

# Appendix C A Preliminary Taxonomy of Eriksonian Developmental Attributes © Helen L. Erickson, 1980

## I. TRUST

<u>Characteristics</u> Confidence Optimism Reliance on self and others Faith that the world can satisfy needs Sense of hope or belief in the attainability of wishes in spite of problems, without overestimation of results

### As an adult

Optimistic, confident, reliance on self Faith that needs will be met somehow Sense of hope of attaining wishes without overestimation of results

### II AUTONOMY

**Characteristics** 

Self-control over motor and sphincter muscles Ability to make & carry out decisions Can cope adequately with problems Can wait patiently Can give generously & can hold as indicated Can distinguish between own & other's wishes and possessions Has feelings of good will and pride

<u>As an adult</u> Perceives ability to control own life, Self-directed, strong will, persistent

## III INITIATIVE

<u>Characteristics</u> Enjoys activity Assertive Interest in learning Dependable

<u>As an adult</u> Assertive, able to take initiative, can delay gratification; a problem-solver

## MISTRUST

Lack of self-confidence Pessimism Dependent on others, clingy Suspicious Feeling that things won't turn out right

Withdrawn Easily hurt

Controlling, sarcastic, aggressive, pathologically optimistic, never satisfied emotionally, lack of self-confidence, suspicious. Bitterness towards others Antagonistic

## SHAME AND DOUBT

Feelings of embarrassment, exposed, small, impotent, dirty Feelings of being fooled Feelings of wanting to hide Feelings of rage against self Defensive behaviors Uncertainty and mistrust Fear of unknown Lack of self-confidence

Feels nothing one does is good. Feels that others control one rather Than one's control of self. Overly compliant but angry, Stubborn, aggressive, obstinate Impulsive Lack of responsibility Wants to get away with things

## GUILT

Hesitates to participate in groups Defeatist attitude, hostile Feelings of being deterred Feels responsible when not Feelings of shame, being bad.

Conflict between ideal and real self Rigid superego, self-punishing. Bitterness toward restrictive adults

## IV INDUSTRY

**Characteristics** 

Interest in doing the work of the world, feeling one can learn and solve problems. Responsible work habits and attitudes. Mastery of age-related tasks Perseverance Diligence Self-control Cooperation Compromise versus competition

<u>As an adult</u> Able to use logic and problem-solve well Able to set goals and work toward them

### V IDENTITY

<u>Characteristics</u> Feelings of internal stability Feelings of sameness Feelings of continuity Feelings of wholeness Feelings of uniqueness Responsible Loyal Commitment to a value system

<u>As an adult</u> Know how to fit into society. Sense of consistency with real and ideal self

## VI INTIMACY

<u>Characteristics</u> Mutual trust Sharing of feelings Responsibility to significant others Shares identity without loss of self Loving, patient, kind Not jealous, boastful, arrogant or rude

<u>As an adult</u> Has warm, sharing relationships with adults Willing to commit to others

### **INFERIORITY**

#### Feels inadequate

Feels defeated. Unable to learn tasks easily Appears lazy to others Unable to stick to plan Unable to compete, compromise, cooperate

Doesn't enjoy work or try new tasks. Aggressive, bossy, hypercompetitive Lacks perseverance, meek, isolated

### **ROLE-DIFFUSION**

Self-conscious. Doubtful of self. Confused about social role Impotent Insecure Disillusioned Alienated

Vacillates in decision-making Appears brazen Avoids adult company and behavior Fears loss of uniqueness

### **ISOLATION**

Self-absorption Unable to be intimate, spontaneous Withdrawn, lonely, conceited Behaves in stereotypical way Repeated, unsuccessful relations Overextends without real interest in activity Lives a façade Makes pretentious claims Distrustful, pessimistic, ruthless Vacillates in behavior

Lacks close relationships Feelings of loneliness Often bitter

# VII GENERATIVITY

**Characteristics** 

Concern for providing for others is as great as concern for providing self Sense of enterprise Charity, altruism, perseverance Collaborates well with others Receives gratification from jobs well done, What can be given to others. Accepts self in total (i.e., body and personality)

# **SELF-ABSORPTION**

Regression to adolescence or earlier Behavior characterized by physical and psychological invalidism. Dislikes own body. Feels inept at handling self physically or interpersonally. Operates on "slim margin" therefore easily burned out Withdrawn Resigned Isolated Rebellious Unable to give to others

# DESPAIR

Wants another chance at life Hypercritical of others Fearful of death Projects own self-disgust Feels inadequate Chronic hostility

## VIII EGO INTEGRITY

**Characteristics** 

Accepts life as own Defends meaning and dignity of own life style Anticipates peaceful transition Accepts spiritual self

Compiled from a variety of sources.

# 128 CHAPTER 5



TASK:			INTEGRATION OF SPIRIT	BUILDING TRUST	ACQUIRING AUTONOMY	TAKING INITIATIVE	INDUSTRY	
TIME FRAME:			Pre-birth to shortly after birth	$\approx$ birth to 12- 15 mths.	12-36 mths	2 to 2.5 yrs – 5 to 7 yrs	5-6 to 10-13 yrs	
Residual Continuum	Negative	High	Duality Separateness	Discrimination Ability wareness Mistrust	Introspection on Shame	Responsibility Guilty ty	Limitations Feelings of inferiority	
		Low	Groundedness	Discrimin Stranger Awareness	Int Self-evaluation	Re Accepts responsibility	L Recognizes limitations	
	Positive	Low	Synchronicity	Insecure attachment	my Need to make good decisions	ve Interest in joining society	ıcy Self-competence	
		High	Unity Holism S:	Trust Secure attachment	Autonomy Ability to make a Nee good decision	Initiative Proactive joining Inte	Competency Competence as a Sel team member	
ces		Virtue	Groundedness	Hope	Will-power	Purpose	Competence	
Resources	Strengths		Awareness	Drive towards the future	Self-control	Direction	Methodological approach to problem solving	

	IDENTITY	INTI	MACY	GENE	RATIVITY	EGO I	INTEGRITY	TRAN	<b>NSFORMATION</b>	
11-12 to early 30's		Mid 20's to 40's-50's		Mid life to early 60's		Early 60's to Transformation		Post Ego Integrity		
Role-Clarification	Ability to define Total role confusion own roles.	Individualization	Individuate from Distantiation "we" to "me"	Role Clarity	Recognizes life Self-Absorption work	Sense of Life Purpose	Awareness of Despondency about mistakes life	Transitioning	Letting go of human Giving up on form human form	
Self Identity	Sense of uniqueness Sense of Self. influenced by others.	Intimacy	Interconnectedness Sense of "you" and "Me"	Continuity	Projection of life Awareness of life work purpose	Ego-Integrity	Satisfaction with Acceptance of life life	Reconnecting	Reuniting spiritual Letting go of human energy with soul form	Table 5.1 Developmental residual by stage of development
Fidelity		Being in Love		Caring			Wisdom		Virtue	lopmental residua
Devotion		Affiliation	with Individuation		Production		Renunciation	Peace,	Cosmic Understandin g and Compassion	Table 5.1 Deve

**DDEDICTING** 

# Appendix D Notes on Piaget's Cognitive Theory © Helen L. Erickson, 1994

	SYMBOLISM	CAUSALITY	PREDICTING THE FUTURE	
Sensorimotor	cue that something is to	object-action sequence are intertwined	no variability	
	come no discrimination between	one link relates to next	in sequence	
	cue and response no object permanence totally a private experience	dreams, etc. experienced as real		
Preoperational	connects cue and response	reasoning is particular to particular (transductive)	expects identical occurrence of events	
egocentrism	classification is based on personal experience	non-reversibility of relationship		
irreversibility	objects are related to self experience with missing elements new classifications	no differentiation of self and actions animism and artificialism		
	classifications	magic		
Concrete	classification goes beyond	relationship based in empirical	predictions	
ordering	appearance both private and shared signs exist	reversibility in relations	possible	
conservatism hierarchy	Signs exist	separation of self's actions		
Formal	classification by combinations mostly shared signs	hypothetical relations	if, then	

## NOTES ON PIAGET

Notes:

- 1) Any response (behavior) is equally a representation of what is inside the individual as well as what is in the environment.
- 2) If the stimulus can not be assimilated, it does not exist; to be assimilated the individual needs sufficient biological development to assimilate/accommodate.
- 3) Structuring is the beginning of meaningful knowing behavior.
- 4) Schema include reflexes, perceptions, motor behavior.
- 5) Regarding signifiers: sign has social implications, language is a social vehicle, and symbols are idiosyncratic.