

Erik Erikson's Stages of Psychosocial Development

Stage	Developmental Crisis	Developmental Task	Favorable Outcome	Unfavorable Outcome	Virtue
Infancy (Age Birth-1)	Basic Trust versus Mistrust	Learning to rely on other people	Faith in others and future events	Suspicion of others and future events	Hope
Early Childhood (Ages 1-3)	Autonomy versus Shame/Doubt	Learning it's okay to be who one is	Sense of self-control and adequacy	Feelings of shame and self-doubt	Will
Preschool Age (Ages 3-6)	Initiative versus Guilt	Learning it's okay to take action; impact things	Ability to self-start, initiate activities	Sense of inadequacy to be on one's own	Purpose
School Age (Ages 6-12)	Industry versus Inferiority	Learning one can make it; can succeed	Ability to learn how things work; get things done	Sense of inferiority at learning and doing	Competence
Adolescence and Emerging Adulthood (Ages 12-19)	Identity versus Confusion	Learning who one is and one's best possible self	Seeing oneself as a unique and integrated person	Confusion over who and what one really is	Fidelity
Emerging to Early Adulthood (Ages 19-30)	Intimacy versus Isolation	Learning to devote oneself to the well-being of others	Ability to form commitments to others	Inability to form commitments to others	Love
Adulthood (Ages 31-65)	Generativity versus Stagnation	Learning to care for others; empathy, concern	Concern for family and society in general	Concern only for own well-being and prosperity	Care
Late Adulthood (Ages 65-Beyond)	Integrity versus Despair	Learning one's true value, worth; one's legacy	Sense of fulfillment; willingness to face death	Dissatisfaction with life; despair over death	Wisdom

(Sources: Erik Erikson, *Identity: Youth and Crisis*, 1968; fuzzyscience.wikispaces.com; James Wilder, "The Theoretical Basis for the Life Model"; Julius Kuhl et al., "Being Someone: The Integrated Self as a Neuropsychological System," *Social and Personality Psychology Compass*, 9/3, 2015, 115-132)