F. 20th Century

1. Theories about children’s development expanded around the world.
2. Childhood was seen as worthy of special attention.
3. Laws were passed to protect children.

V. PSYCHOANALYTICAL THEORIES

- Beliefs focus on the formation of personality. According to this approach, children move through various stages, confronting conflicts between biological drives and social expectations.

A. Sigmund Freud

- Psychosexual Theory
  - Was based on his therapy with troubled adults.
  - He emphasized that a child’s personality is formed by the ways in which his parents managed his sexual and aggressive drives.

E. Erik Erikson

- Psychosocial Theory: Biological in belief that there are innate drives to develop social relationships and that these promote survival (Darwinism)
  - Expanded on Freud’s theories.
  - Believed that development is life-long.
  - Emphasized that at each stage, the child acquires attitudes and skills resulting from the successful negotiation of the psychological conflict.
  - 8 stages
    - **Stage 1: (Birth–1) Trust vs. Mistrust**
    - Trust vs. Mistrust: If needs are dependably met, infants develop a sense of basic trust
  - **Stage 2: (1–3 years) Autonomy vs. Shame and Doubt**
    - Those given the opportunity to experience independence will gain a sense of autonomy.
    - Children that are overly restrained or punished harshly will develop shame and doubt.
  - **Stage 3: (3–5 years) Initiative vs. Guilt**
    - Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
  - **Stage 4: (5–12 years) Industry vs. Inferiority**
    - Stage of life surrounding mastery of knowledge and intellectual skills.
    - Sense of competence and achievement leads to industry.
    - Feeling incompetent and unproductive leads to inferiority.
  - **Stage 5: (Adolescence) Identity vs. Confusion**
    - Developing a sense of who one is and where one is going in life.
    - The adolescent’s path to successful identity achievement begins with identity diffusion.
    - This is followed by a moratorium period.
    - Gradually, the adolescent arrives at an integrated identity.
    - Successful resolution leads to positive identity.
    - Unsuccessful resolution leads to identity confusion or a negative identity.