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## Erikson's stages of development trust vs mistrust

As previously discussed in chapter 1, Erikson formulated an eight stage theory of psychosocial development. Erikson was in agreement on the importance of a secure base, arguing that the most important goal of infancy was the development of a basic sense of trust in one's caregivers. Consequently, the first stage, trust vs. mistrust, highlights the importance of attachment. Erikson maintained that the first year to year and a half of life involves the establishment of a sense of trust (Erikson, 1982). Infants are dependent and must rely on others to meet their basic physical needs as well as their needs for stimulation and comfort. A caregiver who consistently meets these needs instills a sense of trust or the belief that the world is a trustworthy place. The caregiver should not worry about overly indulging a child's need for comfort, contact or stimulation. Problems establishing trust: Erikson (1982) believed that mistrust could contaminate all aspects of one's life and deprive the individual of love and fellowship with others. Consider the implications for establishing trust if a caregiver is unavailable or is upset and ill-prepared to care for a child. Or if a child is born prematurely, is unwanted, or has physical problems that make him or her less desirable to a parent. Under these circumstances, we cannot assume that the parent is going to provide the child with a feeling of trust. In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Engaging Infants and Setting the Stage for Trusting Others Always smile back at little children...To ignore them is to destroy their belief that the world is good. As adults, we have a tremendous responsibility with our children. We are building and passing on the future to them- all while we simultaneously try to shape and teach them ways in which they will handle their future successes and failures. From the moment of their conception, babies are like sponges soaking up all of the sensory input around them [yes, even in the womb]. They are susceptible to the mother's emotional state as she secretes hormones directly into the baby's bloodstream in utero. In gestation, a baby is already receiving input about their status in the world once the doctor delivers them and places them into the care of "their" adults and family. Once born they quickly begin to adapt to mom, dad, sibs and their environment. Over time in infancy, they begin to develop a "worldview" which shapes the way they make interpretations about what is going on around them. Eric Erikson, a Developmental and Child Psychologist maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. For Erikson, these crises are of a psychosocial nature because they involve psychological needs of the individual (i.e., psycho) conflicting with the needs of society (i.e., social). According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises. 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. Trust vs. mistrust [Birth-2] is the first stage in Erik Erikson's theory of psychosocial development. This stage begins at birth and continues to approximately 18/24 months of age. During this stage, the infant is uncertain about the world in which they live, and looks toward their primary caregiver for stability and consistency of care. If the care the infant receives is warm, consistent, predictable and reliable, they will over time develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened. If the care has been inconsistent, unpredictable, unreliable, cold and/or rejecting, then the infant may develop a sense of mistrust, suspicion, and anxiety. In this situation, the infant will not have confidence in the world around them or in their abilities to influence events. Success in this stage will lead to the virtue of hope. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there as a source of support. Failing to acquire the virtue of hope will lead to the development of fear and despair. This infant will carry the basic sense of mistrust with them to other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them. Consistent with Erikson's views on the importance of trust, research by Bowlby and Ainsworth both outlined how the quality of the early experience of attachment can affect relationships with others in later life. So to boil down Erickson's theory of development during this stage of life- it is within the first years of infancy where we are setting the child down a path of hope and trust or down a path of mistrust and fear of the world and people around him or her. This happens as the child learns about life through their needs expressions, and in particular, how the adults in their world respond to those needs. Children are bundles of "needs chaos" with little means of communication except fussing and crying. Infants typically express their needs and discomforts immediately by crying. For children who have caretakers that respond immediately warmly and predictably to their needs, the child begins after repeated approximations of need-response trials to develop a sense that the world is a warm, accepting place where they can express a need and be confident that it will get met in a caring, predictable manner. Their worldview becomes one of hope and trust. Their personality foundation becomes one built upon a belief in trusting others. On the other hand, if an infant is in a situation where caretakers do not respond to their needs or who respond to their needs in cold, hostile, rejecting and unpredictable ways- the worldview that is established for these children is one that is more hopeless and frightening. Their personalities are set on a foundation of mistrust toward others and a fear toward their future. Most of this communication of child need-adult response happens through many varied sensory inputs: our tone of voice as we approach and talk with the child, our finger pressure as we hold the child, how harried we are at the time we respond and even our smell are used by the child to interpret what is happening around him or her. Over many opportunities to meet the child need-adult response dynamic, the child begins to establish how he or she believes they will exist in this world. As the child grows, this first stage of life shapes future developmental growth. It is our job as adults to help our children develop in healthy ways both physically and emotionally. Children come into the world as "blank slates". Adult-child relationships with their caretakers, teachers and other adults is of tremendous importance to their social-emotional development as well as their self-esteem. Like all parents, I wanted my children to be healthy, happy and successful. As I have grown older I realize that just as important for any child is that they learn to be kind, considerate and open with others. Kindness may be the single most important characteristic that can change the world as we hand it over to future generations. Building that framework with a child begins in infancy and carries on throughout their development. Having a worldview of trust versus a worldview of mistrust sets the stage for our child's lifetime. It is an important developmental milestone that I believe we should all pay much attention to. When a child, regardless of their age, looks at you and you give them a smile, [through this one small act] you are helping reinforce with them the idea that the world is a place where they can trust adults...trust that adults will keep them safe, meet their needs and help them learn to negotiate the positive and negative experiences they will have throughout their lives. You are helping them believe that the world is a good and positive place for them- You are giving them a hope for the future and a trust for those around them. We can help young children believe and trust that the world is a good place for them... Please visit [www.askbhsc.org](http://www.askbhsc.org) for info about all of the great programs and services that BHSC offers for children and adults. Be well and smile at others often, joe cozzo Erikson's Stages of Psychosocial Development is a theory introduced in the 1950s by the psychologist and psychoanalyst Erik Erikson. It built upon Freud's theory of psychosexual development by drawing parallels in childhood stages while expanding it to include the influence of social dynamics as well as the extension of psychosocial development into adulthood.[1] It posits eight sequential stages of individual human development influenced by biological, psychological, and social factors throughout the lifespan. This bio-psychosocial approach has influenced several fields of study, including gerontology, personality development, identity formation, life cycle development, and more.[2][3] Function Stages arise as individuals grow and face new decisions and turning points during childhood, adolescence, and adulthood. Each stage is defined by two opposing psychological tendencies – one positive/syntactic and negative/dystonic. From this develops an ego virtue/strength or maldevelopment, respectively. If the virtue is adopted, it can help to resolve the current decision or conflict. It will also help subsequent stages of development and contribute to a stable foundation for core belief systems in relating to the self and the outer world.[3] The opposite is true with the adoption of the maldeveloped quality.As an example, the ego identity crystallizes in stage 5, during adolescence. The two opposing qualities are ego identity and confusion/diffusion. Those who develop ego identity yield the virtue of fidelity, while the inability to do so – ego confusion – creates a quality of repudiation. With a stronger sense of ego identity, the interaction with the outer and inner world is of rejecting incongruent evaluations of self and a decreased level of anxiety, respectively.[4]While adopting the syntonc attribute is clearly beneficial in this example, doing so should be done within reason. Extreme ego identity can become fanaticism, which can create unhealthy interactions with the self and others. One must navigate the two opposing values in each stage to find a balance, instead of only striving for the positive quality. Straying too far towards the positive tendency can be maladaptive, while leaning too far toward the negative can be malignant.[3]Components Some scholars have attempted to confine stages to specific ages, but Erikson did not initially define this. Instead, there are periods within childhood, adolescence, and adulthood. Each stage provides an example in which the positive attribute may be furthered. Stages of Childhood Stage 1 - Infancy period: Trust vs. MistrustVirtue: Hope, Maldevelopment: WithdrawalConcomitant Freudian stage: oral stageExample: Secure environment provided by the caregiver, with regular access to affection and foodStage 2 - Early Childhood period: Autonomy vs. Shame, doubtVirtue: Will, Maldevelopment: CompulsionConcomitant Freudian stage: anal stageExample: Caregiver promotes self-sufficiency while maintaining a secure environmentStage 3 - Play Age period: Initiative vs. GuiltVirtue: Purpose, Maldevelopment: InhibitionConcomitant Freudian stage- genital stageExample: Caregiver encourages, supports, and guides the child's own initiatives and interestsStage 4 - School Age period: Industry vs. InferiorityVirtue: Competence, Maldevelopment: Inertia (passivity)Concomitant Freudian stage- latency stageExample: Reasonable expectations set in school and at home, with praise for their accomplishments Stage of Adolescence Stage 5 - Adolescence period: Identity vs. Identity confusionVirtue: Fidelity, Maldevelopment: RepudiationExample: Individual weighs out their previous experiences, societal expectations, and their aspirations in establishing values and 'finding themselves.' Stages of Adulthood Stage 6 - Young Adulthood period: Intimacy vs. IsolationVirtue: Love, Maldevelopment: DistantiationExample: Individual forms close friendships or long-term partnershipStage 7 - Adulthood period: Generativity vs. Stagnation/Self-absorptionVirtue: Care, Maldevelopment: RejectivityExample: Engagement with the next generation through parenting, coaching, or teachingStage 8 - Old Age period: Integrity vs. DespairVirtue: Wisdom, Maldevelopment: Disdain Example: Contemplation and acknowledgment of personal life accomplishmentsA ninth stage was added by Erik Erikson's wife, Joan Erikson. It considers new challenges experienced with continued aging and incorporates aspects from all previous eight stages of psychosocial development.The sequential layout of Erikson's Stages of Psychosocial Development might initially suggest that stage outcomes become fixed once the next stage is engaged. While there is a fixed sequence, resolution can be a life-long process, re-activated at various times depending on life events that affect the ego strength or maldeveloped belief pattern.[5] Resolution is not required to move on to the next stage. Additionally, with advancement to a new stage, preceding stages are questioned and must be reintegrated.[6] This is why his theory is sometimes referred to as an 'epigenetic principle.' Additional research suggests that the latter four stages are, to an extent, a repetition of previous stages.[7] As an example, the stage of intimacy can be considered a combination of autonomy and trust. Thus, the developmental stages and formation of identity is an ever-evolving process, as opposed to a rigid concrete system.Several clinical tools and further research have emanated from and have undergone significant influence by Erikson's Stages of Development.Studying Erikson's stages serve as a basis of treatment for different recovery stages of mental illness.[8] For example, the initial stage of trust vs. mistrust parallels the mental illness recovery stage concerning the acceptance of the mental illness and trusting the idea of recovery.The Erikson Psychosocial Stage Inventory (EPSI) was based on Erikson's stages, and the modified version following it (MEPSI) is a reliable tool used to assess psychosocial development.[9][10]A model of psychodynamic psychotherapy is based on the concept and staging of Erikson's theory.[3]Erikson's Stages of Psychosocial Development can be utilized by mental health providers when treating patients who are facing periods of adjustment or turning points in life. When taken in the appropriate context to social and cultural factors, it can be a means for the patient to augment awareness and understanding of themselves. While many stages focus on periods early in life, it can serve as a conceptual and possibly actionable guide for those later in life as well.[11] This area continues to be an active focus of research, as Erickson's developmental maturity in mid-life is studied alongside global cognitive and executive function, as well as emotional health.[12] This research was supported (in whole or part) by HCA Healthcare and/or an HCA Healthcare affiliated entity. The views expressed in this publication represent those of the author(s) and do not necessarily represent the official views of HCA Healthcare or any of its affiliated entities.







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