BIRTH–3 MONTHS: ORAL PHASE: INFANCY: STAGE I: STAGE I: PREAFFILIATION:

At first the infant, mewling and puking in the nurse’s arms. The coming together ("engagement?") is an encounter (negotiation process) in which the two individuals must somehow reconcile many and varied traces of their respective (and collective) pasts – including attitudes toward marriage and family that have been shaped by their respective experiences growing up in their own families of origin. Each arrives at this point with more or less different worldviews, value systems and lifestyles. Typically, this part of the process is marked by an interplay of "approach/avoidance" behavior by both partners, and by "family problems" traceable to differences, disparities and disapprovals on all sides. This initial "entry" phase involves the working out of basic trust/mistrust issues. From a structural/developmental point of view, can it be seen as a counterpart of the developmental processes described immediately to the left and right of this column?

Consider the situation of an MIT undergraduate student poised, so to speak, at or before the actual point of entry into a particular classroom on the first day of a new spring term at MIT. What social influences are playing upon her or him? Has s/he arrived, at least at a provisional decision to consider committing to this class? Given that this one was chosen from among a number of other possible HASS elective classes to attend, are there still likely to be some unresolved commitment issues? How about personal and social demand characteristics of the upcoming semester? Is s/he operating under any significant academic/extra-curricular constraints/ foreseeable time conflicts? How (in what ways) and how much (to what extent) is her/his readiness, willingness and ability to act conditioned and constrained by social influences arising from a tension between having some genuine personal and social interest in being a serious student of the subject
MODELS OF INDIVIDUAL DEVELOPMENT

SHAKESPEARE
As You Like It

PHYSICAL / BIOLOGICAL

3–6 MONTHS:
gaze follows moving objects; eyes focus; smiles; responsive to mother's face, hand/mouth activity; head erect; social responsiveness; laughter; eye-hand coordination; orality; binocularity; sits supported; leg bear weight; reaches; localizes sounds; explores; cries easily

6–12 MONTHS:
responds to own image in mirror; babbles; squeals; apprehensiveness with strangers; interest in people & toys; plays "peek-a-boo"; responsiveness to own name and "no!"; moves from supine/sitting to prone; may begin creeping/crawling; approximates thumb and forefinger; supports own weight; vocalizes "ma" "ba" "da" etc.; social interest; independent movement; may walk with support; possible time of weaning; begins to feed self; exploratory behavior; "adventurousness" and self confidence; evidences teething-related discomfort; irritability; excitability; responsiveness; creativity

12–18 MONTHS:
vocabulary; negativism; turns pages; climbs; plays; builds; scribbles; runs; hand preference; follows directions; 3–4-word phrases; points/turns toward named objects; dressing ability; alternates between independent and dependent activity; obeys and disobeys instructions

MODELS OF FAMILY AND GROUP DEVELOPMENT

FAMILY

ERIKSON
(psychosexual)

3–6 MONTHS:
FREUD
(psychosocial development – viewing persons-in-contexts)

6–12 MONTHS:
"Marriage" (or its equivalent in terms of "commitment") and the establishment of a common household entails for both partners a transition from a state of relative independence to one of relative interdependence. Ideally (but not invariably) the new relationship is based on trust built up in the course of the preceding set of more or less explicit negotiations. Not atypical, this is a point at which unresolved (and perhaps transgenerationally "inherited") issues of power and control come to the fore. As each partner struggles (in his/her own habitual way) to realign connections/separations involving previous social relations (including families of origin), a further mutually and reciprocally acceptable cycle of conflict and reconciliation of differences necessarily takes place. Among the problems commonly encountered at this stage may be mentioned: residual ambivalence concerning loyalties to families of origin; issues of "commitment," distance regulation, sexual adjustment and disappointed initial expectations.

12–18 MONTHS:
"Marriage" (or its equivalent in terms of "commitment") and the establishment of a common household entails for both partners a transition from a state of relative independence to one of relative interdependence. Ideally (but not invariably) the new relationship is based on trust built up in the course of the preceding set of more or less explicit negotiations. Not atypical, this is a point at which unresolved (and perhaps transgenerationally "inherited") issues of power and control come to the fore. As each partner struggles (in his/her own habitual way) to realign connections/separations involving previous social relations (including families of origin), a further mutually and reciprocally acceptable cycle of conflict and reconciliation of differences necessarily takes place. Among the problems commonly encountered at this stage may be mentioned: residual ambivalence concerning loyalties to families of origin; issues of "commitment," distance regulation, sexual adjustment and disappointed initial expectations.

OTHER GROUPS

before us and desiring to pursue, instead, some other competing interests? Are their any other boundary conditions to consider? How well does it fit into your schedule? What is s/he instead thinking? Is s/he experiencing any approach/avoidance conflict(s)?

Amid continuing approach/avoidance conflicts, one enters the place. Safely seated and beginning to settle in, the prospective participant is now concerned about personal safety and security issues. What will the class will be like? Will it be a fun? Who are the instructors? Who are the other people here? Will the workload be heavy? What will I need to do to get through (or ace) it? How much time and effort will I have to put into it? Will I get what I want out of it (gradewise and otherwise)? Will I have a good learning experience?

Here, as a rule, approach/avoidance conflict gradually gives way to "attentive exploration" with a view toward resolving some of the basic trust/mistrust issues that must be dealt with in making even a provisional commitment to the process of becoming a member of the group. The underlying and frankly self-centered question at this point is, "What’s in this for ME?"

Assuming that the goal is to develop a relatively open and cooperative (as compared with closed and competitive) learning situation (which is our stated aim), it is appropriate at this point for leadership: • to allow – indeed, to support – the need for group members to maintain their distance; • to let them approach at their own speed, while at the same time inviting trust; • to facilitate exploration of substantive curricular topics while stimulating/entertaining discussion of commitment issues; • to provide information regarding the demand characteristics of the situation, goals and objectives. The likelihood of dropouts is quite high here.
SHAKESPEARE
As You Like It

MODELS OF INDIVIDUAL DEVELOPMENT

PHYSICAL / BIOLOGICAL

18–36 MONTHS:
Continuing postnatal myelinization of spinal cord; capacity for bladder/bowel control

FREUD (psychosexual)

ANAL PHASE:
Retentiveness/explosiveness; possessiveness; anal zone becomes focus in connection with "power and control" issues in connection with toilet training and/or maturation; child experiences pleasure from anal "holding in" and "letting go;" controlling/appropriately releasing urine and feces; by extension, hygiene/cleanliness become issues; becoming independent requires discipline and self-control; "learning styles" begin to emerge with self-development and interactions with others sowing seeds of future mental/behavioral patterns; for example: in the extreme, either "obsessive/compulsive" and "impulsive/hyperactive" behavior may develop out of early experiences with things and other persons (psychoanalysts are thus intensely interested in what they call "object relations" (including relations with both parents & extended family).

ERIKSON (psychosocial)

SPHERE OF SIGNIFICANT SOCIAL RELATIONS:
Child and parents; nuclear family

MAIN DEVELOPMENTAL TASK:
To learn to hold on and to let go

MAIN DEVELOPMENTAL CRISIS:
Autonomy and self-esteem vs. shame and doubt

FAVORABLE OUTCOME:
Sense of self-control and will power

UNFAVORABLE OUTCOME:
Resulting from parental permissiveness: problems in management of aggression; resulting from parental over-restrictiveness: extreme obedience to authority; conformity; need for approval; shame, doubt; fear of loss of power and control

FAMILY

OTHER GROUPS

MODELS OF FAMILY AND GROUP DEVELOPMENT

STAGE III:
With the birth of a child, the family undergoes a transition from a dyad to a triad. Here the focus of negotiation shifts to issues of parental interdependence in the face of mutual responsibility for the well-being of a highly dependent new family member. The new parents must concurrently adjust to big changes in their relations with each other as well as their conjoint responsibility for an extremely needy infant; common issues at this point in the process include increased feelings of abandonment and/or fear of the loss of the other's love by one or both of the partners.

STAGE III POWER AND CONTROL:
Once their initial commitments to membership in a group have been made, prospective (now provisional) members must come face to face with the reality of the group and begin to negotiate various issues with each other within it (e.g. determining the parameters of their individual and collective responses to the demand characteristics of the unfolding situation).

What is really going on here? Who is in charge? How do I fit into this arrangement? What is my status/role here? What am I supposed to be doing, thinking, learning? Do I like it? Notice that these questions are only slightly less self-centered in topic and tone than the basic trust/mistrust questions listed above.

This is a phase of the process in which members of a group-in formation must needs struggle with each other and with the nominal leadership (where such exists) to arrive at some "definition of the situation" that is reasonable and workable for them, both individually and collectively. Who is to determine the nature and scope of the prevailing rules and goals? The likelihood of dropouts continues to be quite high here, as is the probability of frankly hostile, aggressive, and negative behavior toward the group development process itself and those responsible for imposing it. Not uncommonly, the effort to gain a degree of power and control leads to proposals to formalize the proceedings by enacting rules, regulations, voting procedures, etc. The result of following these leads is invariably the establishment of a "zero-sum" game in which every disagreement is "resolved" by having some winners and some losers. During this rather chaotic phase, a leadership aiming for a more "win-win" approach needs to focus on allowing resistance to be expressed and rebellion to be developed within limits conducive to the protection of individual rights and general safety. In order to be effective, leadership will continue: a) to provide activities conducive to increased individual and collective competence, b) to clarify (insomuch as possi-
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### MODELS OF INDIVIDUAL DEVELOPMENT

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### MODELS OF FAMILY AND GROUP DEVELOPMENT

#### Family

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#### Other Groups

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**3–6 YEARS:**

bodily control; both gradual and sudden changes from infantile to juvenile physique, behavior

**PHALLIC PHASE:**

(note the gender bias implicit in Freud's preoccupation with male psychosexual development and penises); genitals become focus; interest in sex differences and "where do babies come from?" and "how does the seed get in there?" etc. Freudian "Oedipal complex" presumes sexual identity of boys is significantly shaped by earlier interactions with mother; sexualized imagery (if present in sufficient kinds and significant degrees sows seeds of anxiety, hysteria, questions about own sexuality; phobias, rigidity; feelings of guilt, shame, alienation, awkwardness, helplessness, and incapacity in interpersonal relations.

**SPHERE OF SIGNIFICANT SOCIAL RELATIONS:**

family and nursery school or daycare

**MAIN DEVELOPMENTAL TASK:**

to make; to go after, to imitate

**MAIN DEVELOPMENTAL CRISIS:**

initiative vs. guilt

**FAVORABLE OUTCOME:**

purpose and direction

**UNFAVORABLE OUTCOME:**

see column to left

**YOUNG CHILD:**

extension of object relations beyond family; sense of personal/social competence engenders and reinforces sense of "self-esteem"; ego identity, frequency and intensity of incidents in which family norms are being tested (and possibly found wanting) through encounters with social influences arising from community and peer groups; devaluation of parental omnipotence

**SPHERE OF SIGNIFICANT SOCIAL RELATIONS:**

neighborhood and school

**MAIN DEVELOPMENTAL TASK:**

to make things; to compete and cooperate with peers

**MAIN DEVELOPMENTAL CRISIS:**

industry vs. inferiority

**FAVORABLE OUTCOME:**

self-esteem, competence and skill

**UNFAVORABLE OUTCOME:**

low self-esteem

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...Then the whining schoolboy, with his satchel And shining morning face, Creeping like a snail Unwillingly to school.
### MODELS OF INDIVIDUAL DEVELOPMENT

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<th>PHYSICAL / BIOLOGICAL</th>
<th>FREUD (psychosexual)</th>
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<tr>
<td><strong>SHAKESPEARE</strong>&lt;br&gt;As You Like It</td>
<td><strong>12–18 YEARS:</strong>&lt;br&gt;<strong>PUBERTY:</strong>&lt;br&gt;return or reactivation of phallic phase coupled with sexual maturation; depending on prior experience acquired in earlier stages, narcissistic object love (see Shakespeare’s description) may or may not become focus</td>
<td><strong>STAGE V:</strong>&lt;br&gt;The partial exit of the youngest child from the family and his/her entry into the larger world continues the pattern of partial separations; Children in school bring family beliefs and values and practices into confrontation (and sometimes conflict) with those of the surrounding community with discrepancies provoking and increase in tensions within the family.</td>
<td><strong>STAGE V: DIFFERENTIATION/INTEGRATION:</strong>&lt;br&gt;As evidence of competency grows (in terms both of intimacy and task orientation), the cohesiveness of the system becomes increasingly apparent as does the somewhat paradoxical fact that group unity depends on the readiness, willingness and ability of the membership to recognize that their own (formerly highly problematic) diversity as a source of their own great and unique strength. Freer expression of thoughts and feelings in a social context that demands mutual respect and support and honest/forthright constructive criticism as well as positive feedback leads to a lessened preoccupation with power problems. Leadership comes to be seen less and less as the power/responsibility of identifiable “leaders” and serves increasingly as a function that simply moves around in ways that are responsive both to collective needs and personal imperatives. The group itself comes to be viewed by its members as a more or less distinct compositely unified system with a definite identity. “Giving to” the group (and its members) comes to be valued as a valed function of getting from” them. (Compare with Stage II) Traditions begin to develop; repetitive tasks become increasingly regarded as merely “going through the routine”, cooperation/collaboration increases at small group levels; more slowly at large group level; complaints of dissatisfaction and “boredom” occasionally resurface; but – if previous crises have been properly negotiated – there is a possibility for intimacy-building and goal oriented activities to become increasingly effective and sustained.</td>
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<tr>
<td><strong>18–30 YEARS:</strong>&lt;br&gt;<strong>GENITAL STAGE:</strong>&lt;br&gt;(early adulthood): depending on prior experience acquired in earlier stages, narcissistic object love (or its equivalent) may or may not be increasingly supplanted by couplings involving more mutual and reciprocal relations; conflicts between dependence upon and independence from family of origin</td>
<td><strong>MAIN DEVELOPMENTAL TASK:</strong> to be/become oneself; to accept oneself; to share oneself with others</td>
<td><strong>FAMILY</strong></td>
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<tr>
<td><strong>MAIN DEVELOPMENTAL CRISIS:</strong> identity vs role confusion</td>
<td><strong>FAVORABLE OUTCOME:</strong> development of situationally appropriate identity; transition to adulthood; exploration, integration or repudiation of family culture; sense of devotion and fidelity; satisfactory career choice</td>
<td><strong>FAMILY</strong>&lt;br&gt;SPHERE OF SIGNIFICANT SOCIAL RELATIONS:&lt;br&gt;peer groups; same and opposite sexes</td>
<td><strong>OTHER GROUPS</strong>&lt;br&gt;SPHERE OF SIGNIFICANT SOCIAL RELATIONS:&lt;br&gt;adult community apart from family of origin</td>
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<tr>
<td><strong>FAVORABLE OUTCOME:</strong> inauthenticity; delinquency; neurosis; psychosis</td>
<td><strong>MAIN DEVELOPMENTAL TASK:</strong> to redefine oneself in relation to significant other(s) (distance regulation)</td>
<td><strong>MAIN DEVELOPMENTAL CRISIS:</strong> intimacy vs social isolation</td>
<td><strong>MAIN DEVELOPMENTAL CRISIS:</strong> intimacy vs role confusion</td>
</tr>
<tr>
<td><strong>UNFAVORABLE OUTCOME:</strong> isolation, loneliness; alienation; anomie</td>
<td><strong>FAVORABLE OUTCOME:</strong> solidarity with others; love; affiliation</td>
<td><strong>UNFAVORABLE OUTCOME:</strong> isolation, delinquency; neurosis; psychosis</td>
<td><strong>UNFAVORABLE OUTCOME:</strong> isolation, loneliness; alienation; anomie</td>
</tr>
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</table>

...And then the lover, Sighing like a furnace, With a woeful ballad Made to his mistresses eyebrow.

...Then a soldier, Full of strange oaths and bearded like the pard. Jealous in honor, sudden and quick in quarrel, Seeking the bubble reputation Even in the cannon’s mouth.
MODELS OF INDIVIDUAL DEVELOPMENT

SHAKESPEARE
As You Like It

PHYSICAL / BIOLOGICAL

FREUD (psychosexual)

ERIKSON (psychosocial)

30–40 YEARS: MATURE ADULTHOOD:
marital commitment; establishment of household; issues involving the social/sexual division of labor, sharing of child care and other domestic responsibilities

MATURE ADULT:
SPHERE OF SIGNIFICANT SOCIAL RELATIONS: the larger community and the new family;
MAIN DEVELOPMENTAL TASK: to provide for and to nurture;
MAIN DEVELOPMENTAL CRISIS: generativity vs self-absorption;
FAVORABLE OUTCOME: both vocational productivity and personal caring;
UNFAVORABLE OUTCOME: stagnation

40–50 YEARS: LATER ADULTHOOD:
Freud’s psychosexual development theory hasn’t much to say about the lives of seniors.

OLDERSTER:
SPHERE OF SIGNIFICANT SOCIAL RELATIONS: humankind; ourkind
MAIN DEVELOPMENTAL TASK: to be by virtue of having been; to deal with the prospect of not being
MAIN DEVELOPMENTAL CRISIS: integrity vs despair
FAVORABLE OUTCOME: wisdom; compassion; acceptance
UNFAVORABLE OUTCOME: loss of interest; denial; rejection; withdrawal from world (grumpy old men; hermits, curmudgeons)

50–60 YEARS:

...The sixth age shifts into the lean and slippered pantaloon, With spectacles on nose and pouch on side. His youthful hose, well saved, a world too wide For his shrunk shank, and his big manly voice, Turning again toward childish treble, pipes And whistles in his sound.

60–80 YEARS:

As children reach adolescence, acquire more autonomy, and come increasingly under the influence of peer group norms; family ties are increasingly tested. Amid conflicts between them and their parents, revisits or relives their own adolescent conflicts with their parents. This stage or phase begins roughly at the point at which the first child exits the family to establish an independent household. As children individuate and become more independent of and separate from their parents, the latter begin to anticipate the exit from their living unit of the last child.

STAGE VII:
In the (once again dyadic) context of the "empty nest," relations between the parents/spouses are further tested. This phase may be marked by increased or renewed closeness between the parents or it may precipitate what has been called "the twenty-year fracture." The nature and seriousness of family problems at this stage depends in part on the manner in which earlier stages turned out (how well or poorly crises were negotiated).

... Last scene of all, That ends this strange eventful history, Is second childhood, and mere oblivion. Sans teeth, sans eyes, sans everything.