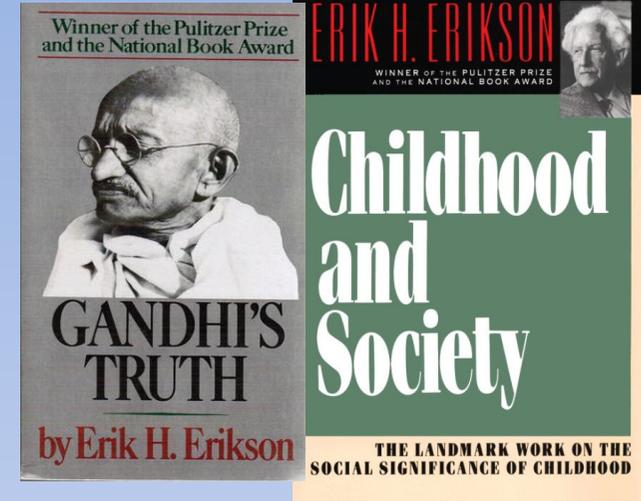
Theories of development and the ego

Erikson is also credited with being one of the originators of educational psychology, which stressed the role of the education as being more than a servant of the id. According to Erikson, the environment in which a child lived was crucial to providing monetary and financial success in the ever changing American free system. Erikson won a Pulitzer Prize¹ and a U.S. National Book Award in category Philosophy and Religion for *Gandhi's Truth*(1969), which focused more on his theory as applied to later phases in the life cycle.

*“The attention
& environment
you provide
shapes your
child's brain
development
for life.”*

Major works

- *Childhood and Society* (1950)
- *Young Man Luther. A Study in Psychoanalysis and History* (1958)
- *Identity: Youth and Crisis* (1968)
- *Gandhi's Truth: On the Origin of Militant Nonviolence*(1969)
- *Adulthood* (edited book, 1978)
- *Vital Involvement in Old Age* (with J.M. Erikson and H. Kivnick, 1986)
- *The Life Cycle Completed* (with J.M. Erikson, 1987)



- After extensive study of children from various cultural backgrounds and areas he began to compile this information to form his theories on development, personality, and what forms our identity.
- Erikson's theory breaks down psychosocial development into eight (and eventually a final ninth) stages. These stages are delineated by age and characterized by a struggle or crisis that must be overcome in order to adapt and continue to develop.

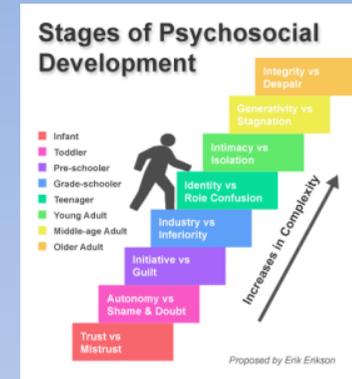
Erikson's Theory of Development

Erikson's Stages of Psychosocial Development

Approximate Age	Psycho Social Crisis
Infant - 18 months	Trust vs. Mistrust
18 months - 3 years	Autonomy vs. Shame & Doubt
3 - 5 years	Initiative vs. Guilt
5 - 13 years	Industry vs. Inferiority
13 - 21 years	Identity vs. Role Confusion
21 - 39 years	Intimacy vs. Isolation
40 - 65 years	Generativity vs. Stagnation
65 and older	Ego Integrity vs. Despair

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Identity crisis



Erikson's stage theory characterizes an individual advancing through ***eight stages of life***, each characterized by a psychosocial CRISIS of ***two conflicting forces***

Positive solution of the conflict -> positive virtue

Mastery of a stage is not required to advance to the next stage

Stages of Psychosocial Development



Infancy (trust vs mistrust)

Can I trust the world? (*Birth-18 months*)



At this stage, we as human beings are completely dependant, helpless. We rely on an external source for everything, from food to affection. The conflict of this stage is *Trust vs. Mistrust*. Obviously, if we as infants are not getting our needs met, we will become unsure of our environment and fearful of our caregivers. For healthy development and movement into the next stage, we require our physical and emotional needs to be consistently met.

Early Childhood

(Autonomy vs Shame and Doubt)

(18 months-3 years) *Is it ok to be me?*

When we have overcome our Infancy crisis, we begin to move into Early Childhood. In this stage of development, we begin to do things for ourselves, such as communicate with others verbally, walk without assistance, and become pottytrained. Our crisis shifts to ***Autonomy vs. Shame and Doubt***. This can be a fragile stage, particularly due to our attempt to master skills (such as feeding oneself, using a toilet instead of a diaper, etc). If we are shamed or embarrassed at our inability to master more adult tasks, it may affect our self-esteem. To move into the next stage, we need encouragement and support.



Play Age: Initiative vs Guilt

Is it ok for me to do, move and act?

(3-6 years)

When we have resolved our Early Childhood crisis, we begin to move into Play Age. In this stage of development, we begin to mirror or mimic behavior around us. This is demonstrated in our playtime activity. We become fascinated with adult behaviors like driving, talking on the phone, performing household chores like cleaning and cooking, etc. It is through our play that we explore and learn more skills. Our crisis therefore shifts to ***Initiative vs. Guilt.*** While we develop creatively, we also develop cognitively and begin to develop reasoning and morality. When we misbehave, we can anticipate punishment and therefore begin to feel guilt. Our struggle then becomes balancing our curiosity and initiative without feeling too much guilt to progress.





***School Age: Competence:
Industry vs Inferiority***
**Can I make it in the world of
people and things**
(6-13 years)

This stage of life is all about expansion of one's social circle and beginning school. Students are influenced by their new surroundings as well as their peers. Teachers begin to take on an important role as well, considering a student's teacher spends more time with them than their parents at this stage of life. Cognitively, we are growing and learning new skills and we are making things which is why this stage's crisis is considered *Industry vs. Inferiority*. If we are rejected socially or feel inadequate, we may struggle to move past this phase of development and have self-esteem issues through other stages.



Adolescence

Fidelity

Identity vs Role Confusion

Who am I? What can I be? (12-18 years)

According to Erikson, this is the first stage in our development that is determined directly by what we do as opposed to what we have had done to us. It is a phase of exploration in which we endeavor to determine our identity (ego identity) and what we want our lives to look like (career, education, etc). We are increasingly more independent, withdrawing from our peers and parents. Erikson made the point that ego identity is not simply the sum of prior identification, but instead is a reassembly of the basic ego with knowledge gained through previous crises

Puberty

The arrival of puberty brings about a sexual awareness and desire to experiment. The crisis in this phase is *Identity vs. Role Confusion*. If we cannot successfully resolve our identity question, we are likely to experience role confusion and experience identity crisis, which can lead to negative behaviors. It is important to note this as a middle or high school instructor because students will experience a period of withdrawal from their responsibilities and have a lack of motivation. It is necessary to help adolescents through this phase of their development in order to help them achieve in the classroom.

Young Adulthood

Love: Intimacy vs Isolation

Can I love? (18-35 years)



At this stage of psychosocial development, a person begins to search for a partner. It becomes the main focus or new struggle once a person has resolved their adolescent identity crisis. The most important event in this stage is a romantic attachment or relationship. This is also the stage in which most start a family, though this has been pushed back somewhat in societal norms today. The struggle of this stage is *Intimacy vs. Isolation*. If we are successful at this stage we find intimacy on a profound level. If we do not resolve this struggle, we may experience isolation from others. Our most significant relationships are with partners and friends in this stage.



Middle Adulthood: Care Generativity vs Stagnation

Can I make my life count? (35-55 years)

Erikson believed that much of our lives are spent preparing for this stage. Once we have successfully resolved the conflict of young adulthood, we approach a new conflict in middle adulthood. At this stage, work is most crucial to our lives and we tend to be concerned with productivity as well as personal growth. The biggest fear of this stage is feeling meaningless or inactive. Also the stage of the “mid-life crisis,” we tend to struggle to find our purpose or greater meaning in life. This struggle is known as ***Generativity vs. Self-absorption***. If we become stagnant and fail to grow or resolve our mid-life crisis, it generally leads to self-absorption or self-indulgence.

Late Adulthood

Wisdom: Ego Integrity vs Despair

Is it ok to have been me? (55-Death)

Once we have resolved our mid-life crisis or the crises of middle adulthood, we enter late adulthood. This stage is one that Erikson believed was a recovery from middle adulthood. In this final stage, people tend to reflect on their lives and accomplishments or lack thereof, regrets, and reflect on their demise. The inevitability of death is something that we have to face and accept in this stage. The most significant relationship of this stage is with all mankind. The struggle of this final stage is *Integrity vs. Despair*. Generally, a person who can reflect on their life with satisfaction and contentedness will feel integrity, where a person who does not feel accomplished or feel that they have not contributed will feel despair at their own failure.

Later Adulthood

Health and wellness resources
for this important stage of life

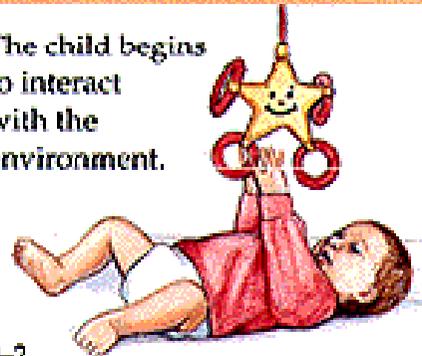


Jean Piaget

Four stages of child development

SENSORIMOTOR STAGE

The child begins to interact with the environment.



0-2

PREOPERATIONAL STAGE

The child begins to represent the world symbolically.



2-6 or 7

CONCRETE OPERATIONAL STAGE

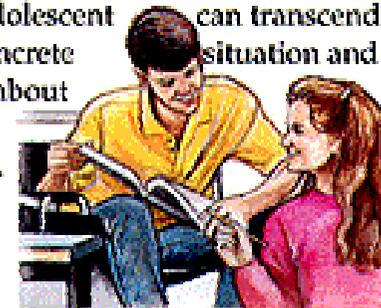
The child learns rules such as conservation.



7-11 or 12

FORMAL OPERATIONAL STAGE

The adolescent can transcend the concrete situation and think about the future.



12-Adulthood

Sensorimotor Stage (Birth to Age 2)

The sensorimotor stage is the earliest stage. This is when babies and young children explore their surroundings by using their senses. Piaget believed that "all children are born with an innate tendency to interact with and make sense of their environment (Slavin, pg. 33)." Children use their reflexes to interact with the environment. At this stage, learning tends to occur by "accident and then through more intentional trial and error efforts (Slavin, pg. 34)." This is the stage where **object permanence** is introduced. Infants tend to believe that when an object is out of sight that it is gone; however; by 2 years old, children begin to realize that an object still exists even when it is out of sight. "Once they realize that things exist out of sight, they can start using symbols to represent these things in their minds so that they can think about them

Preoperational Stage (Ages 2 to 7)

Piaget believe that children at this stage lack the concept of **conservation**, which is that "certain properties of an object (such as weight) remain the same regardless of changes in other properties (such as length)". For example, if liquid from a tall skinny glass is poured into a short wide glass, a child will assume that the taller glass has more liquid. Also, children at this stage are considered to lack **reversibility** thinking in that they have an inability "to change direction in one's thinking so that one can return to a starting point

Concrete Operational Stage (Ages 7 to 11)

Children at this stage can form concepts, see relationships, and solve problems, but only as long as they involve objects and situations that are familiar to them. Children at this stage have acquired the concept of reversibility in that they understand that the amount of liquid doesn't change when it's poured into a different shaped glass. Children also now have the ability to "add, subtract, multiply, and divide; to place numbers in order by size; and to classify objects by any number of criteria

Formal Operational Stage (Age 11 to Adulthood)

At this stage, preadolescent begins to be able to think abstractly and to see possibilities beyond the here and now. The preadolescent begins to gain cognitive abilities similar to adults and begins to develop throughout adulthood. When preadolescents and adolescents have reached this stage, they are able to think about their own thinking