

# “Birth To Death Lifespan Development”

Cycles of Life

## Erik Erikson

Personality Theorist

Found that major psychological events occur in typical life

Overview of life cycle

Said we all face (and can anticipate) Predictable psychological conflicts as we develop.

We all experience Psychological Social Dilemmas at certain ages

Dilemmas are major events in lifespan of people

Psycho-Social Dilemmas

- Are conflicts between impulses and the social world

He said successful resolutions of Dilemmas or conflicts causes healthy development and personality

There is an “Optimal Development”

Typical Person has life-stages

- Infancy
- Childhood
- Adolescence
- Young Adult
- Old Age

Each stage has specific:

- Developmental Tasks
- Developmental Milestones
  - Notable events
  - Turning Points
  - Graduation
  - Voting for first time
  - Marriage

Life Span Perspective

View of life from specific points in life

**Epigenetic: with each stage pre-programmed to emerge by biology at a specific time period.**

P137  
Erikson

### **Stage 1 = First Year- Trust or Mistrust**

Trust- established – warmth, Love, Touching, Physical care  
Comes with secure attachments

Mistrust- Inadequate/unpredictable care  
Caused by parents, cold indifferent, rejecting

**May cause insecurity, suspiciousness, inability to relate to others**

### **Stage 2 = One to Three Years- Autonomy vs. Shame and Doubt pg 137**

Simple Self control  
Express growing self control  
Climbing, touching, exploring, trying to do things for themselves  
Building autonomy

To Foster Autonomy:  
Encourage children to try new skills

Potty Training (relates to Autonomy)-  
Problems in potty training- Associated with “accidents”  
Parents should not be overprotective or ridicule  
Causes doubt, shame, and insecurity

### **Stage Three = Ages Three to Five Years- Initiative vs. Guilt pg 138**

Children take initiative  
Children learning  
Making plans  
Carrying out tasks

Parents should reinforce Initiative  
Give children freedom:  
To play  
To Ask Questions  
To use imagination  
To choose activities

Feelings of Guilt can be developed if Parents:  
Criticize severely  
Prevent play  
Discourage questioning

## Stage Four = Ages Six to Twelve Years- Industry vs. Inferiority pg 138

Challenges- middle childhood

Self attitudes developed based on:

- Parents
- Teachers
- Classmates
- Adults

Star of school- many new tasks

**Erikson** said-

Elementary school year children enters life

**Skills** valued by society developed

Being successful creates adequacy and in

Lack of success = Inadequacy

Children can develop **Inferiority** if efforts are regarded as:

Messy or inadequate

Children also learn a sense of **Industry** with praise:

Studying, painting, building, cooking, reading

## Stage 5= Ages Thirteen to Eighteen - Adolescence Identity vs. Role Confusion pg 138

Turbulent

Between childhood + and adulthood

Adolescent = Answer the question, **Who am I?** -□ Identity Formation

Includes:

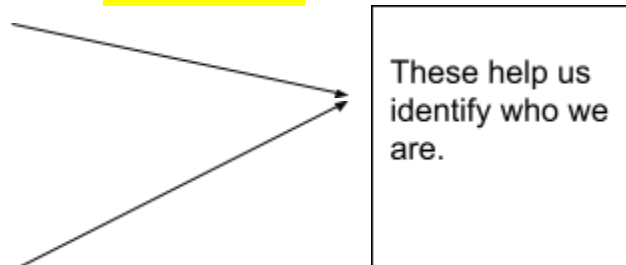
- Mental
- Physical- puberty
- Sexual maturation

**Adolescent Build consistent Identity:**

- Talents
- Values
- Life history
- Relationships
- Culture

Many people suffer **Role Confusion**

- Student
- Friend
- Athlete
- Worker
- Son
- Daughter



Lover

## **Stage 6= Young Adulthood- Intimacy vs. Isolation pg 139**

(Stage of major conflict)

Intimacy is needed

After **stable identity**

Able to share meaningful love

**Deep Friendship**

Intimacy:

The ability to care about others

And Share  experiences with others

Failure to develop intimacy= **Isolation** (feeling alone and unloved)

## **Stage 7= Middle Adulthood – Generative vs. Stagnation**

Interest in guiding the next generation

Provides balance in mature adulthood

**Generativity**= teaching and parenting

Also **productive or creative work**

Work must concern the welfare of others or society

Failure of Generativity= **Stagnation**

Focus on one's needs and comforts

Life **loses meaning**

Feelings of Bitterness, Life is dreary, feelings of being trapped

## **Stage 8= Late Adulthood- Integrity vs. Despair pg 140**

Conflicts in old age

Positive view

People need **to look back over life** with **acceptance + satisfaction**

Integrity (self respect) rich life responsibility (face age +death with dignity)

**Negative View**

Life is viewed with regret

Causes despair (heartache and remorse)

Life seems like a series of missed opportunities

Feelings of failure

Fear and depression

## Problems of Childhood pg 141

### Normal Problems

#### Over Protection:

“Excessively shielding a child from ordinary stress”

Some Non-threatening Stress is good.

#### Typical Difficulties: <Stressors>

1. Sleep Disturbances
2. Fear- of Dark, dogs, school, people
3. Overly timid- being bullied
4. General unhappiness
5. Being negative
6. Clinging
7. Regression

## Rivalry and Rebellion pg 141

Intensity and duration make the difference between normal and disorderly

### Sibling Rivalry-

Competition between brothers and sisters (some is good)

### Childhood Rebellion

Open defiance of adult authority

## Children and Divorce:

½ of all marriages end in Divorce

60% of children in single parent homes

Hugely painful life experience

#### Findings-

Children are more distressed

More likely to have behavior problems

School, drugs, lovers, low self esteem

Most do not have serious problems

Parents are less able to nurture and conflict increases

Parents need to make extra efforts to support and nurture kids in this environment

## **Serious Childhood Problems pg 142**

Toilet Training Disturbances (regular – 30 months, 2 ½ age 3)

**Enuresis**- lack of bladder control (common in boys)

**Ecopresis**- Lack of bowel control

Bed Wetting

Should respond with understanding and sympathy and or seek professional advice)

Feeding Disturbances

Overeating

Excessive eating

Eating habits many cases

### **Under eating**

**Anorexia Nervosa**

Nervous loss of appetite

Mostly adolescent females

Experiencing conflicts of maturing sexually and facing adulthood

Pressure to conform

Causes halting of menstruation (see chapter 12)

Learning Disorders

Achievement is much lower than expected for child's age and intelligence

### **Dyslexia**

Inability to read with understanding

Reversing letters

10-15% have dyslexia= "Word Blindness"

Caused by malfunction of language processing

### **Attention Deficit Hyperactivity Disorder**

ADHD-

Child constantly in motion

Can't concentrate

Talks rapidly

Does not finish work

Impulsive

4-6% of population

5 times more boys

Can lead to- Drop out and Anti-social behavior

## Causes of ADHD

- Brain areas for language
- Motor control
- Attention impaired
- Chemical imbalances

Could be hereditary

“Sugar highs are a myth”

## Treatment

Drugs- Ritalin = stimulant

- Increases attention reduces impulses

- 5% of all boys take Ritalin

- Problem of over prescription

  - Used as a behavior crutch

- Should also include behavior therapy

Behavioral management

- Learning principles to change bad behavior

- Monitor behavior

Family counseling

## **Conduct Disorder- pg 144**

Aggressive, harm to others, vandalism  
In trouble

Kids have low self esteem

Can't handle frustration

Mostly boys

Girls – truancy, lying, drugs, runaway

## **Autism**

Children in own thoughts and fantasies

Private impulses

Affects 1 in 2500

4times more boys

Not affectionate (?)

No interest in other people

## Problem

- Temper tantrums (some kids are mute)

- Parroting back** = Echolalia

- Repetitive Actions**- rocking, flapping arms

**Sensory Blocking-** non-responsive to noise  
**Sensory spinout-** watching faucet drip

Causes of Autism  
Congenital defect of brain  
Symptoms occur before 1 yr old  
Brains are larger than normal  
25% approach normalcy  
Treatment  
Early Treatment Helps-  
Behavior Modification  
Ivar Loraas- was a pioneer treatment  
Shaping behavior with rewards and punishment

## **Child Abuse**

Physical or emotional harm caused by violence, mistreatment or neglect

Widespread problem  
3.5-14% abused by parents  
= 2million children physically per year US and Canada

## **Abusive Parents**

High level of stress and frustration	
Depression	Family violence
Loneliness	Drug abuse
Marital disorder	Divorce
Unemployment	Heavy drinking
	Work anxiety

Some parents know they are mistreating  
Some believe children intentionally annoy them

Parents become angry when child does not display love and affection

Corporal punishment- hitting

### **Abuse Cycle**

One generation of violence to the next  
1/3 of all parents who were abused mistreat their own kids  
1/3 do not but will likely do it when they are stressed.

Parents need to learn best ways to love, communicate, and discipline children



### **How to Break the Abuse Cycle**

Receive emotional support

Therapy

Emotional supportive mate

Child abuse

Could lead to: emotional problems, Substance abuse, Violence

### **Preventing Child Abuse:**

Legal cures

Courts take custody

Foster homes

Court supervision with parents

### **Classes for parents**

Childcare skills

Stress management

Anger control

Avoidance of Corporal Punishment

Curbing violent impulses

Parent Support Groups

Strategies

Leave the room and call a friend

Soothing music

Take 10 deep breaths and calm yourself down

Move to another room do some exercises

Take a shower

Sit down close eyes- imagine yourself in a pleasant place

Professional help

### **Emotional Abuse:**

Neglect

Humiliate

Intimidate

Or terrorize children

“Angry Face of Child Abuse”

Signs of abuse-

Withdrawn

Aggressive

Depressed

Fearful

Angry

Abused children are experts in detecting anger in adult faces.

Attuned to anger as a survival skill

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Dangerous Attitudes: Issues of Spanking

67% agreed a good spanking is sometimes necessary

2.5 x per week

25% have used other items to spank kids

Need to Rethink Spanking

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## **Adolescence: (Identity Formation, and Moral Values)**

Characteristics:

Change, Exploration

Exuberance

Searching

### **Adolescence Defined:**

Period between childhood + Adulthood

Culturally defined

“No longer a child □ but not yet and adult”

### **Adulthood Transition-**

Responsibility for oneself

Independent decisions

Financial Independence (Moving out and getting a job)

### **Puberty: a Biological Event**

Girls- 9-12 yrs

Boys 11-14

Hormonal changes cause- rapid physical and sexual maturity

**Growth Spurt**

Earlier for girls

Social + Intellectual Maturity come later  
Immature cognition + Social Experience + Knowledge

## **Teen Pregnancy + Drug Abuse/Use**

Younger the kid becomes sexually active or using drugs-  
the greater damage

Risks of disorders:

- Alcohol
- Smoking
- Eating Disorders
- Suicide
- Risk Taking
- Violence
- STDs

## **Early + Late Maturation**

- Body Awareness
- Concerns over physical appearance
- Timing of Puberty  May cause dissatisfaction (distress over body)

## **Early maturing for boys is good**

- Social advantage- athletically
- Poised – Dominant – Popular- Relaxed – Self Assured

Early maturing boys have issues:

- Drugs- Truancy- Alcohol- Anti-Social- Fighting Behavior-

Late Maturing Boys

- Anxious
- As they catch up- eager, talkative, self-assertive, tolerant of themselves

## Early Maturing Girls:

Elementary School- less prestige, poor self image, larger than class mates

Jr. High- Early sexual features, positive body image, peer prestige, adult recognition

May force premature Identity Formation or treated as an adult too early

Creates distorted sense of self

### Problems:

Date sooner

More independent

More active in school

In trouble at school

Early sexual experience

### Adolescent Issues for Girls:

Changes in self-confidence

Body image

Sexual maturity

Relationships with friends & families

### David Elkind (researcher)

#### Hurried Adulthood

Parents push kids too much (into adulthood too soon)

Causes stress

#### Adolescent Egocentrism:

According to Elkind (1967), adolescent egocentrism, which includes a belief by teenagers that they are special and unique, accompanies the attainment of new mental abilities. Specifically, Elkind proposed that adolescents construct an "imaginary audience," giving rise to heightened self-consciousness. Adolescents believe that others, especially peers, are watching them, thinking about them, and interested in all their thoughts and behaviors. Elkind suggested that this is due, in part, to emerging formal operational thought, which allows adolescents to think about their own thinking and that of others. Adolescent egocentrism actually represents a flaw in their thinking that is characteristic of early formal operations. Adolescents assume that since they spend a considerable amount of time thinking about themselves, others must be doing the same thing, namely, thinking about and monitoring them. They fail to realize that while they may be preoccupied with themselves, others are not so inclined.

#### Elkind and Imaginary Audiences:

Teens are preoccupied by imaginary audiences

Teens are very concerned that they are being watched  
Affects adolescent behavior  
Kids try to control outside impressions

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### **The Search for Identity:**

Identity Formation:

Puberty says "time to begin a new self image."  
"Who am I?"  
Spurred by cognitive development  
Who will I be?

### **Parents and Teens**

Parents affect identity Formation-□ leads to conflict with parents  
Some conflict is good-□ for growth  
Typical conflicts --- dating, sex, substance abuse, freedom, decision making  
Parents should be **authoritative** "Don't give in or give up."

### **Adolescent Group Behavior:**

Text:

Adolescents ---Increased identification with peer group  
People who share similar status  
Security□Identity  
Social network

Conformity peaks in adolescence  
Group pressure can shut down personal growth

### **Adolescent Group Behavior:**

A **peer group** is a group of approximately the same age, [social status](#), and interests. To work out the relationship with peers, there can be confusion for people to find out how they fit in. Socialization of Adolescents spend about 20 hours a week with peers outside of school

Time spent with family is reduced 50% during grades 5-9

Peer groups function with limited guidance and control from adults  
May find members of peer group outside their traditional neighborhoods  
Peer groups don't want parental or adult supervision

Do not want to be observed by parents or adults

Adolescents distance themselves from adults

**Gender Reorientation- Seek out members of other sex**

Gender reorganization is clear

Peer groups increase in size while also- **increase intensity of relationships**

### **Adolescent Friendships:**

Friendships have positive influence on adolescents

Adolescents who perceive friends as supportive are **in fewer school** related and **psychological problems**- have greater confidence and less loneliness.

Studies show there are significant changes in friendship when kids hit adolescence  
Early development- peers that **play** together are considered friends

Adolescent- age now friendship is influenced by:

Common interests, similarity of attitudes and values, **loyalty, and intimacy** become important to friendship.

**Trend in adolescence** close friends are more similar than in elementary school.

High school friends are chosen because these friends are more likely to be supportive in time of need.

### **Similarities are attractions for friends:**

Views of school

Academic achievement

Dating

**Leisure time activities**

### **Also have similar feelings about:**

Drug use

Drinking

Delinquency

### **Intimacy of Friends at adolescence:**

Friends help define themselves:

It is in this context of **intimate self disclosing** conversations with close friends that teenagers define themselves and explore the identities.

### **Adolescent Girls-**

Friendships are more **intense than among boys**

Middle adolescents- girls have feverish, **jealousy** and **competition**(girls who are close friends **watch each other's every move...**)

Copy each other's behavior

If one girl has a boyfriend the others will get one

Later Adolescents-

“Less fear of being abandoned and betrayed.”

### **Boys ages 14-16**

Less close

More numerous than girls

Seek to establish independence from parents

Friends help to do this

Sense of validation and worth achieved through **actions** and deeds (not self disclosure)

Boys less articulate than girls about the nature of friendship

Both Boys and girls use **“Social Referencing”** and **“Secure Base”**

### **Peer Pressure**

If adolescents close friend smoke, drinks, use illegal drugs, are sexually active, or break the law... the adolescent is likely to do these things too.

Peer conformity is stronger at early adolescent vs older adolescents

### **Changing Parent-Child Relations**

Conflicts with parents

1. **Frequency of conflict** between adolescents and parents is highest in early adolescences and then decreases. (adolescents spend less time at home)
2. **Intensity of the conflicts** increases from early to mid-adolescence before it declines.
  - a. Shifting emotional attachments to peers
  - b. Less and less time at home
  - c. Parents are worried about the shift and risks associated

Other Factors:

Parents have increased responsibilities

Middle Age problems

Both groups are stressed

Trends:

\*Adolescents discuss long range goals and with **Father**

They go to **Mothers** for special advice and to talk about personal matters to validate feelings

Teenagers are caught between two worlds- **dependence and responsibility**

Conflicts about little things are really about the big things

(When adolescents feel that parents are too strict they turn to Peers)

**Adolescent Thought:**

(Moshman 1999)

- Reasoning Hypothetically-Strategic thinking
- Thinking about Thinking = Meta-cognition
- Planning Ahead
- Creative thought: Thinking beyond conventional limits- thinking and applying morals

See Piaget in Ch 3 document “Formal Operations”

## **Moral Development**

Lawrence Kohlberg

Essential Question: “How does the amoral infant become capable of moral reasoning?”

Built on the work of Piaget

Kohlberg said the ability to make moral judgments develops in a predictable way during childhood.

“The child can internalize the moral values of his parents and culture and make them his own as he comes to relate these values to a comprehended social order and to his own goals as social self.”

Dependent on Intellectual ability

Moral Reasoning Progresses through three broad levels during childhood and adolescence each has 2 stages

Each stage has a uniquely different kind of moral thinking.

Moral thinking occurs because of complex analysis of both 1. Moral obligations to **individuals** and 2. Moral obligations between **social groups**.

### **Pre-conventional Level-(Middle Childhood)**

Stages 1-2

Children judge actions in the light of their **own wants and fears**

Not social thinking

### **Conventional Level –(end of middle childhood) 3-4 level**

**(Dependent on Formal Operational Reasoning= the ability to consider various existing factors relevant to moral decisions)**

Stage 3 **(Good-Child morality)**

Begin to take social conventions into account

Recognize existence of shared standards of right and wrong

Being moral means living up to the expectations of ones family, teachers, and other significant people. (individual –individual)



**Stage 4 (Law and order stage) (Begins in Adolescence, stage 3 is still dominant)**

Relations between individual and the group

People believe that society has legitimate authority over individuals

Feel obligation to accept laws, standards of behavior

“Behavior maintains social order”

## **Post Conventional (The Social Contract) Societal Values drive morality**

Stage 5 (onset in early adult hood and rarely manifest)

Society is bound by a social contract

Creators and maintainers of law

Stage 6 (Philosophical ideal not psych reality, never observed)

## **Resolving Identity Crisis Identity vs. Role Confusion (site)**

Search for ones “True Self”= Major task of Adolescence (Erikson)

**The Final Developmental Crisis** = creating a unified sense of identity <before adulthood>

**Crisis and Exploration: (Marcia’s)**

We need to achieve a secure sense of personal identity

Use **Self Reflection** and **Observation** to assess themselves

**Begin to search for alternatives**

Adolescents develop both 1. **Personal Identity** and a 2. **Social Identity**

**Reexamine the choices/influence/desires of their parents**

They **integrate their past** selves with their **imagined future** selves

Who they are

They assess how they judge others

How others judge them

Adolescents describe the self in abstract terms

Confusion is common and leads to **anti-social** behavior, sometimes self destructive behavior.

“Adolescent we see emerge a unique unification of what is irreversibly given--that is, body type and temperament, giftedness and vulnerability, infantile models and acquired ideals--with the open choices provided in available roles, occupational possibilities, values offered, mentors met, friendships made, and first sexual encounters.” (Erikson, 1970.)

### **Identity Statures**

- **Identity achievement** occurs when an individual has gone through an exploration of different identities and made a commitment to one.
- **Moratorium** is the status of a person who is actively involved in exploring different identities, but has not made a commitment.

- **Foreclosure** status is when a person has made a commitment without attempting identity exploration.
- **Identity diffusion** occurs when there is neither an identity crisis or commitment.

Ch 4 Developmental Psychology Part 2

Pg 150 Diversity of Identity:

Adolescents have multiple identities

Ethnic Identities

Inferiority- low self esteem

Not dominant in media

Role confusion

Pride in ethnic heritage = higher self esteem and better self image

## Moral Development:

### Lawrence Kohlberg

Said Moral Reasoning Progresses through **three broad levels** during childhood and adolescence each has 2 stages

Moral thinking occurs because of complex analysis of both

1. Moral obligations to **individuals** and
2. Moral obligations between **social groups**

Solidifies during adolescences

Found Moral Dilemmas

We learn moral values through **thinking** and **reasoning**

Posed dilemmas or choices in order to study the moral development

**Found 3 levels and 6 stages**

**Pre-Conventional**

Stage 1-2

Young children and delinquents

Moral thinking is the result of **Consequences**

Punishment, reward

Exchange of Favors

Children judge actions in the light of their **own wants and fears**

Not social thinking

### Conventional

Stage 3-4

Older children and most adults

Moral thinking is based on desire to please others

Or to follow accepted values

**(Dependent on Formal Operational Reasoning= the ability to consider various existing factors relevant to moral decisions)**

Stage 3 (Good-Child morality)

Begin to take social conventions into account (Group oriented morals)

Recognize existence of shared standards of right and wrong

Being moral means living up to the expectations of ones family, teachers, and other significant people. (individual –individual)

**Stage 4 (Law and order stage) (Begins in Adolescence, stage 3 is still dominant)** Stages 5-6 (20% of adult population)

Relations between individual and the group

People believe that society has legitimate authority over individuals

Feel obligation to accept laws, standards of behavior

“Behavior maintains social order”

### **Post Conventional (The Social Contract) Societal Values drive morality (advanced)**

Stage 5 (onset in early adult hood and rarely manifest)

Society is bound by a social contract

Creators and maintainers of law

Stage 6 (Philosophical ideal not psych reality, never observed)

Self Directed morality

Higher Principles

Moral decisions are based on self accepted thinking

### Gilligan and Moral Development

Found caring about others

Or concern for relationships led to moral development

### Studied the difference between boys and Girls

Boys look for justice

Girls look for solution for all parties

Male psychologists define moral maturity as justice and autonomy

Males lag in achieving moral development <they are not that caring>  
Best moral choices combine Justice and Caring.

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Challenges of Adulthood = Patterns of Adult Development

Midlife Crisis

Adult Development has predictable challenges

## Roger Gould

Researcher

Adult developmental patterns

16-18 Escape from dominance (of parents)

18-22 Leaving the Family

Early 20s

Finding substitutes for family

22-28 Building a workable life

Seeking competence <accomplishment>

Reaching out to others <intimacy>

Togetherness

29-34 Crisis of Questions

Minor life crisis

Serious questioning of what life is all about

“Is this it?”

Confidence waivers

Extra marital affairs and divorce common

35-43 Crisis of Urgency

Realization

Death is real

We only have a limited time

More desire for success – goals and career

The desire to leave a legacy – (Generativity- helps alleviate)

43-50 Attaining Stability

Calm acceptance of fate

“The die is cast”

Appreciation of Family

50 and above Mellowing

Savor life  
Less concern for glamour, wealth, accomplishment  
Less concern for abstract growth

## **A Midlife Crisis**

23% have midlife crisis (1 in 4 people)

### **Levinson** ([Link](#))

Said we have crisis or **Transition** –change the end and beginning of a stage

Men and women ages 37-41

Experience instability, anxiety, and change

Because it is seen as the **last chance to achieve goals**

Small population said disillusioned

With 8-10 years of starting over

### Women and Middle Age

Women and Midlife

**Less likely to have clear goals**

Changes in personal **identity at midlife**

**Menopause average at 51**

Monthly menstruation ends

No more children

Estrogen drops alters mood

Fatigue + Hot Flashes

**Anxiety**

**Irritability**

**Depression**

**Hormone replacement therapy**

Andropause = reduced testosterone

Empty Nest Syndrome

Depression of women when children leave the home

Self esteem falls

### 6 Elements of well being during adulthood

Self Acceptance

Positive Relations with others

Autonomy (personal freedom)

Environmental mastery

A purpose in life

Continued personal growth

## Kubler-Ross

Death and Dying (and **Divorce**)

Typical Reactions to impending death

**Thanatologist**- one who studies death

Found 5 basic reactions to death

1. Denial + Isolation            “It’s All a Mistake”
2. Anger                            “Why Me?”
3. Bargaining                    “I’ll do anything” Praying
4. Depression                    Feelings of Futility, Exhaustion, Sadness
5. Acceptance                    Calmly at peace with inevitable  
Seek silent companionship

Dying is different and varies greatly

Coping,

Acceptance

Inner strength

Finding meaning

“Live well and die well”

### **Implications:**

Knowing the pattern –recognize what people are going through-

Help cope with meaning and death

Relatives may feel these same emotions

Dying person need to share feelings and discuss with others.

### **How should relatives, friends act around someone who is dying?**

1. Be yourself and relate person to person.
2. Be ready to listen again and again
3. Be respectful
4. Be aware of feelings and none verbal cues
5. Be comfortable with silence
6. Be genuine
7. Be there

## **Bereavement & Grief (both natural and normal)**

Bereavement is the feelings of loss of a friend or relative to death.

**Grief**- intense sorrow and distress

Brings on feelings of being **Vulnerable**, **Worthless**, **Life changing** views of world or future

**Grief Pattern:**

1. Period of **shock**= emotional numbness (denial)  
    Problem **accepting reality of loss**  
    Short term usually ends by time of the funeral
  
2. Grief pangs –  
    Painfully yearning for dead person  
    Anguish-Anger  
    Wish to have dead person back  
    Thoughts/Think the dead person is still alive  
    Hear voices  
    See dead person in dreams  
    Emotion  
        Agitated distress  
        Emotional despair
  
3. Apathy (listlessness)  
    Dejection- deep demoralization  
    Depression- deep despondency  
    Feeling a gap that cannot be fulfilled  
    Life loses meaning  
    Sense of futility
  
4. Little by Little  
    Acceptance begins  
    Feeling of new beginning  
    Pangs of Grief still appear  
    Memories – painful but happy too  
    People begin to move toward resolution (1 year)  
    2-3 years before grief is fully resolved

## **Coping with Grief:**

- **Acknowledges and accept that the person is gone**
- **Face the loss directly and do not isolate yourself**
- **Discuss you feelings with relatives and friends**
- **Do no t block out your**
- **Allow grief to progress naturally neither hurry or surpress it**
- **Honor the memory of the deceased but accept the need to rebuild you life**