Developmental Stages & Trauma, Abuse & Neglect
Erikson’s Stages of Psychosocial Development

8 Stages, from birth to death
Two primary themes:
The world gets bigger as we go along
Failure is cumulative
(Those who struggle in earlier stages will likely struggle in later stages)
Stage 1: Infancy
Birth to 18 months

- Ego Development: Trust vs. Mistrust
- Strength: Drive and Hope
- Oral sensory stage
- Emphasis on mother’s loving care for child with focus on visual contact and touch
- Outcome:
  - Learn to trust that life is basically okay; or
  - If fail to experience trust, feelings of worthlessness and mistrust of the world
Stage 2: Early Childhood
18 months to 3 years

- Ego Development: Autonomy vs. Shame & Doubt
- Strength: Self-control, courage, will
- Fine motor development
- Outcome:
  - Build self-esteem and autonomy as gain control over body and new skills; or
  - If shamed, feel great doubt in our own capabilities and suffer low self-esteem
Stage 3: Play
Ages 3 to 5

* Ego Development: Initiative vs. Guilt
* Strength: Purpose
* Begin to ask “why?” , Role play adult scenarios (ie. Cooking, parenting, playing house)
* Social role identification
* Outcome:
  * Learn and express initiative in play; or
  * If frustrated over natural desires, experience guilt
Stage 4: School Age
Ages 6 to 12

* Ego Development: Industry vs. Inferiority
* Strength: Method, Competence
* Latency stage

* Outcome:
  * Develop a sense of industry through learning, creating and accomplishing new skills and knowledge; or
  * If experience unresolved feelings of inadequacy, feel inferior among our peers
Stage 5: Adolescence
Ages 12 to 18

- Ego Development: Identity vs. Role Confusion
- Strength: Devotion, Fidelity
- Prior to this stage, development depends on what is done to us, from this point on depends on what we do
- Task: Discover who we are as individuals separate from our family. Many go through “moratorium” – withdrawing from responsibilities
- Outcome:
  - Develop unique and firm identity; or
  - Experience role confusion
Stage 6: Young Adulthood
Ages 18 to 35

* Ego Development: Intimacy vs. Isolation
* Strength: Affiliation and Love
* Task: Developing mutually satisfying relationships. Generally begin to start a family. If struggle with relationship development, in defense we can feel superior to others and isolate
* Outcome:
  * Experience intimacy on deep level; or
  * Isolate and distance ourselves from others
Stage 7: Middle Adulthood
Ages 35 to 60

* Ego Development: Generativity vs. Stagnation
* Strength: Production and Care
* Task: Perpetuate culture and transmit values through children. Working to establish a stable environment.
* Outcome:
  * Generativity – care of others and production of something that contributes to society; or
  * Mid-life crisis – struggle to find new meaning and purposes, become self-absorbed and stagnate
Stage 8: Late Adulthood
Ages 60 to Death

* Ego Development: Integrity vs. Despair
* Strength: Wisdom
* Outcome:
  * Look back and feel happiness and contentment, a deep sense that life has meaning and we’ve made a contribution, accept death (integrity); or
  * Feel despair at experiences and perceived failures, fear death as we struggle to find purpose in our life
Piaget’s Stages of Cognitive Development
During this stage, the child learns about himself and his environment through motor and reflex actions. Thought derives from sensation and movement. The child learns that he is separate from his environment and that aspects of his environment -- his parents or favorite toy -- continue to exist even though they may be outside the reach of his senses. Teaching for a child in this stage should be geared to the sensorimotor system (frowning, soothing voice, etc).
Applying new knowledge of language, the child begins to use symbols to represent objects. Oriented to the present, the child has difficulty conceptualizing time. Thinking is influenced by fantasy and the child assumes that others see situations from his viewpoint. Teaching must take into account the child's fantasies and undeveloped sense of time. Using neutral words and equipment a child can touch gives him an active role in learning.
During this stage, accommodation increases. The child develops an ability to think abstractly and to make rational judgments about concrete or observable phenomena, which in the past he needed to manipulate physically to understand. In teaching this child, giving him the opportunity to ask questions and to explain things back to you allows him to mentally manipulate information.
This stage brings cognition to its final form. This person no longer requires concrete objects to make rational judgments. At his point, he is capable of hypothetical and deductive reasoning. Teaching for the adolescent may be wide-ranging because he'll be able to consider many possibilities from several perspectives.
Kohlberg’s Stages of Moral Development

Three Levels & Six Stages of Development for Moral Reasoning, the basis for Ethical Behavior
Stage 1: Obedience & Punishment Orientation
- How can I avoid punishment?
- Focus on the direct consequences of their actions on themselves

Stage 2: Self-Interest Orientation
- What’s in it for me?
- Right behavior is defined by whatever is in the individual’s best interest
Level 2: Conventional
Typical of Adolescents & Adults

* Stage 3: Interpersonal accord & conformity
  * Social Norms, receptive to approval or disapproval of others
  * Try to be a “good boy” or “good girl” to live up to society’s expectations

* Stage 4: Authority & social order maintaining orientation
  * Law and order morality
  * Conformity goes beyond desire for approval and rests of central ideals that prescribe what is right and wrong
  * Most active members of society remain at this stage
Stage 5: Social Contract Orientation
- Laws are regarded as social contracts rather than rigid
- Rules are useful, but individual’s own perspective and values may take precedence over society’s
- Democratic reasoning, “greatest good”

Stage 6: Universal Ethical Principles
- Moral reasoning based on abstract reasoning using universal ethical principles
- Laws are valid only when grounded in justice, obligation to disobey unjust laws
Trauma, Abuse & Neglect

Many of our clients have been impacted by trauma, abuse, neglect or exploitation.

These events, if not addressed, can significantly impact healthy development.
DEFINITIONS

* **Abuse** - intentional maltreatment of an individual, which may cause injury, either physical or psychological.
  * **Mental abuse** – Includes humiliation, harassment, and threats of punishment or deprivation
  * **Physical abuse** – Includes hitting, slapping, pinching, or kicking. Also includes controlling behavior through corporal punishment.
  * **Sexual abuse/molestation** – Includes sexual harassment, sexual coercion, and sexual assault.

* **Neglect** - the absence of minimal services or resources to meet basic needs.

* **Exploitation** - taking unjust advantage of another for one’s own advantage or benefit.
Watching for Signs of Trauma, Abuse or Neglect

- Mental Abuse
  - Damaged self-esteem, self-destructive behavior, self-harm, disproportionate anger

- Physical Abuse/Assault
  - Abrasions, burns, bruises, fractures, conflicting history, or development delays

- Rape/Sexual Molestation
  - Abrasions, lacerations, genital discharge, bleeding or infection
Watching for Signs of Trauma, Abuse or Neglect

* Children (ages 17 and under)
  * Adult not allowing verbalization, minimizing seriousness, delay in treatment seeking, repeated, protective of parent, over-sexualized, poor hygiene

* Domestic Abuse Victims
  * Inconsistencies in story to injuries, minimizing seriousness, delay in treatment seeking, repeated, over-protective of partner, child abuse victims, burns, contusions, altered consciousness

* Elderly Persons (ages 60 and up)
  * Untreated injuries, signs of withholding, poor hygiene, economic abuse