

TABLE 5.1 ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT

IDENTITY STAGE (APPROXIMATE AGE)	ISSUES	DESCRIPTION OF TASK
<i>Infancy (to 1 year)</i>	<i>Trust vs. mistrust</i>	If needs are dependably met, infants develop a sense of basic trust.
<i>Toddlerhood (1 to 2 years)</i>	<i>Autonomy vs. shame and doubt</i>	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
<i>Preschooler (3 to 5 years)</i>	<i>Initiative vs. guilt</i>	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
<i>Elementary school (6 years to puberty)</i>	<i>Competence vs. inferiority</i>	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
<i>Adolescence (teen years into 20s)</i>	<i>Identity vs. role confusion</i>	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
<i>Young adulthood (20s to early 40s)</i>	<i>Intimacy vs. isolation</i>	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
<i>Middle adulthood (40s to 60s)</i>	<i>Generativity vs. stagnation</i>	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
<i>Late adulthood (late 60s and up)</i>	<i>Integrity vs. despair</i>	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.