

Person, Place, or Thing Worksheet (page one)

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As a result of research in the past century, we now know that children think very differently from adults. Prior to this research children were thought of as small adults and treated in ways that did not adequately meet developmental needs. Erik Erickson created a model of psycho-social development where he defined developmental stages from birth to death.

You might have memories of certain people, places or things at various times in your life. For instance, the second stage *autonomy vs. shame* is all about learning to be a SELF separate from your caregivers. If you were told NO often or punished for being curious, it could have influenced your ability to feel confident and autonomous.

Use this worksheet or your journal to write down your thoughts and feelings about those memories. A description of each stage is included at the end for you to reference to better understand each developmental task. Take your time. One memory at a time!

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**

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Trust vs. Mistrust (0-1.5 years)

During this stage, you are uncertain about the world. You look to your primary caregiver for stability and consistency of care. Is the world a safe place or is it full of unpredictable events and accidents waiting to happen?

If your care is consistent, predictable and reliable, you most likely develop a sense of trust that carries you in other relationships and you are able to feel secure even when threatened.

By developing a sense of *trust*, you have hope when new crises arise, and know that other people will be there as a source of support. Failing to acquire the virtue of hope may lead to the development of fear.

For example, if your care is harsh or inconsistent, unpredictable and unreliable, you may develop a sense of mistrust and lack confidence. This may result in anxiety, heightened insecurities, and a feeling of *mistrust* in the world around you.

Success in this stage will lead to the virtue of **hope**.

Autonomy vs. Shame (1.5-3 years)

During this stage, you are developing physically, becoming more mobile, and discovering that you have many abilities, such as putting on your clothes, playing with toys, etc. You have a growing sense of independence and *autonomy*.

If you are encouraged and supported in your increased independence, you are likely to become confident and secure in your ability to survive in the world.

If you are criticized, overly controlled, or not given the opportunity to assert yourself, you may develop feelings of inadequacy in your ability to survive, become overly dependent upon others, and/or feel a sense of *shame* or doubt in your abilities.

Success in this stage will lead to the virtue of **will**.

Person, Place, or Thing Worksheet (page three)

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Initiative vs. Guilt (3-5 years)

During this stage, you are interacting with other children at school. Play provides you the opportunity to explore your interpersonal skills. You may plan activities, make up games, and initiate with others. If you are given this opportunity, you most likely will develop a sense of *initiative* and feel secure in leading others and making decisions.

Conversely, if this is squelched, either through criticism or control, you may develop a sense of *guilt*, and possibly feel like a nuisance to others, and consequently lack initiative. You may ask many questions. If adults treat your questions as trivial, a nuisance or embarrassing, then you may feel *guilt* for “being a nuisance”.

Success in this stage will lead to the virtue of **purpose**.

Industry vs. Inferiority (5-12 years)

During this stage, you are learning to read and write, to do sums, and to do things on your own. Teachers and your peer group play an important role in your life and have become a major source of your self-esteem.

If you are encouraged and reinforced for initiative, you may begin to feel *industrious* (competent) and confident in achieving goals. If initiative was not encouraged then you may feel *inferior*, doubting your abilities and thus not reaching your potential.

If you aren't developing the specific skill others are demanding (e.g., being athletic) then you may develop a sense of *inferiority*.

Success in this stage will lead to the virtue of **competence**.

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

During this stage, you are searching for a sense of self; and your sexual and occupational identities. You are exploring personal values, beliefs, and goals. You may explore possibilities and begin to form your *identity* based on the outcome of your explorations. Failure to establish a sense of identity within society ("I don't know what I want to be when I grow up") can lead to *role confusion*. Role confusion involves not being sure about your place in society. You may begin to experiment with different lifestyles (e.g., work, education or political activities). You may feel uncomfortable about your body until you adapt and "grow into" the changes.

If you feel pressured into an identity, you might rebel by establishing a negative identity, and have an underlying feeling of unhappiness.

Success in this stage will lead to the virtue of **fidelity**.

Intimacy vs. Isolation (18-40 years)

During this stage, you are forming intimate, loving relationships with other people. You begin to share more intimately with others. You are exploring relationships that might lead to longer-term commitments with someone other than a family member.

Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship.

Avoiding *intimacy*, fearing commitment and relationships can lead to *isolation*, loneliness, and sometimes depression.

Success in this stage will lead to the virtue of **love**.

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Generativity vs. Stagnation (40-65 years)

During this stage, you are experiencing a need to create or nurture things that will outlast them, often having mentees or creating positive changes that will benefit other people. You give back to society through raising children, being productive at work, and/or becoming involved in community activities and organizations.

Through *generativity* you develop a sense of being a part of the bigger picture. Success leads to feelings of usefulness and accomplishment, while failure results in minimal involvement in the world.

By failing to find a way to contribute, you may become *stagnant* and feel unproductive. You may feel disconnected or uninvolved in community and/or society as a whole.

Success in this stage will lead to the virtue of **care**.

Ego integrity vs. Despair (65+)

During this stage, you grow older and become a senior citizen, slowing down and exploring life as a retired or retiring person. You contemplate your accomplishments and develop *integrity* if you feel you are leading a successful life.

If you see your life as unproductive, feel guilty about your past, or feel that you did not accomplish your life goals, you may become dissatisfied and develop *despair*, often leading to depression and hopelessness.

Success in this stage will lead to the virtue of **wisdom**.

Person, Place, or Thing Worksheet (page six)

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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 then 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)