

Guided Essay
An Example of Erik Erikson's Eight Psychosocial Processes
in
One Developmental Stage
Alexandra Rodriguez
Identity Formation across Cultural Frontiers: Enculturation, Immigration, Acculturation
Autumn 2020,
Professor Glen Milstein, Ph.D.
The City College of the City University of New York
03/15/2023

Description:

My daughter is a 4-year-old girl; half Dominican and half Puerto Rican her name is Leah. Of course, I've been taking care of her throughout her life so far. Leah was born in the Dominican Republic, so when Leah started speaking or any form of speech was involved it started in Spanish due to her being born and started living in the Dominican Republic. When she watches any TV show or any video, it would be in Spanish, nearly all of the toys she plays with contribute somehow in the Spanish form, the music she listens to is in Spanish and when she went to school in DR there was a lot of Spanish being spoken and the activities she would associate in it would be in Spanish as well. We recently had moved from DR and come back to New York and she started going back to school; one day Leah was in class and it was a parent day in class and the students were able to play with the parents and with other students in her class as well. I observed that when it was time for the kids to pick what toy they would want to play with; Leah was the last one to pick a toy and didn't want to play with the other kids in her class, she grabbed her toy and sat with us and communicated to us her parents. Leah demonstrates the strong passion of playing with toys and interacting with a multitude of activities; however she had shown little to no interest in what's going on and contributes to the activity amongst only her parents not with other students

Research Question: Where is Leah in the developmental stages and processes scale and how does that correlate to her actions on why she did not participate with the other kids in her class?

Stage: Play Age

She's now attending school in New York and does the daily activities that are needed in school and outside of school as well; this four year old girl is identified as a "school age" in Erikson's developmental stage.

Psychosexual Mode: Intrusive, Inclusive

Leah is in the Intrusive, Inclusive part of her psychosexual development. Her behavior demonstrates her difficulty in playing and communicating with other kids around her in class. Leah holds back on what she normally does which is to play with toys with her friends when she went to school in DR; however she disassociates herself from the rest of the people in the class and plays with her parents only, in NY. She doesn't speak as well as the rest of the kids do in class.

Radius of Significant Relations: Basic Family

Leah isn't normally surrounded by other students in a classroom that don't have a common language; not only is this fact exhibited in school but outside of school as well. Leah is always surrounded by people that speak Spanish and do daily activities that include a native Spanish speaker, so she can understand and participate in. It was never a norm for Leah to be surrounded by other kids that didn't speak Spanish because she was surrounded by people that were accustomed to being taught in Spanish in school; having the need to speak English wasn't ever needed in the household and Leah was raised for her native language to be in Spanish and her second spoken language would be English down the line.

Principle of Social Order: Ideal Prototypes

Leah is at a stage where not only she's in a phase of changing different living environments; moving from DR to NY now, she's acculturating. Acculturation rules must be learned again in order to "adapt" or function in a different culture that isn't like where you first originated from through Enculturation. Leah needs to be encouraged or pushed to start gaining the habit of playing with others and to try to communicate with them. During Leah's acculturation process, this response needs to be led and taut from not only the teacher when it comes down to school but as well in the house with parents too. For instance in school, Leah would follow what the teacher tells her to do; like grabbing a toy and interacting.

Psychosocial Crisis (Task): Initiative vs. Guilt

In my daughter's case in school, she seeks that comfort towards us parents because throughout her development; through the lens of the Erikson stage of Development, she encountered fixed "Basic Trust" with me; and "Mistrust" towards the other kids in her class. Now, as we can see she's having difficulty in managing towards the Play Age stage because she's struggling to take the norms that she did when she lived in Dominican Republic and acculturate it to a different school amongst a whole new set of kids. This conflict between the Acculturation offered and expected by the teachers and children as compared to the Enculturation provided by his mother, could lead next to

Identity Confusion during Adolescence and intimacy during Young Adulthood for the lack of communication and participation with a group of people in public.

Conclusion:

Leah is having difficulties on how to come into a different area and being surrounded with different kids that the kids aren't similar to her or aren't the same language as her;and to her it wasn't familiarized to her;for her being in a spanish speaking island surrounded amongst people that speak the language she speaks. Theses actions reflect on what us parents have not been focusing on,it's the result of Formalism and Moralism in the household;to increase likelihood of interpersonal relationships of not only towards her parents but to a multitude of other kids despite them not speaking spanish or aren't the regular set of friends she had back in DR.If Leah is to achieve a sense of initiative;l as a parent should promote more words for Leah towards kids more or less her age so she can be comfortable in interacting amongst herself instead of being use to communicating to her parents now that her old friends aren't with her in New York.Additionally her teachers should also encourage her to play and try to talk with the other students to

References

- Al-Issa, I. (1997). Ethnicity, immigration, and psychopathology. In I. Al-Issa & M. Tousignant (Eds.), *Ethnicity, Immigration, and Psychopathology* (pp. 3-15). New York: Plenum Press.
- Erikson, E. H., & Erikson, J. M. (1997). *The life cycle completed* (Extended / ed.). New York: W.W. Norton.