

TABLE 1

Erikson's Eight Stages of Psychosocial Development

Stages	Approximate Age	Important Event	Description
1. Basic trust versus basic mistrust	Birth to 12-18 months	Feeding	The infant must form a first loving, trusting relationship with the caregiver or develop a sense of mistrust.
2. Autonomy versus shame/doubt	18 months to 3 years	Toilet training	The child's energies are directed toward the development of physical skills, including walking, grasping, controlling the sphincter. The child learns control but may develop shame and doubt if not handled well.
3. Initiative versus guilt	3 to 6 years	Independence	The child continues to become more assertive and to take initiative but may be too forceful, which can lead to guilt feelings. The child must deal with demands to learn new skills or risk a sense of inferiority, failure, and incompetence.
4. Industry versus inferiority	6 to 12 years	School	The teenager must achieve identity in occupation, gender roles, politics, and religion. The young adult must develop intimate relationships or suffer feelings of isolation. Each adult must find some way to satisfy and support the next generation.
5. Identity versus role confusion	Adolescence	Peer relationships	The culmination is a sense of acceptance of oneself as one is and a sense of fulfillment.
6. Intimacy versus isolation	Young adulthood	Love relationships	Reflection on acceptance of one's life
7. Generativity versus stagnation	Middle adulthood	Parenting	
8. Ego integrity versus despair	Late adulthood		

Source: From Lester A. Leffton, *Psychology*, 5th edition. Copyright © 1994 by Allyn and Bacon. Reprinted by permission.

of some other part will have arrived. Moreover, a part that misses its time of ascendancy or is severely damaged during its formative period is apt to doom, in turn, the whole hierarchy of organs. Proper rate and normal sequence is necessary if functional harmony is to be secured. Personality represents the most complicated functioning of the human organism and does not consist of parts in the organic sense. Instead of the development of organs, there is the development of locomotor, sensory, and social capacities and the development of individual modes of dealing with experience. Nevertheless, proper rate and proper sequence are as important here as in physical growth, and functional harmony is

achieved only if development proceeds according to the groundplan. In all this it is encouraging for parents and others who have children in their charge to realize that in the sequence of his most personal experiences, just as in the sequence of organ formation, the child can be trusted to follow inner laws of development, and needs from adults chiefly love, encouragement, and guidance. The operation of biological laws is seen, also, in the fact that there is constant interplay between organism and environment and that problems of personality functioning are never solved once and for all. Each of the components of the healthy personality to be described below is present in