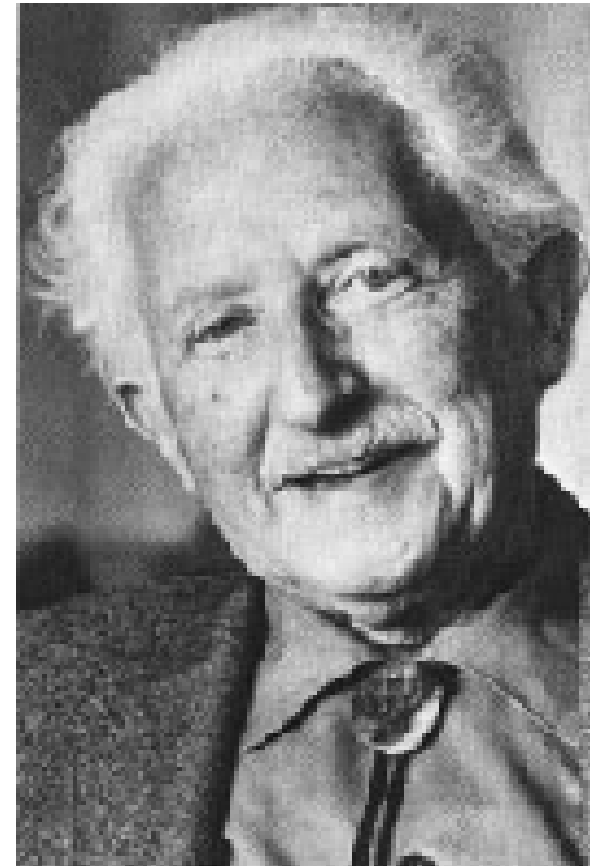


Erik Erikson

Psychosocial Theory of Human
Development

Erik Erikson (1902-1994)

- Born in Frankfurt, Germany, on June 15, 1902 ;
- When he was 25, he was psychoanalyzed by Anna Freud;
- High school, art school, travel Italy...search of owns' identity
- Teach art (Vienna), undergo psychoanalysis w/ Anna Freud
- Graduated Vienna Psychoanalytic Institute (1933) as lay analyst ... no medical or academic degrees.



Books

- Childhood and Society (1950 revised 1963)
- Identity: Youth & Crisis (1968)
- The Life Cycle Completed (1982)
- Identity and the Life Cycle (1959)

1. Erikson's Psychosocial Theory

- Departed from Freud's framework:
 - Psychosexual vs. Psychosocial: reject ... personality solely on the basis of sexuality
 - Personality continue develop beyond five years age
- Influenced by his own experience: crisis early age, part Jewish but looked Nordic ... had trouble fitting w/ either culture

- Ego psychology” - stressed the autonomy of the ego.
- Erikson’s entire theory can be viewed as a description of how the ego gains or loses strength as a function of developmental experiences.

The Life-Span Approach: Erikson

- **Basic assumptions**

- **Neopsychoanalytic:** previous life experience extremely important in determining/shaping personality
- **Epigenetic principle:** genetically determined unfolding of maturation; HOW we turn out is a function of social/environmental forces and experience in interaction with genotype.

The Life-Span Approach: Erikson

- **Basic assumptions** (continued)
 - Development is a lifelong process (Freud?)
 - Personality emerges through relative resolution of developmental crises
 - Ego psychology: Ego is neither dependent on or subservient to the id, it is independent

Epigenetic principle

- Sequence of these stages were determined by genetics.
- Each stage builds on preceding stages.
- Each stage involves the resolution of a basic psychosocial conflict.
- Success of resolution of each conflict determines healthy or maladaptive outcomes in adulthood.

Erikson's Psychosocial Theory:

- All of the stages are present at birth, but unfold according to an innate plan, with each stage building on the preceding stages, and paving the way for subsequent stages.
- Each stage is characterized by psychosocial crisis, which is based on physiological development, but also on demands put on the individual by parents and/or society

Erikson's Psychosocial Theory:

- Ideally, the crisis in each stage should be resolved by the ego in that stage, in order for development to proceed correctly.
- The outcome of one stage is not permanent, but can be altered by later experiences.
- Also emphasized that normal development must be understood in the context of cultural setting.

Erikson's Psychosocial Theory:

- Biology dictates when the stage occurs
- Social influences determine whether or not the crisis associated with the stage is resolved positively.

Erikson's Psychosocial Theory:

- Positive resolution - strengthens ego.
- Negative resolution - weaker ego results.
- Viewed positive/negative as a ratio.
- When the crisis characterizing a stage is resolved, a **virtue** results.

Erikson's Psychosocial Theory:

- Erikson viewed life as consisting of 8 stages (birth to death).
- First five stages of this theory parallel Freud's stages
- Erikson added 3 adult stages
- **At each stage the ego acquires attitudes and skills that make the individual an active, contributing member of society.**

Erikson's Eight Stages (stage 1)

**Trust vs.
Mistrust**

Infancy

Child develops a belief that the environment can be counted on to meet his or her basic physiological and social needs.

Characteristics

- Most helpless, rely most on adults
- If adults satisfy needs in loving and consistent manner, they will develop feeling of *basic trust*.
- Rejecting & inconsistent parenting leads to *basic mistrust*.

Erikson's Eight Stages(stage 2)

**Autonomy
vs. Shame
& Doubt**

Toddlerhood

Child learns what he/she can control and develops a sense of free will and corresponding sense of regret and sorrow for inappropriate use of self-control.

Characteristics

- Approx. age 1 - 3 years.
- Rapidly develop a variety of skills.
- Children become more willful and are prone to engage in a battle of wills.

Characteristics

- Parents perform delicate task of controlling child's behavior while maintaining child's sense of self-control.
- Positive resolution: Autonomy
- Negative resolution: Shame and guilt
- Virtue: **Will**, the exercise of free choice as well as self-restraint.
- Ego becomes strong enough to deal with shame and doubt.

Erikson's Eight Stages(stage 3)

**Initiative
vs. Guilt**

**Early
Childhood**

**Child learns to
begin action, to
explore, to imagine
as well as feeling
remorse for actions.**

Characteristics

- Approximate ages 4 to 5 years.
- Notable changes in motor skills, use of language, and vivid use of imagination.
- Limits are tested for what is permissible.

Characteristics

- Parents can encourage self-initiated behaviors, leading to the healthy development of initiative.
- If parents ridicule/overly restrict self-initiated behaviors, children will live within narrow limits others set due to guilt.
- Virtue: **Purpose** - courage to envisage and pursue valued goals, uninhibited by guilt or fear of failure.

Erikson's Eight Stages(stage 4)

**Industry
vs.
Inferiority**

**Middle
Childhood**

**Child learns to do
things well or
correctly in
comparison to a
standard or to
others**

Characteristics

- Approximately ages 6 to 11 years.
- Attend school, learn skills, prepare for economic survival
- Learn social skills and how to work cooperatively

Implications

- Successful resolution when child learns the pleasure of work, productivity and persevering diligence = *industry*.
- Unsuccessful resolution when they lose confidence in ability to become contributing members of society = *inferiority*.
- Virtue = competence, the free exercise of dexterity and intelligence in the completion of tasks.

Erikson's Eight Stages(stage 5)

**Identity vs.
Role
Confusion**

Adolescence

**Develops a sense of
self in relationship to
others and to own
internal thoughts and
desires**

- **social identity**
- **personal identity**

Characteristics

- Approximately ages 12 to 20 years.
- Erikson is best known for this stage.
- “Identity crisis”
- Children ponder the accumulated information about themselves and their society and ultimately commit themselves to some strategy for life.

Characteristics

- Role confusion can lead to much of the unrest and hostility expressed by many adolescents.
- Virtue: Fidelity, ability to sustain loyalties in spite of the inevitable contradictions of value systems.

Implications

- Successful resolution: have gained an identity and have become adults.
- Unsuccessful resolution: Role confusion, inability to choose a role in life, prolonging this stage.

Erikson's Eight Stages(stage 6)

**Intimacy
vs.
Isolation**

**Young
Adulthood**

**Develops ability to
give and receive
love; begins to make
long-term
commitment to
relationships**

Erikson's Eight Stages(stage 7)

Generativity
vs.
Stagnation

Middle
Adulthood

Develops interest
in guiding the
development of
the next
generation

Erikson's Eight Stages(stage 8)

**Ego-
integrity
vs.
Despair**

**Later
Adulthood**

Develops a sense of acceptance of life as it was lived and the importance of the people and relationships that individual developed over the lifespan

Erikson's psychosocial crisis stages (syntonic v dystonic)	Freudian psycho-sexual stages	life stage / relationships / issues	basic virtue and second named strength (potential positive outcomes from each crisis)	maladaptation / malignancy (potential negative outcome - one or the other - from unhelpful experience during each crisis)
1. Trust v Mistrust	Oral	infant / mother / feeding and being comforted, teething, sleeping	Hope and Drive	Sensory Distortion / Withdrawal
2. Autonomy v Shame & Doubt	Anal	toddler / parents / bodily functions, toilet training, muscular control, walking	Willpower and Self-Control	Impulsivity / Compulsion
3. Initiative v Guilt	Phallic	preschool / family / exploration and discovery, adventure and play	Purpose and Direction	Ruthlessness / Inhibition
4. Industry v Inferiority	Latency	schoolchild / school, teachers, friends, neighbourhood / achievement and accomplishment	Competence and Method	Narrow Virtuosity / Inertia
5. Identity v Role Confusion	Puberty and Genitality	adolescent / peers, groups, influences / resolving identity and direction, becoming a grown-up	Fidelity and Devotion	Fanaticism / Repudiation
6. Intimacy v Isolation	(Genitality)	young adult / lovers, friends, work connections / intimate relationships, work and social life	Love and Affiliation	Promiscuity / Exclusivity

Erikson's psychosocial crisis stages (syntonic v dystonic)	Freudian psychosexual stages	life stage / relationships / issues	basic virtue and second named strength (potential positive outcomes from each crisis)	maladaptation / malignancy (potential negative outcome - one or the other - from unhelpful experience during each crisis)
7. Generativity v Stagnation	n/a	mid-adult / children, community / 'giving back', helping, contributing	Care and Production	Overextension / Rejection
8. Integrity v Despair	n/a	late adult / society, the world, life / meaning and purpose, life achievements	Wisdom and Renunciation	Presumption / Disdain

thank you