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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Life period** | **Erikson *Psycho-Social*** | | | **Freud *Psycho-Sexual*** | | | **Piaget *Cognitive*** | | **Kohlberg *Moral*** | |
| **Stage** | **Age** | **Virtue** | **Stage** | **Age** | **Task** | **Stage** | **Age** | **Level** | **Stage** |
| Infancy | Basic Trust vs. Mistrust | 0-1 | Hope | Oral | 0-1.5 | Weaning | Sensori-Motor | 0-2 | Pre-conventional  (ages 3-10) | 0: ~  1: Avoid punishment  2: Gain reward |
| Toddler | Autonomy vs. Shame & Doubt | 1-3 | Will | Anal | 1.5-4 | Toilet training | Pre-Operational | 2-7 |
| Preschool | Initiative vs. Guilt | 3-5 | Purpose | Phallic | 4-6 | Sexual identity |
| School-age | Industry vs. Inferiority | 6-11 | Compet-ence | Latency | 6-11 | Learning | Concrete Operational | 7-11 |
| Conventional   (ages 10 -13) | 3: Gain approval  4: Social order / Authority |
| Adolescence | Identity vs. Role confusion | 12-21 | Fidelity | Genital | 12-21 | Genital intercourse | Formal Operational | 11+ |
| Post-conventional  (ages 13+) | 5: Social contract  6: Universal ethics / Conscience |
| Young adulthood | Intimacy vs. Isolation | 21-40 | Love |
| Middle-age | Generativity vs. Stagnation | 40-65 | Care |
| Later adulthood | Ego integrity vs. Despair | 65+ | Wisdom |

***DEVELOPMENTAL THEORIES****Prepared by Sam Zinner, MD*

**Erik Erikson**

* + Personality is determined by experiences during childhood and adulthood
  + He believed that stages of development were determined by crises
  + Stages of development:
    - Stage 1: **Trust vs. Mistrust**
      * Birth to age 1
      * Infants develop trust that their wants/needs will be satisfied by their parents
      * If parents are not attentive to childs wants/needs, infant will learn to mistrust
    - Stage 2: **Autonomy vs. Shame and Doubt**
      * Age 1-3
      * Child no longer wants to be told what to do by parents, tries to assert his/her autonomy
        + “NO”
      * Child will learn to become autonomous if parents allow them a sense of control over their life
      * Child gains sense of individuality
      * Child may be cooperative or stubborn
    - Stage 3: **Initiative vs. Guilt**
      * Age 3-5
      * Child initiates motor and intellectual activity
    - Stage 4: **Industry vs. Inferiority**
      * Age 6 to 11 years
      * Child enters school and begins learning
      * Child works to acquire adult skills
      * Child learns how to complete and master tasks
      * If child struggles to acquire these adult skills they develop a sense of inferiority; may predispose these individuals to behavioral problems
    - Stage 5: **Identity vs. Role Diffusion**
      * Age 11-21
      * Group identity and preoccupation with appearances
      * People at this stage develop their own morality and ethics and deal with social expectations for behaviors
      * This is the stage at which individuals struggle to develop their identity
      * Sexual experimentation common here
    - Stage 6: **Intimacy vs. Isolation**
      * Age 21-40
      * Early adulthood
      * Individuals enter intimate relationships both sexually and as friends
    - Stage 7: **Generativity vs. Stagnation**
      * Age 40-65
      * Where person comes to terms with their life in terms of their accomplishments both professionally and personally; e.g. job success, marriage, having children, development of altruism or creativity
    - Stage 8: **Integrity vs. Despair**
      * Over age 65
      * Sense of satisfaction with one’s life vs. despair over an inability to acheive your goals
* **Sigmund Freud**
  + Development is influenced by sexual drives
  + Stages of development:
    - Stage 1: **Oral Stage**
      * Birth to 18 months
      * Main site of pleasure/gratification is the mouth
      * Sucking, chewing, biting
    - Stage 2: **Anal Stage**
      * Age 1-3
      * Main site of pleasure/gratification is the anus
      * Child is struggling to control bowel/bladder function (toilet training)
      * Key is the struggle for control
      * If toilet training is difficult, child may become anally fixated and may not pass beyond Anal Stage
        + In adults, this may manifest itself as Obsessive Compulsive Personality Disorder
    - Stage 3: **Phallic Stage**
      * Age 3-5
      * Main site of pleasure/gratification is the genitals
      * Penis envy
        + girls want penis
      * Fear of castration
        + boys afraid of losing penis
      * Increased genital masturbation
      * Oedipal complex
        + Child is in love with opposite sex parent
    - Stage 4: **Latency Stage**
      * Age 5-13
      * Formation of superego
      * Oedipal complex resolved
      * Sexual energy is focused on other activities such as playing and learning
    - Stage 5: **Genital Stage**
      * Age 13 to adulthood
      * Individual develops capacity for true intimacy
* **Jean Piaget**
  + Believes that human development related to the acquisition of knowledge
  + Intelligence is a biological adaptation and is structured logically
  + Stages of development:
    - Stage 1: **Senorimotor Stage**
      * Birth to age 2
      * Infants begin to acquire knowledge through sensory observation of their surrounding environment
      * Infants begin to master their motor function through exploration, being active, and by directly manipulating their environment
      * Infant gains sense of achievement via this mastery
      * Object permanence is acheived
    - Stage 2: **Preoperational Stage**
      * Age 2-7
      * Child views him/herself as center of universe
      * Therefore, child believes that they are responsible for everything that occurs in their universe
      * Children in this stage are egocentric and have animistic thinking
      * Child uses symbols and language more
    - Stage 3: **Concrete Operational Stage**
      * Age 7-11
      * Operational thought replaces egocentricity
      * Child develops the ability to see things from another persons perspective
    - Stage 4: **Formal Operations Stage**
      * Age 11 and up
      * Individual develops abstract thought
      * They are able to reason deductively and think conceptually