

## Week II Day 3

DVD Life from start -> Delivery of the baby

[Samantha Sio]

After the video, I see this is an amazed in human life, every one child; they start from a sperm and egg, and there only have one sperm can get into an egg to be a real baby life. The other sperm will death inside the lady's body.

After a sperm get into an egg, the egg will move to somewhere to hide and stick over there, than it will become different, the cell will be change inside the egg.

After 12 weeks, lady will find out they are pregnant and they have to take care of themselves, during the pregnant period, their breast will become bigger and the babies will growth inside their body. Nowadays, mother can go to doctor to check how their baby is growing so far from a machine.

Baby is stay in water and they like living in the sea, it is safe but not very comfortable.  
Babe can't stay inside mother more than 10 months; they will nature birth around 9 – 10 months.

[Ciara Valdoria]

An Everyday Miracle (video)

Every year, there are **100 million acts of sexual intercourse**. Out of the 100 million acts, only some are successful, where at least **400 thousand babies** are born. One would think that getting pregnant is easy when in reality, it isn't. There are only **30 days in a year** where a woman has a chance of being pregnant.

The **eggs of a woman are stored in her ovaries**, they were formed when a woman was still an **8 week old embryo**. When a woman reaches puberty, **ovulation** begins to happen at some points. This process in menstruation only happens **400 hundred times** in a woman's life.

When ovulation occurs and a male and a female have sexual intercourse without any contraception, the sperm travels from the testicles to the erect penis and the vagina. Although probably millions of sperms will be released by the male, only a **few thousand sperms** will reach the Fallopian tube because of the **acid** that covers the vagina which protects it from bacteria but is also **lethal to the sperms**. This process should take place in less than **24 hours** because this is the lifespan of the egg. An egg is then fertilized when a **sperm penetrates it**.

**Five out of six embryos** would not survive up to eight weeks in the womb, but if they do, they develop into a **fetus** which is indicated when the embryo's heart starts pumping. After **twelve weeks**, the fetus then has developed the **basic structures of its body**. The **umbilical cord** is the supply line which links the fetus to the mother.

During pregnancy, the mother's **breasts grow bigger** because of the changes inside the body

and so that she can provide milk. The mother will also experience **morning sickness**, or nausea, which is caused by the mother's body being much more sensitive to the waves that flow through, comparable to being on a boat at sea with strong waves. Also, the mother would **increase weight, increased size of the uterus, curved spinal cord, and upward-pushed organs** to make room for the fetus.

The baby cannot stay inside the mother for longer than 9 months because it goes through the **middle of the pelvis**. If it stayed there longer, it would cause the pelvis to break because of its size, resulting to the mother's inability to walk after the pregnancy.

During delivery, **contractions** are done to stretch the cervix. When it is stretched enough, the baby can go through. For a first-time mother, the delivery usually takes place for about **10 hours**. Finally, the baby would be born and would be with its mother in the 'outside world'.

[Una]

Mother so great!!!!

woman one life only have 4 hundred time to ovulation

one time sperm so many and the Strong's one can mix with eggs to born the baby  
and the sperm in woman body only can live 24 hour

baby in mother body growing very fast, the diving again and again in every time

in nowadays, you can see the baby thought the machine, you can see the baby gender after  
three months.

in twelve weeks mother will feel like seasick and make her doesn't need any food

baby start growth finger in 9 week

when baby in mother body, baby like between someone body

and mother body will have change when the baby in her body and easy to feel tired and hungry,  
everything have to careful.

[yuri]

Pregnancy begins from sex when the sperms mix with the egg, the sperms is struggle to meet  
the egg. when the sperms get into the woman it is so fast to die and remaining thousands  
something will still keep going.

1. sperm+egg=perm cell
2. perm cell toward to the womb
3. 3 weeks become embryo (pregnancy)
4. 8 weeks become fetus
5. around 16 weeks, baby begins exploring and moving(feet, fingers, face, ears...)
6. 24 weeks becoming perfect to every his detail.
7. and its so struggle to mother to let him out to see the world.(around 30 months)

pregnancy is so wonderful that every mother have tried. it's so hard and struggle to done it. all  
newborns are cute, and those all such the meaning of life.

[Marco]

embryonic at very early start activity, use of ultrasound to observe, can see the baby activity, 6 to 7 weeks of pregnancy, baby although often activity, but the body is very small even kicking the mother, the mother can't feel baby to kicking her.

when Fetus in the fourth to fifth month of pregnancy, mother know the baby with hearing ,can listening her baby the hearth ,can give he listening many music or talking about the mother, mother love is very great!!

The progress of fetal organ formation and development:

[Steven Ku]

Life is wonderful. When a woman is in pregnant, it's represent a life has been created. When i watched video, i could realize how is the pregnant program. Even my english ability is not enough to realize all this say. i think mother is great!

[Bill Chu]

Mother born a baby that is difficult and long-tern process. And the baby borned like struggle, I think mother feel very conforting.

Many sperm go to find egg. This need again and again. A baby is belonging parents great effort.

[Chon Un]

mother so great. in the video, we can see all process how human create a life, man's sperm find the way join into women's egg. women start pregnancy, then take few weeks, the baby began to accept nutrition from mother, it is cool. when woman give birth, there is a risk when artificial birth a child, but actually, i agree with women give birth as natural birth.

[Peter Cheong]

The video is Completely. Tiny cells, as well as a whole, has a detailed description and explanation. Life is very wonderful.

[Elos Hoi]

Mother are greatest people.

After hundreds of billions of sperm competition, and finally only one can enter the uterus, successful pregnancy will have a baby after the mother after 10 months of hard work before they can give birth to a baby, this is hard, but yet happy. to see own baby can be born in peace and enjoy all this.

[Oscar Chao]

I consider the birth of a baby is a miracle, by the combination of sperm and egg become a human, I think this is quite amazing.

Delivery process:

First stage: uterine contractions

Usually human labor contraction from the uterine cervix expansion began. Contraction process, the long muscles of the uterus from the top has begun to shrink, shrink the range down to expand. The end of each contraction, the muscle will relax to shorter than at the start of the length. This will pull the cervix to the fetal head. Each contraction will be the expansion of the cervix, until it is fully expanded: usually more than 10 cm in diameter.

Contraction will continue to become more intensive, strength becomes strong, the cervix will continue to expand. Contraction may begin soon may be slow. Uterine contractions begin to expand until the cervix is slow to 3 cm, this time called the "incubation period". Exacerbated by contraction to 3-4 times every 10 minutes, each lasting one minute, and the strength of strong, cervical shortening and expansion to more than 3 cm, this stage, known as the "active phase". The amniotic sac may break. Wait until the contraction every two minutes, every 70-90 seconds, the cervix dilates to 8-10 cm, then known as the "transition period". The transition period is the strongest period of the test at the mother, but also the shortest period of time.

This stage mother will usually go through several emotional state. The beginning of maternity will be excited or nervous. When the contraction enhanced the need for more energy, maternal usually more serious focus more. When cervical dilatation is complete, some mothers may feel confused or give up.

The second stage

The second stage of childbirth, children from the vaginal discharge of the uterus. This is by contraction of the uterus with maternal "life down" force action. This action is a lot of women have described similar force excretion. The beginning of this stage can be used "Malinas score assessment.

Most of the baby was Mr. down. Sometimes there will be "breech". Midwives still from the vaginal delivery of breech. But in some areas is difficult to find experienced and willing assistant.

The third stage: placenta

Next, the uterine discharge of the placenta. Maternal blood loss is usually less than 500 ml. Pulling the umbilical cord to the placenta dragged out will be bleeding more. Be sure to check the placenta is fully discharged. The left part of the cause of postpartum hemorrhage or infection.

[Tony]

Notes of the film

13 weeks --> 6 weeks --> 4 weeks --> 3 weeks → egg → cell.

Egg & sperm, not simple. 500 million and 1% to have pregnancy.

It's struggle to get pregnancy, struggle to stay pregnancy and struggle to be born.

In the woman's womb, inside its muscle, the egg is stayed in the white area, and the woman's brain something growth since her puberty, only 400 evaluations in her life. (that means only 400 chances to get pregnancy).

Have sex and have it often, 500million sperm from men. Vagina is coated by acid and kills sperm, Cervix is dripped. After an hour, only few thousands of sperm left. The only sperm caught the egg, and sent out a chemical signal to the egg, breaks through it and fuse together. Then a new life is fixed.

Then the cell is copy of itself and divided again and again à looks like a berry and continuous to change (10 thousand times). Hirudo à sucking blood.

3 weeks à Thousands of new cells are created every second.

6 weeks has been double. 6 and half weeks à the growth of head and four limbs

Sex is hidden until 8 weeks. Both genders look same.

Becoming lungs, bones and brain.

At 9th week the heart starts pumping. The risk of failure still exist.

At 12th week, it's around 40g weight and not bigger than one pound coin.

Keep getting bigger and bigger.

Breast sore and more blood flow for milk. Mother feels sick, like being seasick.

Much more sensitive of waves, but feel better after 12 weeks.

High technology à ultrasound and even see blinks at 19 weeks! It's mid-pregnancy.

But the brain is not fully developed yet.

After the break:

Placenta makes the baby and the mother can alive at the same time.

At the final 3 months, the mother's uterus would increase 20 times for just carry on a normal size baby. The mother feels breathless, and her heart works much harder à over to one side.

Why is so hard and dangerous to get a pregnancy? It's because our body aren't designed for that at all.

Even head is not fully developed but still have to get out (too large would be a problem), the baby will turns round, 90 degrees and... here comes baby.

[Daisy Cheong]

In the video, it can show that the delivery of the baby. Delivery is the process of the birth of a child is considered to be the beginning of a life, women began to feel the pains of the uterus laws contraction, as well as the cervix dilates began delivery. Most people feel very painful childbirth, water birth because the warm water effect, can alleviate the pain of delivery, speed up the delivery process, but also reduce the episiotomy, have begun to develop, most women are normal production.

[candice]

In my opinions, I think mother is so great. because in the pregnancy, the mother will vomit and other problem.and the this time, the baby needs the mother Nutrition, and growth in the mother body, after 40 week, the baby will born. so bred a life is a different things.

[ Nana ]

I think mother is very great. When I saw this movie before, I don't know born baby is not easy. In the movie, we can know mother pregnancy until the baby born this all step. When the baby in mother's body , they need absorb the nutrition from the mother, then they use this nutrition to grow. And mother do anything also need careful, and will eat much food than nutrition before.

The process of normal human childbirth is categorized in three stages of labour: the shortening and dilation of the cervix, descent and birth of the infant, and birth of the placenta. In many cases, with increasing frequency, childbirth is achieved through caesarean section, the removal of the neonate through a surgical incision in the abdomen, rather than through vaginal birth. So I think mother is very great.

[Taylor Lao]

After this movie, we can understand the process about the delivery of the baby which is not a easy thing, but is a good news for the family. It is because women only have 30 days of a year to get pregnancy. Pregnancy begins through sex, During pregnancy, mother's body has changed. For example, pregnancy will make mother's beast bigger and increase their weight. During this time, mother should be more careful about their health.

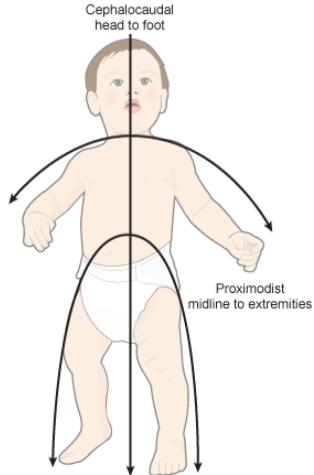
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#### 4Principal of growth

[Candice]

#### FOUR PRINCIPLES OF GROWTH

- 1.**Cephalocaudal** development is head to foot. Include the neck, shoulders, back, hips, legs, feet.
- 2.**Proximodistal** development is the centre of the body towards the extremities. For example: control the muscles, arms, hand, and finger.
- 3.**Principle of hierarchical integration** is simple skills. How to control and integrate, for example: move the fingers to catch things, or pull the food on mouth.
- 4.**The principle of the independence of systems** is different body systems. The body size, and the nervous system.



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[Daisy]

### **Postmature infants:**

A baby born after over 42 weeks of gestation. The infant usually shows wrinkled skin, and sometimes more serious abnormalities.

### **The three stage of labor:**

#### **first stage: dilation**

Uterine contractions initially occur every 8-10 minutes and last 30 seconds. Contraction will continue to become stronger. As the contractions increase, the cervix, which separates the uterus from the vagina, become wider, eventually expanding to allow the baby's head to pass through.

#### **Second stage: fetal expulsion**

The baby's head starts to move through the cervix and birth canal. Typically lasting around 90 minutes, the second stage ends when the baby has completely left the mother's body.

#### **Third stage: placental expulsion**

The child's umbilical cord and the placenta are expelled from the mother. This stage is the quickest and easiest, taking just a few minutes.

### **The mode of production can be divided into natural birth and cesarean delivery.**

-**Natural childbirth** refers to the fetus through the vaginal expulsion process.

-**Cesarean delivery** is the kind of surgery. Obstetrician will cut the mother's abdomen and uterus to birth a baby. In normal condition, nature birth is safer than cesarean delivery. For instance, if the fetus appears to be in danger, as indicated by a sudden rise in its heart rate, a cesarean may be performed.

### **Postpartum Depression**

-Depression is caused by a deep stressed. Including worry too much about the baby, unable to cope with the busy life and can not accept their role change.

-If the mother has a postpartum depression, it will effect child and mother relationship and child growth.

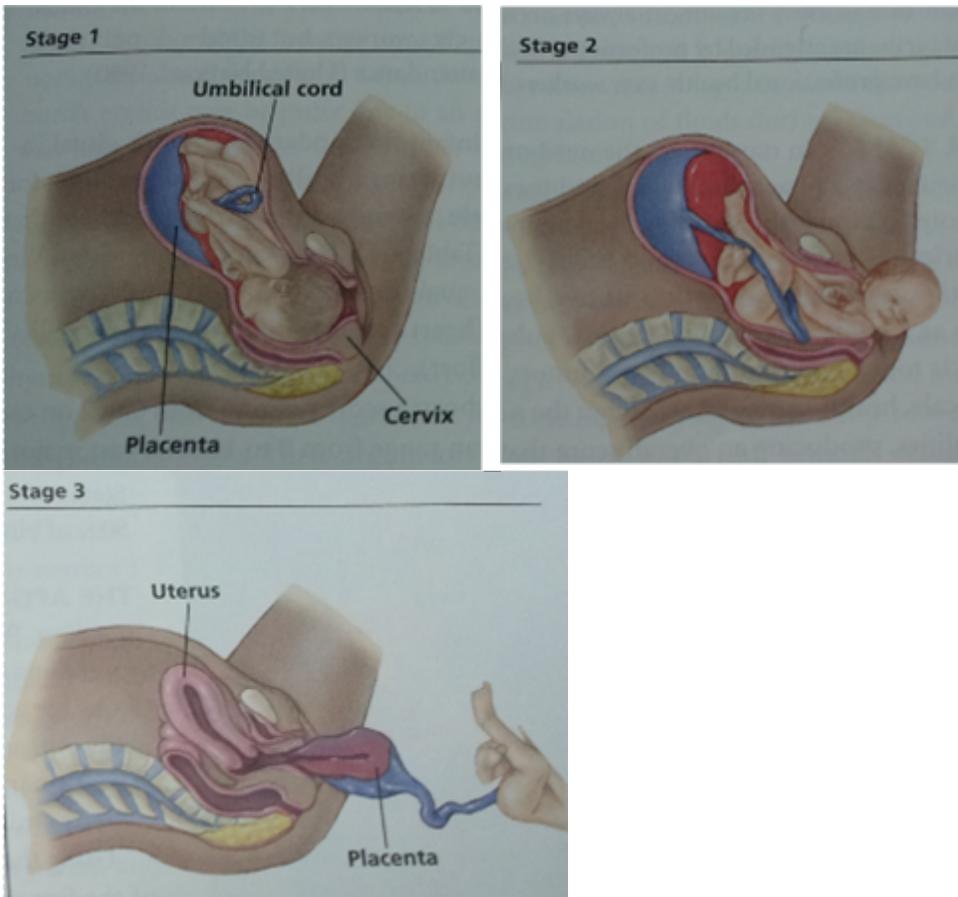
## Symptoms

Include sadness, changes in sleeping and eating patterns, reduced libido, and irritability.

## Suggest:

- Talking to your doctor
- Re-build confidence
- A balanced diet
- Promote communication with their families
- keep in touch with friends and dating

## Picture



## [Tony] Postpartum Depression

13% of Hong Kong Women Who Have Miscarriage Suffer Perinatal Mood or Anxiety Disorder  
By Katherine Stone on March 13, 2010.

Many new moms feel happy one minute and sad the next. If you feel better after a week or so, you probably just had the "baby blues." If it takes you longer to feel better, you may have postpartum depression.

Postpartum depression can make you feel restless, anxious, fatigued and worthless. Some new moms worry they will hurt themselves or their babies. Unlike the "baby blues," postpartum

depression does not go away quickly. Very rarely, new moms develop something even more serious. They may stop eating, have trouble sleeping and become frantic or paranoid. Women with this condition usually need to be hospitalized.

Researchers think that changes in your hormone levels during and after pregnancy may lead to postpartum depression. If you think you have it, tell your health care provider. Medicine and talk therapy can help you get well.

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## Week II Day 2

### Bobo Doll experiment

[Ciara Mariz Valdoria]

#### Albert Bandura

- born in 1925 in Canada
- still alive, age 86
- psychologist in Stanford University
- won the Grawemeyer Award
- Engaged in studies of social learning and aggression

#### Social Learning Theory

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their actions to inform them what to do." - 1977 book, Social Learning Theory

- foundations of human learning
- how children and adults imitate the behavior they observe in others
- People learn by watching what others do and will not do

Observational Learning occurs in relation to three levels:

- Live Model- demonstration of behavior
- Verbal Instruction
- Symbolic- by means of media; a real or fictional character demonstrates the behavior

#### Bobo Doll Experiment

- observational learning, or modeling
- analysis of aggression
- studying patterns of behavior associated with aggression

36 boys and 36 girls, aged 3-6 , from Stanford University

1. Aggressive scenario
2. Non-aggressive scenario

### 3. Control group- no scenario shown

Results:

- Children exposed to aggressiveness were more likely to be physically and verbally aggressive
- Weakens aggressive inhibitors
- Males have shown more aggressiveness compared to females

### **Four processes in the modeling process:**

1. Attention
2. Retention- remembering the details of the behavior
3. Reproduction
4. Motivation- positive (based on reinforcements- anything that increases the likelihood that a response will occur) and negative (based on punishments)

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## Operant Conditioning

[Joshua Lei]

While at Harvard, B. F. Skinner invented the operant conditioning chamber, popularly referred to as the Skinner box, to measure responses of organisms (most often, rats and pigeons) and their orderly interactions with the environment. Skinner discovered that consequences for the organism played a large role in how the organism responded in certain situations. For instance, when the rat would pull the lever it would receive food. Subsequently, the rat made frequent pulls on the lever.

Operant Conditioning is the term used by B.F. Skinner to describe the effects of the consequences of a particular behavior on the future occurrence of that behavior. There are four types of Operant Conditioning: **Positive Reinforcement**, **Negative Reinforcement**, **Punishment**, and **Extinction**. Both Positive and Negative Reinforcement strengthen behavior while both Punishment and Extinction weaken behavior.

- In Positive Reinforcement a particular behavior is strengthened by the consequence of experiencing a positive condition.
- In Negative Reinforcement a particular behavior is strengthened by the consequence of stopping or avoiding a negative condition.
- In Punishment a particular behavior is weakened by the consequence of experiencing a negative condition.
- In Extinction a particular behavior is weakened by the consequence of not experiencing a positive condition or stopping a negative condition.

One of Skinner's experiment examined the formation of superstition in one of his favorite experimental animals, the pigeon.

Skinner placed a series of hungry pigeons in a cage attached to the pigeon "at regular intervals with no reference whatsoever to the bird's behavior."

He discovered that the pigeons associated the delivery of the food with whatever chance of actions they had been performing as it was delivered, and that they subsequently continued to perform these same actions.

## Classical Conditioning

## Physical Development

[Joshua Lei & Bernice Chan]

### 2 to 4 years old

At 2 years old, he should begin to run forward, jump in one place, kick a ball and walk on his tiptoes. He will be able to do even more, including drawing circles and painting, stringing beads, turning the pages of his favorite book or holding a crayon with his little fingers. At age 4, his accuracy in small motion will increase dramatically. He will be more confident and thus able to walk backwards, walk up and down stairs without help.

### 5 to 6 years old

5-year-old, she will astound you with her newly developed skills. She will be able to cut with scissors and begin to write letters and will be able to dress herself, ride a tricycle, use a knife and fork, jump rope and begin finding interest in activities such as dance. When she turns 6, you will be astonished at her throwing and catching skills, her ability to tie her own shoelaces and her proficiency on a bicycle. Even begin learning skills associated with specific games such as soccer or baseball.

### 7 to 10 years old

His baby teeth will begin falling out and will have his adult teeth between 7 and 10 years, By 10, he may even begin growing pubic and armpit hair, and in girls the first menstrual cycle may occur. He will also become more adept at skills which he talented.

## Physical growth

There aren't notable differences between the sexes until late elementary school, when girls start to grow taller faster, although boys catch up and exceed them within a few years. Girls typically grow close to 3 inches per year, or a bit more. Boys grow 3 to almost 4 inches per year.

## Maturation

Some girls begin to show the first changes of puberty, the appearance of breast buds and then pubic hair at around age 8. Most girls get their first menstruation within five years of breast development (or before age 16). A small number of girls begin to mature as early as 7 which is a situation known as precocious puberty. It's unclear what causes early maturation, Often girls in early puberty are heavier or taller than their peers. In boys, it's rare for the first changes of puberty (testicular enlargement, followed by penis growth and pubic hair) to happen before age 9.

## Motor skills

Boys' motor skills such as running, jumping tend to develop slightly faster, while girls' motor skills such as writing improve first. This can put girls at an advantage in school, which requires a lot of sitting still and writing.

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## Week II Day 1

### Day 4

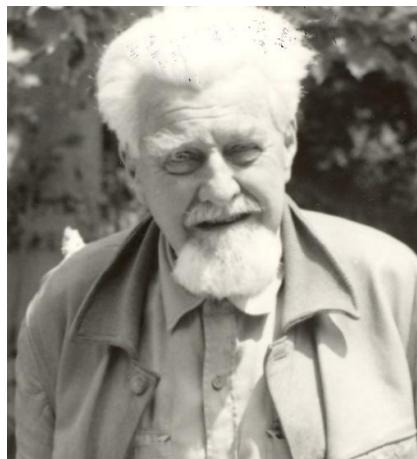
Konrad Lorenz

[Yuri]

Imprinting

Konrad Lorenz is considered to be one of the principal founders of ethology, a branch of science that attempts to gain a deeper insight of behavioral patterns in animals. He discovered that if greylag geese were reared by him from hatching, they would treat him like a parental bird.

In 1935 Lorenz described learning behaviour in young ducklings and goslings. He observed that at a certain critical stage soon after hatching, they learn to follow real or foster parents. The process, which is called imprinting, involves visual and auditory stimuli from the parent object; these elicit a following response in the young that affects their subsequent adult behaviour. Lorenz demonstrated the phenomenon by appearing before newly hatched mallard ducklings and imitating a mother duck's quacking sounds, upon which the young birds regarded him as their mother and followed him accordingly.



<http://www.youtube.com/watch?v=LGBqQyZid04>

Week II Day 1  
[Gabriella Kiss]

### **The Contextual Perspective:**

Considers the relationship between individuals and their physical, cognitive, personality and social worlds. It suggests that a person's unique development cannot be properly viewed without seeing that person is enmeshed within a rich social and cultural context.

Urie Bronfenbrenner (1917-2005) developed the bioecological systems theory to explain how everything in a child and a child's environment affects how a child grows and develops.

He labeled different levels of the environment that influence children's development:

- Microsystem
- Mesosystem
- Exosystem
- Macrosystem
- Chronosystem

#### **Microsystem:**

Everyday, immediate environment in which children lead their daily lives. Homes, immediate family, caregivers, friends and teachers all are influences that are part of the microsystem. Children actively help construct the microsystem, shaping their immediate world in which they live. How the child acts or reacts in the microsystem will affect how they treat him/her in return. The more encouraging and nurturing these relationships and places are, the better the child will be able to grow.

#### **Mesosystem:**

Describes how the different parts of a child's microsystem work together for the sake of the child. If a child's caregivers take an active role in a child's school this will help ensure the child's overall growth.

Like links in a chain, the mesosystem binds children to parents, student to teacher, employees to bosses and it acknowledges the direct and indirect influences that bind us to one another, such as those that affect a mother or father who has a bad day at the office and then is short-tempered with her or his son or daughter home.

#### **Exosystem:**

Includes the other people and places that the child herself may not interact with but that still have a large effect on him/her (parent's workplaces, extended family members, the neighborhood). If the parent gets laid off from work, this may have negative effects on the child if his/her parents can't pay rent or buy groceries.

If the parent receives a raise at work, this may have a positive effect on the child because his/her parents will be better able to give his/her physical needs.

#### **Macrosystem:**

The final level which is the largest and most remote set of people and things to a child but still has

a great influence over the child.

Includes things such as society in general, types of government , religious and political value systems, and other broad, encompassing factors are parts of the macrosystem.

For example, the value a culture or society places on education or the family will affect the values of the people who live in that society.

### **Chronosystem:**

Underlies each of the previous system. It involves the way the passage of time, including historical events (9/11 terrorist attack) and more gradual historical changes (such as changes in the number of women working outside of the home).

The bioecological approach emphasizes the *interconnectedness of the influences on development*. Because the various levels are related to one other, a change in one part of the system affects other parts of the system. If a parent loss of a job (involving the mesosystem) impacts the child's microsystem.

Conversely, changes on one environmental level may make little difference if other levels are not also changed. Improving school environment may have a negligible effect on academic performance if children receive little support for academic success at home.

The bioecological approach illustrates that influences among different family members are multidirectional. Parents influences the child's behavior and the child influences the parents' behavior.

Finally, the bioecological approach stresses importance of broad cultural factors that affect development.

If you have been rased in the most widespread North American culture than the most important is individualism. Emphasizes on personal identity, uniqueness, freedom, and the worth of the individual.

On the other hand, if you were raised in a traditional Asian culture than the most importan is collectivism. Emphasizes the welfare of the groups to which they belong, sometimes even at the expense of their own personal well-being.

Some critics argue that the Bioecological approach pays insufficient attention to **biological factors**. Still, the approach is of considerable importance to child development, suggesting as it does the multiple levels at which the environment affects children's development.

Day 3

Jean Piaget

Tony

The 4 stages – from BB to adolescence  
Sensori-motor (1st month~2 years old)  
pre-operational (2~7 years old)  
Concrete ( ) operational (7~12 years old)  
Formal operational (12~15 years old)

Action = Knowledge ( yes !!!!) ( yes if u don't do anything....u know nothing!!!)

Physical maturation & relevant experiences.  
Without such experience incapable of reaching cognitive potential.

Schema (similar to memory) – an organized pattern of sensorimotor functioning.

According to Piaget, a baby will use a sensorimotor scheme, such as mouthing or banging, to understand a new object.

Assimilation – the process in which people understand an experience in terms of their current stage of cognitive development and way of thinking

Accommodation – changes in existing ways of thinking that occur in response to encounters with new events.

When a child sees a flying squirrel and calls it “a bird with a tail”, he is beginning to accommodate new knowledge, modifying his scheme of bird.

first substage: Simple reflexes (1st month)

During this period, the various reflexes that determine the infant's interactions with the world are at the center of its cognitive life.

Example: To suck at anything placed in its lips.

second substage: From 1 to 4 months

The infants begin to coordinate what were separate actions into single, integrated activities.

Example

Combine grasping an object with sucking on it, or staring at something with touching it.

Substage 3: Secondary circular reactions (children interact with the environment)

Age range: 4 months - 8 months

Description of stage:

They are not based on reflexes, secondary circular reactions are not contained within the

body. However, similar to primary circular reactions, secondary circular reactions occur from an unintentional occurrence, but the occurrence involves the child interacting with the external environment.

Example: A child is moving about in a playpen and happens to hit the mobile overhead. The mobile spins and catches the baby's attention. Once the mobile stops spinning, if the child enjoyed the experience, the child will move his arms and legs again to try and hit the mobile. The child wants to repeat the behavior.

Substage 4: Coordination of secondary circular reactions (Child uses one to get another)

Age range: 8 months - 12 months

Description of stage: Now, the child is starting to understand that one circular reaction can be used to get another circular reaction. At this stage, the child begins to gain a sense of cause and effect. Before now, children do not understand that an object out-of-sight continues to exist. Children acquiring a knowledge base of object permanence love to play peek-a-boo.

Example: A child will push one toy out of the way to reach another toy that is lying, partially exposed, under it.

Substage 5: Tertiary circular reactions (The little scientist)

Age range: 12 months - 18 months

Description of stage: At this stage, an action occurs deliberately. The child displays a behavior purposely and continues the action because it is pleasurable. What separates this stage from the previous is that the action is repeated with some variation.

Example: A child will drop a toy repeatedly, varying the position from which he drops it, carefully observing each time to see where it falls.

Substage 6: Coordination of tertiary circular reactions (Mental representation begins)

Age range: 18 months - 24 months

Description of stage: It is in this last stage that children internalize behaviors and began to build mental symbols! This stage is when children are able to participate in pretend play.

Example: Children can even plot in their heads unseen trajectories(locus) of objects, so that if a ball rolls under a piece of furniture, they can figure out where it is likely to emerge on the other side.

Stage 1~4 <http://www.youtube.com/watch?v=ue8y-JVhjS0>

<http://www.youtube.com/watch?v=GLj0IZFLKvg>

<http://www.youtube.com/watch?v=j4lvQfhuNmg>

<http://www.youtube.com/watch?v=zjJdcXA1KH8&feature=related>

Freud Psychosexual development [Angel] there are 5 stages

[UNA]

Freud's psychosexual development

- Oral stage ( ) birth -2 years old  
Physical focus on mouth  
Sucking is the primary source of pleasure for a newborn  
Everything put in the mouth due to sucking equal to food
- Anal stage ( ) 2 - 3 years old  
Physical focus on anus  
This age of baby supposed to control bowels  
Enjoy poo poo after poo poo feel pleasure  
Freud believe that baby sexual pleasure centered around the anus
- Phallic stage 3-6 years old  
Physical focus on penis  
Why we are different than other, why we don't have your penis  
Child know how to analyze gender and interest in play with their genitals  
Freud believe that boys and girls both focus on their genitals  
**Oedipus complex (boys)**  
**Electra complex (girls)**  
Parents offer same love to child and build trust relationship  
They don't know what mean with ma and da
- Latency ( ) 6-12 years old  
Being too have education  
Exercise and prepare, meet new friends (same gender)  
Freud's the latency stage is the period of relative calm. The sexual and aggressive drives are less active and there is little in the way of psychosexual conflict
- Genital stage- After puberty 3:10  
Second time physical focus on genital  
According to Freud this genital character is not fixed at an earlier stage this is the person who has worked it all out, this person is psychologically well adjusted and balanced to achieve this state, you need to have a balance of both love and work

<yuri>

Stage	Age Range	Erogenous zone	Consequences of psychologic fixation
Oral	Birth–1 year	Mouth	Orally aggressive: chewing gum and the ends of pencils, sucking and accepting things into the mouth. Orally Passive: smoking, eating, kissing, oral sexual practices Oral stage fixation might result in a passive, gullible, immature, manipulative personality.
Anal	1–3 years	Bowel and bladder elimination	Anal retentive: Obsessively organized, or excessively neat Anal expulsive: reckless, careless, defiant, disorganized, coprophiliac
Phallic	3–6 years	Genitalia	Oedipus complex (in boys and girls); according to Sigmund Freud. Electra complex (in girls); according to Carl Jung.
Laten cy	6–puberty	Dormant sexual feelings	Sexual unfulfillment if fixation occurs in this stage.
Genital	Puberty–death	Sexual interests mature	Frigidity, impotence, unsatisfactory relationships

Reference: wiki Sigmund Freud.

[Ciara Valdoria]

## FIXATION

- When the child does not satisfy his libido in certain stages, he will experience failure and anxiety
- The child will become fixated to satisfy his libido, the fixation will go on through adulthood
- Can result to neurosis, hysteria, personality disorders, etc.

LIBIDO- sexual desire/ sexual appetite that develops in the five stages of Freud's psychosexual development theory

### Fixation on Oral Stage

- Results in being orally aggressive (chewing various things like ends of pencils) and/or orally passive (smoking, eating, kissing)
- Personality can be passive and manipulative

### Fixation on Anal Stage

- Results in being anal retentive(overly and obsessively organized) or anal expulsive (careless and disorganized)

### Phallic stage

- Oedipus Complex (For boys)
  - Definition: The unconscious emotions of a boy to kill his father to sexually possess his mother
  - Solution: Castration Anxiety- fear of the boy to lose his sex organ or its function(s) because his father might cut it as a punishment for wanting to sexually possess mother
  - What happens when resolved?: The boy gives in to his father and accepts that he can't sexually possess his mother. He then unconsciously gets qualities from his father to sexually possess other women who have qualities like his mother in the future.
- Electra Complex (For girls)
  - Definition: The daughter wants to sexually possess her mother
  - Solution: Penis envy- acceptance of the daughter that she doesn't have a penis, and can't sexually possess her mother
  - What happens when resolved?: The daughter transfers her sexual desire from her mother to her father, then to men in general

### Fixation on the Phallic Stage

- Can cause neurosis, pedophilia, and homosexuality.

### Fixation on Latency Stage

- Can result to sexual unfulfillment

### Fixation on Genital Stage

- Can result to frigidity, impotence, and unsatisfactory relationships

(Wikipedia)

### [Gabriella Kiss]

According to Freud, we are born with our **Id**. The id is an important part of our personality because as newborns, it allows us to get our basic needs met. Freud believed that the id is based on our pleasure principle. In other words, the id wants whatever feels good at the time, with no consideration for the reality of the situation. When a child is hungry, the id wants food, and therefore the child cries. When the child needs to be changed, the id cries. When the child is uncomfortable, in pain, too hot, too cold, or just wants attention, the id speaks up until

his or her needs are met. The id doesn't care about reality, about the needs of anyone else, only its own satisfaction. When the id wants something, nothing else is important. Within the next three years, as the child interacts more and more with the world, the second part of the personality begins to develop. Freud called this part the **Ego**. The ego is based on the reality principle. The ego understands that other people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. Its the ego's job to meet the needs of the id, while taking into consideration the reality of the situation. By the age of five, or the end of the phallic stage of development, the **Superego** develops. The Superego is the moral part of us and develops due to the moral and ethical restraints placed on us by our caregivers. Many equate the superego with the conscience as it dictates our belief of right and wrong.

According to Sigmund Freud, personality is mostly established by the age of five. Early experiences play a large role in personality development and continue to influence behavior later in life. Freud's theory of psychosexual development is one of the best known, but also one of the most controversial. Freud believed that personality develops through a series of childhood stages during which the pleasure-seeking energies of the id become focused on certain erogenous areas. This psychosexual energy, or libido, was described as the driving force behind behavior.

If these psychosexual stages are completed successfully, the result is a healthy personality. If certain issues are not resolved at the appropriate stage, fixation can occur. A fixation is a persistent focus on an earlier psychosexual stage. Until this conflict is resolved, the individual will remain "stuck" in this stage.

Stage	Age Range	Erogenous zone(s)	Consequences of Fixation
<u>Oral</u>	Birth-1 year	Mouth	Orally aggressive: Signs include chewing gum or ends of pens. Orally Passive: Signs include smoking/eating/kissing/fellatio/cunnilingus[3] Fixation at this stage may result in passivity, gullibility, immaturity and manipulative personality
<u>Anal</u>	1–3 years	<u>Bowel</u> and <u>bladder</u> elimination	<u>Anal retentive</u> : Obsession with organization or excessive neatness <u>Anal explosive</u> : Reckless, careless, defiant, disorganized, Coprophiliac
<u>Phallic</u>	3–6 years	<u>Genitals</u>	<u>Oedipus complex</u> (in boys only according to Freud) <u>Electra complex</u> (in girls only, later developed by Carl Jung)
<u>Lateancy</u>	6-puberty years	Dormant sexual feelings	(People do not tend to <u>fixate</u> at this stage, but if they do, they tend to be extremely sexually unfulfilled.)
<u>Genital</u>	Puberty-end of life	Sexual interests mature	Frigidity, impotence, unsatisfactory relationships

Sigmund Freud's psychosexual theory and Erik Erikson's psychosocial theory are two well-known theories of development. While he was influenced by Freud's ideas, Erikson's theory differed in a number of important ways. Like Freud, Erikson believed that personality develops in a series of predetermined stages. Unlike Freud's theory of psychosexual stages, Erikson's theory describes the impact of social experience across the whole lifespan.

Approxim	<a href="#">Freud's Stages of Psychosexual</a>	<a href="#">Erikson's Stages of</a>
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<u>Age</u>	<u>Development</u>	<u>Psychosocial Development</u>
Birth to 1 year	<p><u>Oral Stage</u></p> <p>A child's primary source of pleasure is through the mouth, via sucking, eating and tasting.</p>	<p><u>Trust vs Mistrust</u></p> <p>Children learn to either trust or mistrust their caregivers.</p>
1-3 years	<p><u>Anal Stage</u></p> <p>Children gain a sense of mastery and competence by controlling bladder and bowel movements.</p>	<p><u>Autonomy vs. Doubt</u></p> <p>Children develop self-sufficiency by controlling activities such as eating, toilet training and talking.</p>
3-6 years	<p><u>Phallic Stage</u></p> <p>The libido's energy is focused on the genitals. Children begin to identify with their same-sex parent.</p>	<p><u>Initiative vs. Guilt</u></p> <p>Children begin to take more control over their environment.</p>
7-11 years	<p><u>Latent Period</u></p> <p>The libido's energy is suppressed and children are focused on other activities such as school, friends and hobbies.</p>	<p><u>Industry vs Inferiority</u></p> <p>Children develop a sense of competence by mastering new skills.</p>
Adolescence	<p><u>Genital Stage</u></p> <p>Children begin to explore romantic relationships.</p>	<p><u>Identity vs Role Confusion</u></p> <p>Children develop a personal identity and sense of self.</p>
Adulthood	<p>According to Freud, the genital stage lasts throughout adulthood. He believed the goal is to develop a balance between all areas of life.</p>	<p><u>Intimacy vs Isolation</u></p> <p>Young adults seek out romantic love and companionship.</p> <p><u>Generativity vs Stagnation</u></p> <p>Middle-aged adults nurture others and contribute to society.</p> <p><u>Integrity vs Despair</u></p> <p>Older adults reflect on their lives, looking back with a sense of fulfillment or bitterness.</p>

### [Weng]

In Freudian psychology, psychosexual development is a central element of the psychoanalytic sexual drive theory, that human beings, from birth, possess an instinctual libido (sexual appetite) that develops in five stages. Each stage — the oral, the anal, the phallic, the latent, and the genital — is characterized by the erogenous zone that is the source of the libidinal drive. Sigmund Freud proposed that if the child experienced anxiety, thwarting his or her sexual appetite during any libidinal (psychosexual) development stage, said anxiety would persist into adulthood as a neurosis, a functional mental disorder.

During the **oral stage**, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking. Because the infant is entirely dependent upon caretakers (who are responsible for feeding the child), the infant also develops a sense of trust and comfort through this oral stimulation.

During the **anal stage**, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training--the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

During the **phallic stage**, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences between males and females.

During the **latent period**, the libido interests are suppressed. The development of the ego and superego contribute to this period of calm. The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies and other interests.

During the **final stage** of psychosexual development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the rest of a person's life.

[Jammy]

Stage	Age Range	Erogenous zone	Consequences of psychologic fixation
Oral	Birth–1 year	Mouth	Orally aggressive: chewing gum and the ends of pencils, etc. Orally Passive: smoking, eating, kissing, oral sexual practices Oral stage fixation might result in a passive, gullible, immature, manipulative personality.
Anal	1–3 years	Bowel and bladder elimination	Anal retentive: Obsessively organized, or excessively neat Anal expulsive: reckless, careless, defiant, disorganized, coprophiliac
Phallic	3–6 years	Genitalia	Oedipus complex (in boys and girls); according to Sigmund Freud. Electra complex (in girls); according to Carl Jung.

Latency	6–puberty	Dormant sexual feelings	Sexual unfulfillment if fixation occurs in this stage.
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(Wikipedia)

[Taylor Lao]

1. The Oral stage from birth to two

Oral gratification as the focus for pleasure seeking, the infant's primary source of pleasure occurs through the mouth, so the rooting and sucking reflex is especially important.

2. The Anal stage from two to four

Freud believed that the baby focus of the libido was controlling the training for toilet.

3. Phallic stage four to seen

Discovery of genitals and masturbation, children discover the differences between males and females. Most of little boy begin to see their fathers as a rival for the mother's affections.

4. Latency stage from seven to puberty

The child turns away from emotional development to pursue intellectual development, the ego and superego.

5. Genital stage from puberty on

Adult sexuality becomes the focus for emotional development

Parent/adolescent conflicts over friends and whom adolescents want to become as adults

Elos Hoi:

Oral stage:

Age Range: Birth to 1 Year; Erogenous Zone: Mouth; During the oral stage, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important.

Anal stage:

Phallic stage:

Latency stage:

Genital stage:

(Daisy)

The focal objects for the developing child's energy serve to define five main stages of psychological development:

oral (0-18 months)

anal (18 months - 3 1/2 years)

phallic (3 1/2 years - 6 years)

latency (6 years - puberty)

genital (puberty - adulthood)

Age	Name	Pleasure source	Conflict
0-2	Oral	Mouth: sucking, biting, swallowing	Weaning away from mother's breast

2-4	Anal	Anus: defecating or retaining faeces	Toilet training
4-5	Phallic	Genitals	Oedipus (boys), Electra (girls)
6-puberty	Latency	Sexual urges sublimated into sports and hobbies. Same-sex friends also help avoid sexual feelings.	
puberty onward	Genital	Physical sexual changes reawaken repressed needs. Direct sexual feelings towards others lead to sexual gratification.	Social rules

(Peter)

Each psychosexual stage has three main parts:

1. **A physical focus** : where the child's energy is concentrated and their gratification obtained.
2. **A psychological theme** : this is related to both the physical focus and the demands being made on the child by the outside world as he/she develops. For each stage, there can be two extremes in psychological reaction - either doing too much or not enough of what is ideal.
3. **An adult character type** : in the first three stages this adult character type is one that is related to being fixated or stuck at that stage. If a person doesn't resolve the psychological issues that arise at that stage they will always have problems relating to those issues.

[john]

Oral Stage

The oral stage is the first stage of development. It begins from the time a child is born. During this phase, the mouth is the primary device used to explore the world around them through taste and touch. It is behaviour during this phase that many habits in later life are picked up e.g nail biting due to the development of an oral fixation.

Anal Stage

The duration of this stage lasts during a child's toilet training phase. Due to the attention given by parents at this stage, children come to realise that they have control over excretion and thus can exercise control over parents by choosing to be cooperative and become anal expulsive or hold back and become anal retentive. Expulsive children tend to grow up to become disorganised and anti social. Retentive children tend to become very correct in their behaviour in terms of cleanliness and a desire to retain old belongings

Phallic Stage

This is the stage where Freud believes that a 'sexual awakening' occurs. Children begin to discover their own genitals. Male children discover the penis but also learn of females lack of one. They then believe that the reason females don't have one is that they have been castrated and thus develop a fear of castration themselves.

They also develop an attraction for their own mother but one which cannot be perused due to a fear of their father and possible castration. This is known as the Oedipus complex. It is resolved when the child begins to look elsewhere for a partner. Females develop an attraction to their fathers at this stage. They believe that the lack of a penis can be compensated for by a baby and thus seek affection from their father. This is known as the Elektra Complex.

#### Latency Stage

The latency stage is where the strong development of sexuality eases as children come to terms with their own complex and begin to distance themselves from their parents. Although development slows, activity remains at a steady increase as children become more familiar with their own genital.

#### Genital Stage

The beginning of the genital stage coincides with the beginning of puberty. There is now a strong desire to become attracted to the opposite sex. At this time, neurosis should be resolved and solid relationships are formed .

[Terry]

According to Freud, personality is mostly established by the age of five. Early experiences play a large role in personality development and continue to influence behavior later in life.

Freud's theory of personality development is one of the best known, but also one of the most controversial. Freud believed that personality develops through a series of childhood stages during which the pleasure-seeking energies of the id become focused on certain erogenous areas. This psychosexual energy, or libido, was described as the driving force behind behavior.

If the stages are completed successfully, the result is a healthy personality. If certain issues are not resolved at the appropriate stage, fixation can occur.

[Bill Chu]

#### Oral Stage (0-1 year)

The first stage of personality development where libido is centred in a baby's mouth. It gets much satisfaction from putting all sorts of things in its mouth to satisfy libido, and thus its id demands.

#### Anal Stage (1-3 years)

The libido now becomes focused on the anus and the child derives great pleasure from defecating. The child is now fully aware that they are a person in their own right and that their wishes can bring them into conflict with the demands of the outside world (i.e. their ego has developed).

[Oscar Chao]

Freud advanced a theory of personality development that centered on the effects of the sexual pleasure drive on the individual psyche. At particular points in the developmental process, he claimed, a single body part is particularly sensitive to sexual, erotic stimulation. These *erogenous zones* are the mouth, the anus, and the genital region. The child's libido centers on behavior affecting the primary erogenous zone of his age; he cannot focus on the primary erogenous zone of the next stage without resolving the developmental conflict of the immediate one.

A child at a given stage of development has certain needs and demands, such as the need of the infant to nurse. Frustration occurs when these needs are not met; Overindulgence stems from such an ample meeting of these needs that the child is reluctant to progress beyond the stage.

Both frustration and overindulgence lock some amount of the child's libido permanently into the stage in which they occur; both result in a *fixation*. If a child progresses normally through the stages, resolving each conflict and moving on, then little libido remains invested in each stage of development. But if he fixates at a particular stage, the method of obtaining satisfaction which characterized the stage will dominate and affect his adult personality.

**it about :The Oral Stage**(Birth to 18 months)

**The Anal Stage**(18 months to three years)

**The Phallic Stage**(ages three to six)

**Latency Period**(age six to puberty)

**The Genital Stage**(puberty on)

[wan chan Tong]

Age	Name	Pleasure source	Conflict
0-2	Oral	Mouth: sucking, biting, swallowing	Weaning away from mother's breast
2-4	Anal	Anus: defecating or retaining faeces	Toilet training
4-5	Phallic	Genitals	Oedipus (boys), Electra (girls)
6-puberty	Latency	Sexual urges sublimated into sports and hobbies. Same-sex friends also help avoid sexual feelings.	

puberty onward	Genital	Physical sexual changes reawaken repressed needs. Direct sexual feelings towards others lead to sexual gratification.	Social rules
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[Jayden Ng]

In Freudian psychology, psychosexual development is a central element of the psychoanalytic sexual drive theory, that human beings, from birth, possess an instinctual libido (sexual appetite) that develops in five stages. Each stage — the oral, the anal, the phallic, the latent, and the genital — is characterized by the erogenous zone that is the source of the libidinal drive. Sigmund Freud proposed that if the child experienced anxiety, thwarting his or her sexual appetite during any libidinal (psychosexual) development stage, said anxiety would persist into adulthood as a neurosis, a functional mental disorder.

### **Oral Stage (0-1 year)**

The first stage of personality development where libido is centred in a baby's mouth. It gets much satisfaction from putting all sorts of things in its mouth to satisfy libido, and thus its id demands. Which at this stage in life are oral, or mouth orientated, such as sucking, biting, and breast-feeding. Freud said oral stimulation could lead to an oral fixation in later life. We see oral personalities all around us such as smokers, nail-biters, finger-chewers, and thumb suckers. Oral personalities engage in such oral behaviours particularly when under stress.

### **Anal Stage (1-3 years)**

The libido now becomes focused on the anus and the child derives great pleasure from defecating. The child is now fully aware that they are a person in their own right and that their wishes can bring them into conflict with the demands of the outside world (i.e. their ego has developed). Freud believed that this type of conflict tends to come to a head in potty training, in which adults impose restrictions on when and where the child can defecate. The nature of this first conflict with authority can determine the child's future relationship with all forms of authority.

Early or harsh potty training can lead to the child becoming an anal-retentive personality who hates mess, is obsessively tidy, punctual and respectful of authority. They can be stubborn and tight-fisted with their cash and possessions. This is all related to pleasure got from holding on to their faeces when toddlers, and their mum's then insisting that they get rid of it by placing them on the potty until they perform! Not as daft as it sounds. The anal expulsive, on the other hand, underwent a liberal toilet-training regime during the anal stage. In adulthood the anal expulsive is the person who wants to share things with you. They like giving things away. In essence they are 'sharing their s\*\*t'! An anal-expulsive personality is also messy, disorganised and rebellious.

### **Phallic Stage (3 to 5 or 6 years)**

Sensitivity now becomes concentrated in the genitals and masturbation (in both sexes) becomes a new source of pleasure. The child becomes aware of anatomical sex differences, which sets in motion the conflict between erotic attraction, resentment, rivalry, jealousy and fear which Freud called the Oedipus complex (in boys) and the Electra complex (in girls). This is resolved through the process of identification which involves the child adopting the characteristics of the same sex parent.

The most important aspect of the phallic stage is the Oedipus complex. This is one of Freud's most controversial ideas and one that many people reject outright. The name of the Oedipus complex derives from Greek myth where Oedipus, a young man, kills his father and marries his

mother. Upon discovering this he pokes his eyes out and becomes blind. This Oedipal is the generic (i.e. general) term for both Oedipus and Electra complexes.

In the young boy, the Oedipus complex or more correctly conflict, arises because the boy develops sexual (pleasurable) desires for his mother. He wants to possess his mother exclusively and get rid of his father to enable him to do so. Irrationally, the boy thinks that if his father were to find out about all this, his father would take away what he loves the most. In the phallic stage what the boy loves most is his penis. Hence the boy develops castration anxiety.

A problem the little boy then sets out to resolve by imitating, copying and joining in masculine dad-type behaviours. This is called identification, and is how the three-to-five year old boy resolves his Oedipus complex. Identification means internally adopting the values, attitudes and behaviours of another person. The consequence of this is that the boy takes on the male gender role, and adopts an ego ideal and values that become the superego.

For girls, the Oedipus or Electra complex is less than satisfactory. Briefly, the girl desires the father, but realises that she does not have a penis. This leads to the development of penis envy and the wish to be a boy. The girl resolves this by repressing her desire for her father and substituting the wish for a penis with the wish for a baby. The girl blames her mother for her 'castrated state' and this creates great tension. The girl then represses her feelings (to remove the tension) and identifies with the mother to take on the female gender role.

### **Latency (5 or 6 to puberty)**

No further psychosexual development takes place during this stage (latent means hidden). The libido is dormant. Freud thought that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated (re: defence mechanism) towards school work, hobbies and friendships. Much of the child's energies are channelled into developing new skills and acquiring new knowledge and play becomes largely confined to other children of the same gender.

### **Genital (puberty to adult)**

Is the last stage of Freud's psychosexual theory of personality development and begins in puberty. It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving one-to-one relationship with another in our 20's or so. Sexual instinct is directed to heterosexual pleasure, rather than self pleasure during the phallic stage. For Freud, the proper outlet of the sexual instinct in adults was through heterosexual intercourse. Fixation and conflict may prevent this with the consequence that sexual perversions may develop. For example, fixation at the oral stage may result in a person gaining sexual pleasure primarily from kissing and oral sex, rather than sexual intercourse.

[Un Wong]

Stage	Age Range	Erogenous zone	Consequences of psychologic fixation
Oral	Birth–1 year	Mouth	Orally aggressive: chewing gum and the ends of pencils, etc. Orally Passive: smoking, eating, kissing, oral sexual practices Oral stage fixation might result in a passive, gullible, immature, manipulative personality.

Anal	1–3 years	Bowel and bladder elimination	<b>Anal retentive:</b> Obsessively organized, or excessively neat <b>Anal expulsive:</b> reckless, careless, defiant, disorganized, <i>coprophiliac</i>
Phallic	3–6 years	Genitalia	Oedipus complex (in boys and girls); according to Sigmund Freud. Electra complex (in girls); according to Carl Jung.
Laten cy	6–puberty	Dormant sexual feelings	Sexual unfulfillment if fixation occurs in this stage.
Genital	Puberty–death	Sexual interests mature	Frigidity, impotence, unsatisfactory relationships

[candice]

## The Oral Stage

This stage begins at birth and lasts for approximately one and half years. An infant's needs are satisfied as the child nurses, sucks, and accepts things into his mouth. If a child becomes frustrated at this stage (his mother refuses to nurse him on demand, ceases nursing sessions too abruptly, etc.) he can become pessimistic, envious, suspicious and sarcastic. Alternatively, if the child's needs are fully met, the child's personality development can best be described as optimistic, gullible, and admiring (Stevenson, 2001).

## The Anal Stage

This stage begins at the conclusion of The Oral Stage and can last up to two years. It is characterized by a shifting of erogenous pleasure from the mouth to the anus. As a child begins the process of toilet training, he experiences a conflict between the id, superego, and ego. In short, the child desires to experience the pleasures of releasing bodily wastes; however, he also recognizes the need to comply with his parents' demands to control such pleasure. The successful resolution of this stage can permanently affect the individual's attitude toward authority. Freud provides two possible problematic resolutions to this conflict:

### Anal Expulsive Character

A child who resolves the conflict in this way decides to fight the demands of the superego as embodied in his care-giver. He can decide to take pleasure in excreting maliciously. The child's personality development will generally be "messy, disorganized, reckless, careless, and defiant" (Stevenson, 2001).

### Anal Retentive Character

This child also decides to fight the demands of the superego, but does so by enjoying the pleasure of the build-up of feces on the intestine. This personality can be characterized as "neat, precise, orderly, careful, stingy, withholding, obstinate, meticulous, and passive-aggressive" (Stevenson, 2001).

## The Phallic Stage

This stage is often described as the most critical one for personality development. It can last from ages 4-7 and is characterized by a shifting of focus away from the anus and toward the genitals, and the genitals of others. The conflicts associated with this stage are different for men and women, but are generally defined as desire to possess the care-giver of the opposite sex, and eliminate the same-sex care-giver.

[ Nana ]

### Freud's Stages of Psychosexual Development

**Oral Stage** (Birth to 18 months)

**Anal Stage** (18 months to three years)

**Phallic Stage** (ages three to six)

**Latency Stage** (age six to puberty)

**Genital Stage** (puberty on)

[Marco]

Freud proposed that there were 5 stages of development. Freud believed that few people successfully completed all 5 of the stages. Instead, he felt that most people tied up their libido at one of the stages, which prevented them from using that energy at a later stage.

**ORAL Stage** This occurs from birth to about 1 year, and the libido is focussed on the mouth. The individual may be frustrated by having to wait on another person, being dependent on another person. Being fixated at this stage may mean an excessive use of oral stimulation, such as cigarettes, drinking or eating.

**ANAL Stage** This period occurs about age 2 and 3 yrs. Here individuals have their first encounter with rules and regulations, as they have to learn to be toilet trained. This encounter with rules and regulations will dictate the later behavior with rules and regulations. The libido is focussed anally, and frustration may arise from having to learn a somewhat complex cognitive and motor response. Being fixated at this stage can result in stinginess, stubbornness, or orderliness, as well as messiness. Essentially, behavior related to retention and expulsion may be related to experiences at this stage.

**PHALLIC Stage** This period starts about age 4-5 years. Some critical episodes for development occur during this stage, but these episodes occur differently for boys and girls.

- **Oedipus conflict** - the boy begins to have sexual desires for his mother, and sees his father as a rival for her affections. The boy begins to fear that his father is suspicious of his longing for his mother, and that the father will punish him for his desires. That punishment, the boy fears, will be castration, which brings us to the second critical episode for this stage.
- **Castration anxiety.** The fear of castration make the boy anxious. This anxiety begun with the fear of punishment from the father leads to the boy thinking that the father hates him eventually becomes unbearable and the boy renounces his sexual feelings for his mother and chooses instead to identify with his father, and hopes to someday have a relationship with a woman (though not his mother) just like dear old dad has with his mother.
- The story for girls is slightly different. The oral and anal stages are the same for both girls and boys, so the focus of affection and attention is on the mother for both. But this focus changes, for girls, from the mother to the father, when the girls realize that they don't have penises, so they develop **penis envy**. This realization coupled with the knowledge that her mother doesn't have a penis leads to her thinking her mother unworthy, and becoming

attracted to her father, as he does have a penis.

- Just as with boys, girls begin to suspect the same sex parent knows about their attraction to the opposite sex parent, and they hate them for it. These feelings go round and round for awhile until the point when the girls renounce their feelings for their fathers and identify with their mothers.
- 
- **LATENCY Stage** This period occurs after the oedipus conflict has been resolved and the feelings that were aroused during that time have subsided. This lasts from about the age of 7 until puberty, and this is a period of rest where there are no developmental events
- **GENITAL Stage** Begins at puberty involves the development of the genitals, and libido begins to be used in its sexual role. However, those feelings for the opposite sex are a source of anxiety, because they are reminders of the feelings for the parents and the trauma that resulted from all that.

[Joshua Lei]

**Oral**, from birth to 1 year. The sex instinct centers on the mouth because infants derive pleasure from such oral activities as sucking, chewing, and biting. Feeding activities are particularly important. For example, an infant weaned too early or abruptly may later crave close contact and become overdependent on a spouse.

**Anal**, from 1 to 3 years. Voluntary urination and defecation become the primary methods of gratifying the sex instant. Toilet-training produces major conflicts between children and parents. The emotional climate that parents create can have lasting effects. For example, children who are punished for toileting “accidents” may become inhibited, messy, or wasteful.

**Phallic**, from 3 to 6 years. Pleasure is now derived from genital stimulation. Children develop an incestuous desire for the opposite-sex parent (called the Oedipus complex for boys and Electra complex for girls). Anxiety stemming from this conflict causes children to internalize the sex-role characteristics and moral standards for their same-sex parental rival.

**Latency**, from 6 to 11 years. Traumas of the phallic stage cause sexual conflicts to be repressed and sexual urges to be rechanneled into school work and vigorous play. The ego and superego continue to develop as the child gains more problem-solving abilities at school and internalizes societal values.

**Genital**, from age 12 onward. Puberty triggers a reawakening of sexual urges. Adolescents must now learn how to express these urges in socially acceptable ways. If development has been healthy, the mature sex instinct is satisfied by marriage and raising children.

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1. Who was Erik Erikson?
2. What does he do originally?
3. How did he formulate his “Erik Erikson’s Psycho-Social Stages of Development”
4. What does he mean by crisis?
5. What are the first 4 stages? (Name and briefly discuss what it is)
6. YouTube has a few videos that demonstrate the 8 stages. (insert a few links here)  
Explain/ Give a summary of what that video talks about.
7. The Psycho-social stages of development consist of behaviours that may be associated with health and unhealthy expressions of self-development, give examples

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## 1. Who was Erik Erikson?

[Gabriella Kiss]

Erik Erikson was born in 1902 near Frankfurt, Germany from Danish parents. Erikson has made a contribution to the field of psychology with his developmental theory. He can compared to Sigmund Freud in that he claimed that humans develop in stages. He developed eight psychosocial stages in which humans develop throughout their entire life span. While Freud's theory had focused on the psychosexual aspects of development, Erikson's addition of other influences helped to broaden and expand psychoanalytic theory. He contributed to our understanding of personality as it is developed and shaped over the course of the lifespan.

[Una Lo]

Erik Erikson citizenship in American German.

<yuri>

Erik Erikson (15June 1902 - 24 May1994) was a Danish-German-America devlopmental psychologist and psychoanalyst. Erik Erikson's stage theory of psychosocial development helped create interest and research on human development through the lifespan. An ego psychologist who studied with Anna Freud. Erikson expanded psychoanalytic theory by exploring development throughout the life, including events of childhood, adulthood, and old age.

[Jammy]

Erik Erikson was born on June 15, 1902 and die on May 24, 1994. He born in Frankfurt, a place in Germany. Erik's mother was abandoned by Erik's father before Erik was borned. Karla Abrahamsen was the name of Erik 's mom, she was a young Jewish woman, she raised Erik alone for the first three years. She married Dr. Theodor Homberger afterwards. Dr.Theodor Homberger was the pediatrician of Erik, they then moved to Karlsruhe in southern Germany.

[john]

Erik Erikson has made a contribution to the field of psychology with his developmental theory. Erikson developed eight psychosocial stages in which humans develop through throughout their entire life span.

[WAN CHAN TONG]

Erik Erikson was an influential and pioneering psychologist, psychoanalyst, and author whose theory of the eight psychosocial stages of development profoundly shaped the field of child development.

[RICHAR]

Erik Erikson was born in Frankfurt, Germany, on June 15, 1902.He is a German developmental psychologist,Psychoanalyst,

[Bill Chu]

Erik Erikson was best known and most widely read book being CHildhood and Society. His more recent book " The Life Cycle Completed" The purpose of exploring development by make sence of the "completed life cycle" In his famous chapter, "Eight stages of Man" that expands the Freudian stages of psychosexual development.

[Ciara Valdoria]

Erikson was an ego-psychologist and in his psychological career, he observed and studied children, their problems, and the reason why they have those problems.

His greatest contribution was his theories on psychosocial development. He believes that every person goes through a number of stages to reach his full development. He also made theories on personality which he connects to psychosocial development, because during each stage there is conflict(s) and resolutions, the way a person faces these conflicts contributes to his personality either in a good way or bad.

[Oscar chao]

Karla Abrahamsen was Eriks pediatrician,when he after graduating high school , he wandered around Europe and visiting museums and sleeping under bridges. When he was 25, besides teaching art, he gathered a certificate in Montessori education.,he was psychoanalyzed by Anna Freud herself.

[Taylor Lao]

Erik Erikson was an ego-psychologist. He was born on June 15,1902 and dis on May 24,1994. His father was a Danish and his mother was a Jewish.He researched the human development of psychology and studied the problem of children. He found the reason that why the children has those problems. He developed his theory on psychology development. His greatest contribution content the development of eight psychosocial stages that humans encounter throughout their life and made theories on personality which he connects to psychosocial development.

[Bernice]

Erik Erikson was a German developmental psychologist and he was born in 15 June 1902. He was well known for his theory of psychosocial development and created the word" crisis". He said that human beings have to grow up which though a number of stage. He analysis every stages and gave proposals to people when they experience the stages. He was influenced by Sigmund Freud and Anna Freud.

[Joshua Lei]

Erik Erikson (15 June 1902 - 12 May 1994) was a Danish-German-American development psychologist and psychoanalyst known for this theory on social development of human beings. He may be most famous for coining the phrase identity crisis. Although Erikson lacked even a bachelor's degree, he served as a professor of prominent institutions such as Harvard and Yale.

## 2. What does he do originally?

[Gabriella Kiss]

Erik Erikson studied art and a variety of languages during his school years. After spending some time traveling throughout Europe, he studied psychoanalysis with Anna Freud and earned a certificate from the Vienna Psychoanalytic Society.

Erikson moved to the United States in 1933 and was offered a teaching position at Harvard Medical School. He also had a private practice in child psychoanalysis. Later he held teaching position at the University of California at Berkeley, Yale, the San Francisco psychoanalytic Institute, Austen Riggs Center, and the Center for Advanced Studies of the Behavioral Sciences. He published a number of books on his theories.

<yuri>

Erick Erikson provided alternative psychodynamic view in his theory of psychosocial development. Erik Erikson's theory of psychosocial development is one of the best-known theories of personality. Similar to Freud, Erikson believed that personality develops in a series of stages.

[Jammy]

Erik wanted to be an artist after he graduated high school. He visited museums around Europe and slept under bridges when he was not taking art classes. Long before his life became "the thing to do", he was just living the life of carefree rebel. His friend Peter Blos, an artist, but later he was a psychoanalyst which lead Erik interested in psychoanalyst.

[WAN CHAN TONG]

Erik studied art and a variety of languages during his school years, rather than science courses such as biology and chemistry.

[john]

Erick Erikson did not prefer the atmosphere that formal schooling produced, so instead of going to college he traveled around Europe, keeping a diary of his experiences

[Taylor Lao]

He wanted to become an artist after he graduated high school. He visited museums around Europe and slept under bridges when he was not taking art classes. After he got a position in art school to teach children. He was then admitted into the Vienna Psychoanalytic Institute. In there he met a lot of people that influenced him. After he returned to California and studied in Mount Zion Hospital. In there he became a clinician and psychiatric consultant.

[Bernice]

After the University matriculation, Erikson violated his stepfather's desire to engage in arts. He

traveled around the entire European continent. He was talent in arts.

[Joshua]

Erikson moved to the United States in 1933 and was offered a teaching position at Harvard Medical School. In addition to his position at Harvard, he also had a private practice in child psychoanalysis. Later, he held teaching positions at the University of California at Berkeley, Yale, the San Francisco Psychoanalysis Institute, Austen Riggs Center, and the Center for Advanced Studied of the Behavioral Sciences.

He published a number of books on his theories and research, including *Childhood and Society* and *The Life Cycle Completed*. His book *Gandhi's Truth* was awarded a Pulitzer Prize and a national Book Award.

### 3. How did he formulate his "Erik Erikson's Psycho-Social Stages of Development"?

<yuri>

Erick Erickson's theory of psychosocial development is one of the best know theories of personality in psychology, his theory describes the impact of social experience across the whole lifespan.

- **Psychosocial Stage 1 - Trust vs. Mistrust**

The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life. If a child successfully develops trust, he or she will feel safe and secure in the world. In the opposite side, who are emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

- **Psychosocial Stage 2 - Autonomy vs. Shame and Doubt**

The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control. Other important events include gaining more control over food choices, toy preferences, and clothing selection. Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

[Una]

Erick Erikson use different year to formulate he psycho-social stage of development.

Infancy(birth to 18 months)
Early Childhood (2 to 3 years)

Preschool (3 to 5 years)
School Age (6 to 11 years)
Adolescence (12 to 18 years)
Young Adulthood (19 to 40 years)
Middle Adulthood (40 to 65 years)
Maturity (65 to death)

[Jammy]

<b>Age</b>	<b>Virtues</b>	<b>Psycho Social Crisis</b>	<b>Significant Relationship</b>	<b>Existential Question</b>	<b>Examples</b>
<b>infant -18 months</b>	Hopes	Trust vs. Mistrust	Mother	Can I Trust The World?	Feeding, Abandonment
<b>18months- 3 years</b>	Will	Autonomy vs. Shame & Doubt	Parents	Is It Ok To Be Me?	Toilet Training, Clothing Themselves
<b>3-5 years</b>	Purpose	Initiative vs. Guilt	Family	Is It Ok For Me To Do, Move and Act?	Exploring, Using Tools or Making Art
<b>5-13 years</b>	Competence	Industry vs. Inferiority	Neighbors, School	Can I Make It In The World Of People And Things?	School, Sports
<b>13-21 years</b>	Fidelity	Identity vs. Role Confusion	Peers, Role Model	Who Am I? What Can I Be?	Social Relationships
<b>21-40 years</b>	Love	Intimacy vs. Isolation	Friends, Partners	Can I Love?	Romantic Relationships

<b>41-65 years</b>	Care	Generativity vs. Stagnation	Household, Workmates	Can I Make My Life Count?	Work, Parenthood
<b>65-and on</b>	Wisdom	Ego Integrity vs. Despair	Mankind, My Kind	Is It Ok To Have Been Me?	Reflection on Life

(Wikipedia)

#### [WAN CHAN TONG]

Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.

Infancy Early Childhood Play Age School Age Adolescence Young adulthood  
Middle Adulthood Late Adulthood

[john]

1. Infancy: Birth to 18 Months
2. Early Childhood: 18 Months to 3 Years
3. Play Age: 3 to 5 Years
4. School Age: 6 to 12 Years
5. Adolescence: 12 to 18 Years
6. Young adulthood: 18 to 35
7. Middle Adulthood: 35 to 55 or 65
8. Late Adulthood: 55 or 65 to Death

[Ciara Valdoria]

He formulated his theories on psychosocial development based on Freud's theories on psychosexual development, especially those on childhood. "Namely, the first four of Erikson's life stages correspond to Freud's oral, anal, phallic, and latency phases, respectively." (Wikipedia)

Unlike Freud's theory, Erikson didn't focus much on sexual modes and their consequences but on the ego qualities of a person which develop in the stages. Also, for Freud, development is complete after adolescence while for Erikson, development goes on throughout life.

[Taylor Lao]

He formulated eight psychosocial stages of his theory, which based on Freud's theories on psychosexual stages. He believed that Freud misjudged some important dimensions of human development. It is because Freud said that our personality is shaped by the age of five, but he thought that develop throughout their life span. So he formulated the stages of his theory are Trust vs Mistrust.

Autonomy vs Shame & Doubt

Initiative vs Guilt

Industry vs inferiority

Identity vs Role Confusion

Intimacy vs Isolation

Generativity vs Stagnation  
Integrity vs Despair.

[Bernice]

[Joshua Lei]

**Oral**, from birth to 1 year. Basic trust versus mistrust. Infants must learn to trust others to care for their basic needs. If caregivers are rejecting or inconsistent, the infant may view the world as a dangerous place filled with untrustworthy or unreliable people. The primary caregiver is the key social agent.

**Anal**, from 1 to 3 years. Autonomy versus shame a doubt. Children must learn to be "autonomous" -to feed and dress themselves, to look after their own hygiene, and so on. Failure to achieve this independence may force the child to doubt his or her own abilities and feel shameful. Parents are the key social agents.

**Phallic**, from 3 to 6 years. Initiative versus guilt. Children attempt to act grown up and will try to accept responsibilities that are beyond their capacity to handle. They sometimes undertake goals or activities that conflict with those of parents and other family members, and these conflict with those of parents and other family members, and these conflicts may make them feel guilty. Successful resolution of this crisis requires a balance: The child must retain a sense of initiative and yet learn not to impinge on the rights, privileges, or goals of others. The family is the key social agent.

**Latency**, from 6 to 12 years. Initiative versus guilt. Children must master important social and academic skills. This is a period when the child compares him- or herself with peers. If sufficiently industrious, children acquire the social and academic skills to feel self-assured. Failure to acquire these important attributes leads to feeling of inferiority. Significant social agents are teachers and peers.

**Early genital (adolescence)**, from 12 to 20 years. Identity versus role confusion. This is the crossroad between children and maturity. The adolescent grapples with the question "who am I?" Adolescents must establish basic social and occupational identities, or they will remain confused about the roles they should play as adults. The key social agent is society of peers.

**Genital**, from 20 to 40 years (young adulthood). The primary task at this stage is to form strong friendships and to achieve a sense of love and companionship (or a shared identity) with another person. Feelings of loneliness or isolation are likely to result from an inability to form friendships or an intimate relationship. Key social agents are lovers, spouses, and close friends (of both sexes).

**Genital**, from 40 to 65 years (middle adulthood). Generativity versus stagnation. At this stage adults face the tasks of becoming productive after the needs of young people. These standards of "generativity" are defined by one's culture. Those who are unable or unwilling to assume these responsibilities become stagnant and self-centered. Significant social agents are the spouse, children, and cultural norms.

**Genital**, old age. Ego integrity versus despair. The older adult looks back at life, viewing it as either a meaningful, productive, and happy experience or a major disappointment full of unfulfilled promises and unrealized goals. One's life experiences, particularly social experiences, determine the outcome of this final life crisis.

#### 4.What does he mean by crisis?

[Ciara Valdoria]

The general type of crisis is the psychosocial crisis (trust vs. mistrust, autonomy vs shame & doubt, etc.) which deals with all stages of psychosocial development in different ways. A person needs to resolve the crises or problems in their stages of psychosocial development, if not, problems regarding the crises may arise in the future (e.g. the person mistrusts people, the person is shameful about himself).

An example to understand more about crisis is to look at the crisis during adolescence- identity crisis.. According to Erikson, "Identity crisis is the failure to achieve ego identity during adolescence."

Identity Cohesion versus Role Confusion stage is the stage of psychosocial development where identity crisis can happen. It is the adolescence stage and it is where people experience physical growth, sexual maturation, and combining ideas of oneself and other people which can affect them.

During adolescence, people look for who they are and how to fit it and where to go. "Those who fail to achieve a cohesive identity-who experience an identity crisis-will exhibit a confusion of roles," and may look for negative identity which may result to doing crimes, drugs, or uncertain choices in the future. This happens because when there is identity crisis, people struggle to find themselves.

Peers have a strong impact on identity crisis during adolescence because they influence greatly at this time. he said that the basic strength that should be developed this time is fidelity which encompass sincerity, genuineness and a sense of duty in our relationships with other people.

[Una Lo]

Individual was born, they start to interact with environmental exposure, in the interaction, on the one hand because the demand for self-growth, hoping to gain from the environment to meet, on the other hand by the community's demands and limitations, so that individuals adjust to society in a psychological difficulties, known as psycho-social crisis.

Erikson's polar opposites in a line to represent the concept of different periods of crisis, the crisis of meaning is that if a certain stage of the task been completed successfully, it will help later stages of development, on the contrary, a negative development for the future impact. Therefore, the development crisis is the development of turn; no development crisis, the individual self can never be fully developed.

Reference: (E. H. Erikson) (psychosocial developmental theory),

2010-05-10

<yuri>

Theorist Erik Erikson coined the term *identity crisis* and believed that it was one of the most important conflicts people face in development. According to Erikson, an identity crisis is a time of intensive analysis and exploration of different ways of looking at oneself. Are you unsure of your role in life? Do you feel like you don't know the 'real you'? If you answer yes to the previous questions, you may be experiencing an identity crisis.

[john]

According to Erikson, an identity crisis is a time of intensive analysis and exploration of different ways of looking at oneself

[Joshua Lei]

According to Erikson, an identity crisis is a time of intensive analysis and exploration of different ways of looking at oneself.

## 5.What are the first 4 stages? (Name and briefly discuss what it is)

[Gabriella Kiss]

### **1. Infancy: Birth to 18 Months**

**Ego Development Outcome: Trust vs. Mistrust**

**Basic strength: Drive and Hope**

Erikson also referred to infancy as the Oral Sensory Stage (as anyone might who watches a baby put everything in her mouth) where the major emphasis is on the mother's positive and loving care for the child, with a big emphasis on visual contact and touch. If we pass successfully through this period of life, we will learn to **trust** that life is basically okay and have basic confidence in the future. If we fail to experience trust and are constantly frustrated because our needs are not met, we may end up with a deep-seated feeling of worthlessness and a mistrust of the world in general. Incidentally, many studies of suicides and suicide attempts point to the importance of the early years in developing the basic belief that

the world is trustworthy and that every individual has a right to be here.

Not surprisingly, the most significant relationship is with the maternal parent, or whoever is our most significant and constant caregiver.

### **2. Early Childhood: 18 Months to 3 Years**

**Ego Development Outcome: Autonomy vs. Shame**

**Basic Strengths: Self-control, Courage, and Will**

During this stage we learn to master skills for ourselves. Not only do we learn to walk, talk and feed ourselves, we are learning finer motor development as well as the much appreciated toilet training. Here we have the opportunity to build self-esteem and **autonomy** as we gain more

control over our bodies and acquire new skills, learning right from wrong. And one of our skills during the "Terrible Two's" is our ability to use the powerful word "NO!" It may be pain for parents, but it develops important skills of the will.

It is also during this stage, however, that we can be very vulnerable. If we're shamed in the process of toilet training or in learning other important skills, we may feel great **shame and doubt** of our capabilities and suffer low self-esteem as a result.

The most significant relationships are with parents.

### 3. Play Age: 3 to 5 Years

**Ego Development Outcome: Initiative vs. Guilt**

**Basic Strength: Purpose**

During this period we experience a desire to copy the adults around us and take **initiative** in creating play situations. We make up stories with Barbie's and Ken's, toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what we believe it means to be an adult. We also begin to use that wonderful word for exploring the world—"WHY?"

While Erikson was influenced by Freud, he downplays biological sexuality in favor of the psychosocial features of conflict between child and parents. Nevertheless, he said that at this stage we usually become involved in the classic "Oedipal struggle" and resolve this struggle through "social role identification." If we're frustrated over natural desires and goals, we may easily experience **guilt**.

The most significant relationship is with the basic family.

### 4. School Age: 6 to 12 Years

**Ego Development Outcome: Industry vs. Inferiority**

**Basic Strengths: Method and Competence**

During this stage, often called the Latency, we are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of **industry**. This is also a very social stage of development and if we experience unresolved feelings of inadequacy and **inferiority** among our peers, we can have serious problems in terms of competence and self-esteem.

As the world expands a bit, our most significant relationship is with the school and neighborhood. Parents are no longer the complete authorities they once were, although they are still important.

[Una Lo]

Stage	Basic Conflict	Important Events	Outcome
Infancy(birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.

Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	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.
Preschool (3 to 5 years)	Initiative vs. Guilt	Guilt Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

RICHARD

### **1. Infancy: Birth-18 Months Old**

*Basic Trust vs. Mistrust – Hope*

During the first or second year of life, the major emphasis is on the mother and father's nurturing ability and care for a child, especially in terms of visual contact and touch. The child will develop optimism, trust, confidence, and security if properly cared for and handled. If a child does not experience trust, he or she may develop insecurity, worthlessness, and general mistrust to the world.

### **2. Toddler / Early Childhood Years: 18 Months to 3 Years**

*Autonomy vs. Shame – Will*

The second stage occurs between 18 months and 3 years. At this point, the child has an

opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong. The well-cared for child is sure of himself, carrying himself or herself with pride rather than shame. During this time of the “terrible twos”, defiance, temper tantrums, and stubbornness can also appear. Children tend to be vulnerable during this stage, sometimes feeling shame and low self-esteem during an inability to learn certain skills.

### **3. Preschooler: 3 to 5 Years**

#### *Initiative vs. Guilt – Purpose*

During this period we experience a desire to copy the adults around us and take initiative in creating play situations. We make up stories with Barbie's and Ken's, toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what we believe it means to be an adult. We also begin to use that wonderful word for exploring the world—“WHY?” While Erikson was influenced by Freud, he downplays biological sexuality in favor of the psychosocial features of conflict between child and parents. Nevertheless, he said that at this stage we usually become involved in the classic “Oedipal struggle” and resolve this struggle through “social role identification.” If we're frustrated over natural desires and goals, we may easily experience guilt.

The most significant relationship is with the basic family.

### **4. School Age Child: 6 to 12 Years**

#### *Industry vs. Inferiority – Competence*

During this stage, often called the Latency, we are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry. This is also a very social stage of development and if we experience unresolved feelings of inadequacy and inferiority among our peers, we can have serious problems in terms of competence and self-esteem.

As the world expands a bit, our most significant relationship is with the school and neighborhood. Parents are no longer the complete authorities they once were, although they are still important.

### **5. Adolescent: 12 to 18 Years**

#### *Identity vs. Role Confusion – Fidelity*

Up until this fifth stage, development depends on what is done to a person. At this point, development now depends primarily upon what a person does. An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and “fitting in”, and developing a sense of morality and right from wrong.

Some attempt to delay entrance to adulthood and withdraw from responsibilities (moratorium). Those unsuccessful with this stage tend to experience role confusion and upheaval. Adolescents begin to develop a strong affiliation and devotion to ideals, causes, and friends.

### **6. Young adult: 18 to 35**

#### *Intimacy and Solidarity vs. Isolation – Love*

At the young adult stage, people tend to seek companionship and love. Some also begin to “settle down” and start families, although seems to have been pushed back farther in recent years.

Young adults seek deep intimacy and satisfying relationships, but if unsuccessful, isolation may occur. Significant relationships at this stage are with marital partners and friends.

### **7. Middle-aged Adult: 35 to 55 or 65**

### *Generativity vs. Self absorption or Stagnation – Care*

Career and work are the most important things at this stage, along with family. Middle adulthood is also the time when people can take on greater responsibilities and control.

For this stage, working to establish stability and Erikson's idea of *generativity* – attempting to produce something that makes a difference to society. Inactivity and meaninglessness are common fears during this stage.

Major life shifts can occur during this stage. For example, children leave the household, careers can change, and so on. Some may struggle with finding purpose. Significant relationships are those within the family, workplace, local church and other communities.

### **8. Late Adult: 55 or 65 to Death**

#### *Integrity vs. Despair – Wisdom*

Erikson believed that much of life is preparing for the middle adulthood stage and the last stage involves much reflection. As older adults, some can look back with a feeling of *integrity* — that is, contentment and fulfillment, having led a meaningful life and valuable contribution to society. Others may have a sense of despair during this stage, reflecting upon their experiences and failures. They may fear death as they struggle to find a purpose to their lives, wondering “What was the point of life? Was it worth it?”

[Joshua Lei]

**Oral**, from birth to 1 year. Basic trust versus mistrust. Infants must learn to trust others to care for their basic needs. If caregivers are rejecting or inconsistent, the infant may view the world as a dangerous place filled with untrustworthy or unreliable people. The primary caregiver is the key social agent.

**Anal**, from 1 to 3 years. Autonomy versus shame a doubt. Children must learn to be “autonomous” -to feed and dress themselves, to look after their own hygiene, and so on. Failure to achieve this independence may force the child to doubt his or her own abilities and feel shameful. Parents are the key social agents.

**Phallic**, from 3 to 6 years. Initiative versus guilt. Children attempt to act grown up and will try to accept responsibilities that are beyond their capacity to handle. They sometimes undertake goals or activities that conflict with those of parents and other family members, and these conflicts with those of parents and other family members, and these conflicts may make them feel guilty. Successful resolution of this crisis requires a balance: The child must retain a sense of initiative and yet learn not to impinge on the rights, privileges, or goals of others. The family is the key social agent.

**Latency**, from 6 to 12 years. Initiative versus guilt. Children must master important social and academic skills. This is a period when the child compares him- or herself with peers. If sufficiently industrious, children acquire the social and academic skills to feel self-assured. Failure to acquire these important attributes leads to feeling of inferiority. Significant social agents are teachers and peers.

6. Youtube has a few videos that demonstrate the 8 stages. ( insert a few links )

Explain/ Give a summary of what that video talks about.

[Una]

Erikson's Stages of development,Socceraddct, sep 6, 2009

<http://www.youtube.com/watch?v=dGFKAfjHJs>

This video is try to explain the 8 stages.

<p>Erik Erikson described development that occurs throughout the lifespan.</p>			
Stage	Basic Conflict	Important Events	Outcome
Infancy(birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	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.
Preschool (3 to 5 years)	Initiative vs. Guilt	Guilt Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	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.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	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.

Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	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.
REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology			

[Gabriella Kiss]

<http://www.youtube.com/watch?v=bdPPXGadRAU>

Erik Erikson Psychosocial Development 8 Stages

[Cherry Tam]

[http://www.youtube.com/watch?v=PxwWr6T\\_O6s&feature=related](http://www.youtube.com/watch?v=PxwWr6T_O6s&feature=related)

This video explains the eight stages of psychosocial development briefly in four minutes. The stick people with subtitles using some examples make me understand it completely.

[Joshua Lei]

<http://www.youtube.com/watch?v=dGFKAfixHJs&feature=related>

This video talks about Erik Erikson's stages of development. It has a total of 8 stages.

7. The Psycho-social stages of development consist of behaviours that may be associated with health and unhealthy expressions of self-development, give examples

a) Trust and Mistrust

E.g

[Una Lo] Children develop a sense of trust when caregivers provide reliability, care, and affection.

A lack of this will lead to mistrust. REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

[Gabriella Kiss]

Children must come to trust that basic needs will be met by caregivers and that the world is a predictable and safe place. Otherwise they will develop feelings of mistrust in others and the world. An infant is helpless and totally dependent on others for his needs. During this stage the infant learns whether the world in which he/she lives can be trusted. If an infant's physical and emotional needs are met in a consistent and caring way, he/she learns that his/her mother can be counted on and he develops an attitude of trust people.

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when the child(ren) successfully develop trust, they will feel safe and secure in the world. In the opposite side, who are emotionally unavailable, or rejecting contribute to feelings of mistrust, they feel insecure and fear.

[Joshua Lei]

When a baby cries, does the caregiver attend to his needs? When he is frightened, will someone comfort him?

**what causes Mistrust?**

[Una Lo]A lack of this will lead to mistrust. REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

[Gabriella Kiss]

If the infant's needs are not met, an infant may become fearful and learns not to trust the people around him/her. Some parents think that if you give an infant too much attention, you would spoil him/her. But when an infant cries, it is because he/she needs something. It is out of the caregiving that a bond develops between parent and child, and it is this bond that makes later communication possible.

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Fear, hurt, anger, lies, and sorrow make mistrust to people.

[Ciara Valdoria]

The lack of care and love from parents, or equivalent, during infancy makes the people who have experienced this to mistrust other people.

[Joshua Lei]

Reject or inconsistent

**b) Autonomy VS Shame and Doubt**

[Una Lo]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.REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

<yuri>(Toddlers, 18 mo. to 3 years)

occurs between the ages of 18 months to approximately age two to three years. According to Erikson, children are focused on developing a greater sense of self-control. At this age, children develop their first interests. They will get a sense of doubt and reluctance to attempt new challenges. If caregivers encourage self-sufficient behavior, toddlers develop a sense of autonomy--a sense of being able to handle many problems on their own. But if caregivers demand too much too soon, refuse to let children perform tasks of which they are capable, or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems.(from wiki Erick Erikson)

[Gabriella.Kiss]

Toddlers can get into dangerous situations. Therefore, parents have to balance the opposing virtues of encouragement and restraint. If a toddler's efforts to do things on his own were frustrated by over-protective parents then he may not have many opportunities to develop autonomy. On the other hand, if a toddler was harshly criticized for "accidents" (e.g., wetting, soiling, spilling or breaking things) then he may develop doubt about his own abilities to tackle new challenges.

### What causes Shame and doubt?

[Una Lo]Success leads to feelings of autonomy, failure results in feelings of shame and doubt.REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

[Gabriella Kiss]

Parents should provide many opportunities for toddlers to make choices. They offer freedom and safety for the toddler to explore his environment to exercise free will in the face of failures, shame and doubt. Some parents and caregivers in an attempt to comfort a toddler after a fall say something like: "Naughty floor made Boy fell down. Don't cry. I will beat the floor." This method unconsciously teach the toddler not to take responsibility for his/her actions and to shift blame onto others. He/she needs to try again and learn that making mistakes is alright.

[Ciara Valdoria]

Shame and Doubt is caused when toddlers are given too much security or too less. If parents don't give their toddlers opportunities to face new challenges, the toddlers might have a mindset that they are unable to handle problems.

Examples are toilet training and clothing themselves. (Wikipedia)

### c) Initiative VS Guilt

[Una Lo]Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

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[Gabriella.Kiss]

Parents who take time to answer their preschoolers' questions reinforce their intellectual initiative. Parents who see their children's questions as a nuisance may stifle their initiative and cause them to be too dependent on others and to be ashamed of themselves.

Preschoolers learn through play. Play is their "work". Children who are given much freedom and opportunity to initiate imaginative and motor play have their sense of initiative reinforced.

[Ciara Valdoria]

When a child accomplishes tasks in school and is encouraged and supported by parents and teachers, he will feel proud of himself and will initiate more on more challenging tasks. However, if the child makes a mistake and is discouraged, he will feel guilty because he will think that he didn't do enough to accomplish the tasks and make others proud.

**What causes guilt?**

[Una Lo]Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

[Ciara Valdoria]

Children at this stage want to do schoolwork on their own, but when they fail to accomplish some, they may feel a sense of guilt about their needs and desires, especially if their parents and others discourage them.

[Gabriella Kiss]

Parents who inhibit their children's imaginative play or deride them as silly may causes them to develop them a sense of guilt over self-initiated activities.

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Adults discourage the pursuit of independent activities or dismiss them as silly and bothersome, children develop guilt about their needs and desires.

**d) Competency VS Inferiority**

[Una Lo] 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.  
REFERENCE: Erikson's Psychosocial Stages Summary Chart,About.com Psychology

[Gabriella.Kiss]

The child soon learns that he can win recognition from parents, teachers and peers by being proficient in his school work. The attitudes and opinions of others become important. The school plays a major role in the resolution of the developmental crisis of initiative versus inferiority. Children's efforts to master school work help them to grow and form a positive self-concept ... a sense of who they are.

[Ciara Valdoria]

At this stage, children want to feel good about themselves and start to compete with other children. If others support and encourage them with their talents and skills, they will feel that they have done right and will develop high self-esteem and confidence. But if the development of their talents and skills were hindered, or if they feel that they don't meet the standards of others, they will start to feel inferior.

### What causes inferiority?

[Una Lo] Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self. REFERENCE: Erikson's Psychosocial Stages Summary Chart, About.com Psychology

[Gabriella Kiss]

Children who cannot master their school work may consider themselves as a failure and feelings of inferiority may arise. A child may also feel a sense of shame if his parents unthinkingly share his "failure" with others. Shame stems from a sense of self-exposure, a feeling that one's deficiencies are exposed to others. Teachers are also exert a significant impact on children. There is a danger in "I am what I can achieve" ... children may come to believe that they must earn love and acceptance. Parents need to give their children "unconditional love" that no matter what they do, they are still your children.

[Ciara Valdoria]

Inferiority is caused when children are not allowed to discover or pursue/develop their interests and talents in their own time. If they are discouraged and/or punished by their parents and teachers about their efforts, they would think that they are incapable of reaching their parents' and teachers' expectations, this then results to low-self esteem and low confidence.