

Crime



**ASSIGN
BUSTER**

Erikson Theory has eight distinct stages, each with two possible outcomes. According to the theory, successful completion of each stage results in a healthy personality and successful interactions with others. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

Trust Versus Mistrust (birth - 1 year) Is the world a safe place or is it full of unpredictable events and accidents waiting to happen upon reading Mr. Erikson journals he claimed that in this stage the child will develop a sense of basic trust in the world and in his ability to affect events around him. development of this depends on the consistency of the child's major caregiver. so If the care the child receives is consistent, predictable and reliable then the child will develop a sense of trust which he will carry with him to other relationships, and is able to feel secure even when threatened.

so basically its sayin in this stage Success will lead to hope. on the other hand, if the care has been harsh or inconsistent, unpredictable and unreliable then the child will develop a sense of mistrust and will not have confidence in the world around him or her in their abilities to influence events. even in relationships the child will carry the basic sense of mistrust with him to other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

2. Autonomy vs. Shame and Doubt (2 - 3 years) The child is developing physically and becoming more mobile. Between the ages of one and three, children begin to assert their independence, by walking away from their

mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. Erikson says that this is the point at which the child can develop a certain amount of independence/autonomy. It is at this stage that the child needs support from parents so that repeated failures and ridicule are not the only experiences encountered.

So, the parents need to encourage the child to becoming more independent whilst at the same time protecting the child so that constant failure is avoided. A delicate balance is required from the parent ...

. they must try not to do everything for the child but if the child fails at a particular task they must not criticize the child for failures and accidents potting training . The aim has to be ??? self control without a loss of self-esteemSuccess in this stage will lead to the virtue of will. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world.

If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities. 3. Initiative vs. Guilt (3 - 5 years)These are particularly lively, rapid-developing years in a child??™s life it is a ??? time of vigor of action and of behaviors that the parents may see as aggressive???. The child takes initiatives which the parents will often try to stop in order to protect the child.

The child will often overstep the mark in his forcefulness and the danger is that the parents will tend to punish the child and restrict his initiatives too much. Around age three and continuing to age six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative. It is at this stage that the child will begin to ask many questions as his thirst for knowledge grows.

If the parents treat the child's questions as trivial, a nuisance or embarrassing or other aspects of their behavior as threatening then the child may have feelings of guilt for being a nuisance. Too much guilt can make the child slow to interact with others and may inhibit their creativity. Some guilt is, of course, necessary otherwise the child would not know how to exercise self control or have a conscience. A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of purpose. 4.

Industry (competence) vs. Inferiority (6 - 12 years) Children are at the stage where they will be learning to read and write, to do sums, to make things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self esteem. The child now feels the need to win approval by

demonstrating specific competences that are valued by society, and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.

If the child cannot develop the specific skill they feel society is demanding then they may develop a sense of inferiority. Some failure may be necessary so that the child can develop some modesty. Yet again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence.

5. Identity vs. Role Confusion (13 - 18 years) During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc.

This is a major stage in development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he is. Erikson suggests that two identities are involved: the sexual and the occupational. what should happen at the end of this stage is ??? a reintegrated sense of self, of what one wants to do or be, and of one??™s appropriate sex role???.

During this stage the body image of the adolescent changes. Erikson claims that the adolescent may feel uncomfortable about their body for a while until

they can adapt and ??? grow into??? the changes. Success in this stage will lead to the virtue of fidelity. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of who they are can be hindered, which results in a sense of confusion (“ I don??™t know what I want to be when I grow up”) about themselves and their role in the world. 6. Intimacy vs. Isolation (young adulthood)Occurring in Young adulthood, we begin to share ourselves more intimately with others.

We explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression7

Generativity vs. Stagnation (middle adulthood)During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture.

We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive. 8.

Ego Integrity vs. Despair (old age)As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life.

Erik Erikson believed if we see our lives as unproductive, feel guilt about our pasts, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness. I choose Ego integrity versus despair. It means coming to terms with life therefore coming to terms with the end of death.

Despair means when older people become preoccupied with past experiences, more on. This phase occurs during old age and is focused on reflecting back on life. Those who are unsuccessful during this stage will feel that their life has been wasted and will experience many regrets. The individual will be left with feelings of bitterness and despair. Those who feel proud of their accomplishments will feel a sense of integrity. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain wisdom, even when confronting death.

Malignancy vs. Maladaptation Malignancy ; too much despair and the malignant tendency is called " disdain" . This person is preoccupied with past failures & mistakes. Usually losing interest in life, and act as if they don't care for their life anymore. The person will become depressed, Can cause some to become spiteful and paranoid. Maladaptation too much Ego integrity" the maladaptive tendency is called This person will presume that life is great not acknowledging the difficulties of old age. This person will often try to act young to avoid facing the reality of being elderly. avoid difficulties that come with old age.

A good balance of maladaptation and malignancy equals a great value of wisdom. When an individual is somewhat "gifted" to be truly wise, is having a great understanding on why you did the things you did and accepting the outcome. Having a positive outlook in life, and also accepting death when slowly approaches. Although we are not elders yet, we will in fact one day go through the battle between integrity vs. despair.

We cannot yet say exactly what attitude we will adapt. All we can do is hope for proper wisdom. And do our best not to develop presumptuous and disdainful outlooks on life. Unlike many elders we know, we should come to terms with our life, past regrets-mistakes and all. The Movie *The Curious Case of Benjamin Button* I choose this because it can related to the development theory I choose because this was a extraordinary film diary recounts his entire extraordinary life, the primary unusual aspect of which was his aging backwards, being diagnosed with several aging diseases at birth and thus given little chance of survival, but who does survive and gets younger with time. Abandoned by his biological father, Thomas Button, after Benjamin's biological mother died in childbirth, Benjamin was raised by Queenie, a black woman and caregiver at a seniors home.

Daisy's grandmother was a resident at that home, which is where she first met Benjamin. Although separated through the years, Daisy and Benjamin remain in contact throughout their lives. Conclusion I agree with the conclusion on the theory Ego Integrity vs. Despair (old age) because The most important event at this stage is coming to accept one's whole life and reflecting on that life in a positive manner. Elements for a positive outcome: The adult feels a sense of fulfillment about life and accepts death as

an unavoidable reality. Elements for a negative outcome: Individuals who are unable to obtain a feeling of fulfillment and completeness will despair and fear death.

Examples An aged person may find it necessary to reflect and analyze what they have accumulated throughout life and decide what offspring will receive from them upon death.