# 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)

## Engaging, Equipping, Empowering

| Program Phase | Practices | Related CCS and CST Processes and Services for Possible Utilization Where Feasible | Developmental Approaches to Enhance CCS/CST Processes and Services |
|---|---|---|---|
| **Engaging**<br><br>Stabilize and identify and address barriers to development<br><br><br>Basic Needs/ Motivations | 1. Enrollment<br>2. Assessment<br>3. Service/Care Planning<br>4. Behavioral Health Service Delivery<br>5. Social Activities (onboarding and connecting to program staff, operations, culture, and other participants as appropriate) | ▪ Screening and Assessment (51000/52519)<br>▪ Diagnostic Evaluations and Specialized Assessments (51004)<br>▪ CANS/Assessment Domains<br>▪ Service Planning (51010, 51012, 52518)<br>▪ Psychotherapy (51070, 52522)<br>▪ Substance Abuse Treatment (51006, 52521)<br>▪ CST Phases of Engagement<br>▪ CST Teaming, Plan of Care (Wraparound Approach)<br>▪ CST Crisis Intervention Plan | ▪ Assessing status of development of identity and future orientation<br>▪ Trauma Screening/ACES<br>▪ Brain development/neuroplasticity and approach/avoidance goals<br>▪ Identifying and tapping Into strengths, sparks, and ideal self<br>▪ Organismic self-regulation training and support (behavioral activation for change/recovery) |
| **Equipping**<br><br>Knowledge, skills, attitudes, resources for developmental tasks<br><br>Psychological Needs/Motivations | 6. Self-Care/Recovery Training (i.e., WRAP)<br>7. Employment Training<br>8. Life Skills Training and Education<br>9. Self-Development Training<br>10. Team-Building and Task Collaboration<br>11. Parent Support and Involvement | ▪ Service Facilitation (51020, 51022, 52520, 52525)<br>▪ CST Service Coordinator<br>▪ Non-Traditional Services<br>▪ Medication Management (51038, 51040)<br>▪ Physical Health and Monitoring (51063)<br>▪ Individual Skills Development and Enhancement (51076, 51078, 51018)<br>▪ Family Psychoeducation (51060, 51059)<br>▪ Employment Related Skill Training (51050, 51052, 52517)<br>▪ Peer Support/Certified Peer Specialist (51029) | ▪ Assessing status of development of meaning/purpose<br>▪ Post-traumatic growth; meaning-making approaches/perspectives<br>▪ Supporting and developing brain executive function<br>▪ Fostering intrinsic motivation<br>▪ Developmental self-regulation training and support (behavioral control) |
| **Empowering**<br><br>Personal life goals, plans and supports for attaining them; self-determination<br><br>Self-Fulfillment Meta-Needs and Meta-Motivations | 12. Personal Planning and Action<br>13. Team Planning and Action<br>14. Civic/Social Contributing (i.e., service projects)<br>15. Transition Planning | ▪ Wellness Management and Recovery (51080, 51082, 52523)<br>▪ Individual and Family Psychoeducation (51060, 51059)<br>▪ CST Ongoing Monitoring (6-9 months post completion of service plan/plan of care)<br>▪ CST Transition Plan (long-term plan regarding services for ongoing needs) | ▪ Assessing status of development of career direction/aspirations<br>▪ Intentional self-regulation training and support (behavioral maintenance)<br>▪ Possible selves; growth goals<br>▪ Self-determination; being, belonging, becoming<br>▪ Fostering thriving/growth, resiliency |

*Practices actually utilized by the Project YES! pilot sites in Outagamie and Jefferson Counties, funded by DHS.

## Practices for Consideration
(Actual Practices Done by Project YES! Pilot Sites and Some Aspirational or Possible Practices)

Note that not all items below are utilized in every case. They are utilized selectively as needed and/or as the participant is ready on a case by case basis.

### Engage Phase Practices

1. **Enrollment**: Process of officially establishing the participant status of young person. Includes necessary and desired paperwork and forms. Onboarding and connecting to program staff, operations, culture, and other participants as appropriate. In terms of development, it is the beginning of the relationship with the young person and program staff. Includes initial identification of obvious needs or concerns. Pilot sites have learned that not infrequently assistance is desired for something specific and immediate, such as help with a place to live or employment. In some instances provision of this assistance may be the young person's only interest, in which the program phases may apply. In other instances, there is an openness to or desire for more prolonged support. Initial immediate supports and emergency services are a key part of the enrollment process as it helps to establish trust, as depicted in the program culture diagram above.
2. **Assessment**: Administering both formal and informal assessments in order to identify barriers to successfully managing developmental tasks and transitioning into adulthood. As shown below, this includes the Functional Screen for CCS determining eligibility for the CCS Service Array. It may also include the CANS which is typically used by CST.
3. **Service/Care Planning**: Developing in collaboration with the young adult the plan for addressing barriers or impediments to successfully addressing the developmental tasks.
4. **Behavioral Health Service Delivery**: Provision of professional/clinical and other services.
5. **Social Activities**: A powerful means of initial engagement and building trust as well as autonomy and initiative. The pilot sites offered an excellent range of these activities which, as discussed above, also help bolster intelligences in support of improved self-regulation. In addition to ones mentioned previously, others were: Ice Cream Social and Movie Night, Pumpkin Decorating, Dave and Buster's Arcade: Food, Fun, Games!

### Equip Phase Practices

1. **Self-Care/Recovery Training** (i.e., WRAP): Support from Recovery Team (CCS) and educational programming to support maintaining healthy behaviors and habits.
2. **Employment Training**: Providing or facilitating accesses
3. **Life Skills Training and Education**: Knowledge and skills development for tasks and challenges of daily living. Topics covered by the pilot sites included housing, health, relationships, credit, financial, school and community resources, grounding techniques, stress management, healthy nutrition, physical activity and wellness, and skills to pay bills.

4. **Self-Development Training**: Related to life skills but more focused on personal growth associated with developing or making meaning and a sense of purpose.
5. **Team-Building and Task Collaboration**: An aspirational element, this involves developing teams in which peer-to-peer support and learning can occur based conceptualizing, planning, and carrying out service projects. Such experiences involve critical executive function skills, which is why many leaders and high achievers were members of sports and other teams in school.
6. **Parent Support and Involvement**: Facilitating support for young people from their parents or caretakers and assisting with addressing family functioning. One pilot site included a Parent Coordinator position dedicated to this task.

## Empower Phase Practices

1. **Personal Planning and Action**: An aspirational element involving staff in assisting participants with developing a long-range action plan or personal development plan for use after exiting the program. As shown below, this can be supported by the CST Transition Plan process.
2. **Team Planning and Action**: An aspirational element for developing high-level executive function skills having an impact on the transition domain of community life. Such activity is a part of thriving (see appendix titled Growth Goals Planning Reference Tool which includes six research-based thriving behaviors, of which Contributing and Caring are relevant to this element).
3. **Civic/Social Contributing**: An aspirational element involving service projects of other group- or team-based ways of contributing to community well-being.
4. **Transition Planning**: An aspirational element involving a planned approach to transitioning the young person from program involvement.