

Person, Place, or Thing Worksheet

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We now know that children think very differently from adults. Prior to the 20th Century children were thought of as small adults and treated in ways that did not adequately meet developmental needs. Many parts of old parenting practices are still in place today.

Erik Erickson created a model of psycho-social development where he defined developmental stages from birth to death. This model can help you recognize unmet emotional needs, so you can repair them as an adult.

Use this worksheet or your journal to write down your thoughts and feelings about certain memories.

A description of each stage is included at the end for you to reference to better understand each developmental task.

Developmental Task:	I remember this person, place, or thing:	I also remember feeling:
Trust vs. Mistrust (0-1.5 years) HOPE		
Autonomy vs. Shame (1.5-3 years) PURPOSE		
Initiative vs. Guilt (3-5 years) WILL		

Industry vs. Inferiority (5-12 years) **COMPETENCE**

Ego Identity vs. Role confusion (12-18 years) **FIDELITY**

Intimacy vs. Isolation (18-40 years) **LOVE**

Generativity vs. Stagnation (40-65 years) **CARE**

Ego integrity vs. Despair (65+) **MATURITY**

Brief Description of Each Stage

Trust vs. Mistrust (0-1.5 years)

An infant needs a stable and consistent primary caregiver to feel safe. If this occurs, trust develops. If inconsistent or unstable, mistrust can develop. Success in this stage will lead to the virtue of **hope**.

Autonomy vs. Shame (1.5-3 years)

Toddlers are developing a sense of independence and autonomy. If encouraged and supported, they will feel confident and secure. If criticized and controlled, shame may develop. Success in this stage will lead to the virtue of **will**.

Initiative vs. Guilt (3-5 years)

The preschooler explores through play and interactions with others. When presented with these opportunities a sense of initiative and confidence develop. If suppressed, a sense of guilt can result. Success in this stage will lead to the virtue of **purpose**.

Industry vs. Inferiority (5-12 years)

In the early school years teachers and peers play a significant role in the development of self-esteem. If encouraged to try new things, children develop a feeling of industry, competence and confidence. If not encouraged, they may doubt themselves and have difficulties excelling, resulting in feelings of inferiority. Success in this stage will lead to the virtue of **competence**.

Ego Identity vs. Role confusion (12-18 years)

Teenagers are searching for sexual and occupational identities related to beliefs, values and goals. Based on these explorations, a sense of identity is formed. Difficulty with these questions can result in a sense of role confusion. Success in this stage will lead to the virtue of **fidelity**.

Intimacy vs. Isolation (18-40 years)

Commitment outside of the family begins after high school. If able to develop satisfying and loving relationships a healthy sense of intimacy develops. If unable to form these relationships, isolation and loneliness may occur. Success in this stage will lead to the virtue of **love**.

Generativity vs. Stagnation (40-65 years)

In adulthood individuals are focused on creating things that will benefit others. This results in generativity or a glimpse of the “bigger picture.” If unable to contribute, stagnation and disconnection may result. Success in this stage will lead to the virtue of **care**.

Ego integrity vs. Despair (65+)

Older adults are slowing down and sometimes retiring from careers. If they feel they led a meaningful life a sense of integrity develops. If they believe their lives were meaningless, they may experience despair, depression or hopelessness. Success in this stage will lead to the virtue of **wisdom**.

Two Examples of Writing Exercises:**Initiative vs. Guilt (3-5 years) WILL**

In kindergarten I was curious about what was next in the picture book. I turned the page as the teacher was talking and I had to stand in the corner for not following directions. I felt ashamed and confused. I was curious about what was next, but clearly that was not okay with the teacher.

Ego Identity vs. Role confusion (12-18 years) FIDELITY

In high school I read the book *Dibs* by play therapist Virginia Axline, and knew I wanted to be a psychologist. When I told the guidance counselor my ambition, she told me I wasn't smart enough. I gave up on the idea for a very long time, feeling inadequate and stupid.

Adapted from *Identity: Youth and crisis*. Erik Erikson (1968)