

## PIAGET/FREUD/ERICKSON COMPARISON TABLE

### Piaget's Stages of Cognitive Development

Stage	Age	Cognitive Development
1. Sensorimotor	Birth -2	Infants interact with and learn about their environments by relating their sensory experiences to their motor actions, object permanence
2. Preoperational	2-7	Children learn to use symbols, such as words or mental images, to solve simple problems and to think or talk about things are not present, conservation and egocentrism
3. Concrete	7-11	Children can perform a number of logical mental operations on concrete objects that are physically present.
4. Formal	12-adulthood	Adolescents and adults develop the ability to think about and solve abstract problems in a logical manner

### Freud's Psychosexual Stages

Stage	Age	Focus & Conflict to Resolve	Result if Unsolved
1. Oral Stage	1 <sup>st</sup> 18 months of life	A time when infant's pleasure seeking is centered on mouth, lips, tongue, feeding. Conflict- weaning from breast, bottle.	Overly passive, dependent, gullible, smoking, nail-biting, overeating.
2. Anal Stage	1 ½ to 3 ½ years	Infant's pleasure seeking is centered on the anus and its functions of elimination Conflict-toilet training	Anal explosive-overly messy Anal retentive (compulsive) overly neat, fussy.
3. Phallic Stage	3-6 years	Infant's pleasure seeking is centered on genitals. Conflict-masturbation, parental separation.	Overly dependent on opposite-sex parent, overly hostile to same sex parent, promiscuity, impulsiveness, homosexuality.
4. Latency Stage	6 to puberty	Child represses sexual thoughts and engages in nonsexual activities, developing social and intellectual skills	No particular focus.
5. Genital Stage	Puberty through adulthood	The individual has renewed sexual desires that he or she seeks to fulfill through relationships with members of the opposite sex. Conflict to resolve-Mature, socially acceptable sexual relationship.	Unhappy sexual relationships, standoffishness, cold, impotence.

### Erickson's Psychosocial Stages

Stage	Age	Conflicting Tendencies	Issues to Resolve	Relationships
Trust vs. Mistrust	Birth -1 year, infant	Trust others, has faith in others Whom can I trust?	Mistrusts others, expects the worst of people	Mother, usually
Autonomy vs. Shame and Doubt	1-3 years, Toddler	Learns to be autonomous and independent How can I do what I want without feeling bad about myself?	Learns to feel shame and anxiety when unable to handle responsibilities	Parents
Initiative vs. Guilt	3-6 year, Preschoolers	Becomes more responsive, shows the ability to follow through	Develops guilt and anxiety when unable to handle responsibilities	Family

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		What can I do without causing trouble?		
<b>Industry vs. Inferiority</b>	<i>7-12 years, Preadolescent</i>	Feels a sense of accomplishment and increased self-esteem What activities am I good at? How do I compare to others?	Feels inferiority or incompetence, which can later lead to unstable work habits	Peers, family
<b>Identity vs. Role Confusion</b>	<i>13-19 Adolescence</i>	Developing the more purposeful, responsible, and planned behaviors of adults Of all the social roles, which one fits me and how can I develop a role that is uniquely my own?	Experiences role confusion, having low self-esteem and socially withdrawn	Peers
<b>Intimacy vs. Isolation</b>	<i>20's-40's Young Adulthood</i>	Creates meaningful, deep relationships Whom can I trust with intimacy and love?	Lives in isolation	Peers, partner
<b>Generativity vs. Stagnation</b>	<i>40's-60's Middle Adulthood</i>	Makes a positive impact on the next generation through parenting, community involvement, or work that is valuable and significant How can I continue to grow as a person?	Experiences boredom, conceit, and selfishness	Coworkers, family
<b>Integrity vs. Despair</b>	<i>Mid 60's-and older</i>	Feels a sense of accomplishment and satisfaction How can I feel content with my life, so I can face death calmly?	Feels regret and dissatisfaction	Family, community

**Kohlberg's Moral Stages-Heinz Steals the Drug Dilemma**

**Heinz Steals the Drug**

In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charges \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him make pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that?

<b>Moral Stage</b>	<b>Should Heinz steal the drug?</b>
<b>Stage 6: Universal principles</b> Even laws approved by the majority should be broken if they are unjust, violating universal rights of the individual.	No, the druggist has a right to charge what he likes for his efforts. Yes, Heinz's wife has a right to that medicine.

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<p><b>Stage 5: Social contract</b> Laws should reflect what most people believe is right.</p>	<p>No, most people would say it is unjust to steal. Yes, the law should allow Heinz to take the medicine.</p>
<p><b>Postconventional (“principled”)</b> <b>Are the laws just?</b></p>	
<p><b>Stage 4: Social order</b> Society need people to follow the rules, whatever they are.</p>	<p>No, we can’t have people breaking into stores. Yes, we need people to survive cancer.</p>
<p><b>Stage 3: Conformity</b> I want people to think well of me.</p>	<p>No, people would disapprove. Yes, people would think him heroic.</p>
<p><b>Conventional</b> <b>What does society expect?</b></p>	
<p><b>Stage 2: Seek rewards</b> I’ll be nice to you so you’ll be nice to me.</p>	<p>No, then he can go on TV and be famous because people would feel sorry for him. Yes, his wife will take care of him in return; she makes delicious pancakes.</p>
<p><b>Stage 1: Avoid punishment</b></p>	
<p><b>Preconventional</b> <b>What are the personal consequences?</b></p>	<p>No, he could go to jail. Yes, his children will hurt him if he doesn’t.</p>

Santrock, J. (2020) Essentials of life-span development, 6<sup>th</sup> ed. McGraw-Hill.