

Erik Erikson's 8 Developmental Stages and Crises



1. Trust vs mistrust: Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.

2. Autonomy vs doubt: Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.



3. Initiative vs guilt: Testing of personal power through exploration and manipulation of the environment based on encouragement and tolerance, rather than overprotection from or punishment for exploration.

4. Industry vs inferiority: The child desires to complete productive work and master developmental tasks of childhood based on success experiences and recognition of progress.



5. Identity vs. role

confusion: Teens need to develop a sense of self and personal

identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.



6. Intimacy vs.

isolation: Young adults need to form intimate, loving relationships with other people.

Success leads to strong relationships, while failure results in loneliness and isolation.



7. Generativity vs. stagnation: Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.



8. Integrity vs. despair: Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.



1 Resolving Developmental Crises

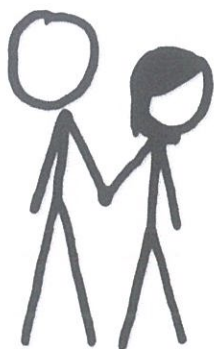
The positive resolution of a developmental crisis is based on consistent experiences that encourage and support such a resolution. Match the following types of experiences with the crisis in which they would have the most impact. Then indicate whether the experience would support a positive or a negative resolution of the crisis.

- When a student finally completes a complex and involved science project, the teacher criticizes him for taking so much time. _____
- When the baby is hungry and cries, his mother feeds him. _____
- Little Joanna wants to feed herself, but her mother, annoyed by the mess her daughter creates, insists on feeding the child herself. _____
- A young mother purchases tennis shoes with velcro fasteners, rather than shoe laces, so that her children can take their own shoes off and put them on themselves. _____
- Ms Andrews allows her senior students in her Politics class the opportunity to discuss not only the current events of the day, but also the views and opinions regarding those current events. _____
- A child wants to ~~wants to~~ be allowed to go roller skating, but her mother is too anxious that she might hurt herself. _____
- A man looks back on his life with cynicism and disappointment. He feels he has never really achieved what he had hoped to achieve and that his life has had no clear purpose. _____

2 Create 3 such scenarios of your own. Prepare to test them on other class members.

3 Choose **one** of these three tasks:

- For each Erikson stage, create a central question summarising the stage/developmental crisis, beginning with the phrase, "Can I...?" or "Am I able to...?"
- Write your own or an imagined person's life story in 8-16 sentences, with each sentence (or 2) focused on one of Erikson's stages. If you are the main character, tell the story of the last three stages of your life that haven't yet happened.
- Design a set of simple symbols to represent each stage and its positive and negative outcomes.



Intimacy
versus
isolation

Not necessarily stick figures. Whatever takes your artistic fancy.



Identity versus
identity confusion