



**Social Technology:  
Using Theories of Psychosocial  
Development to Better Offer  
Technology Services to Children**



# HELLO!

**I'm Atlas Eccelstone**

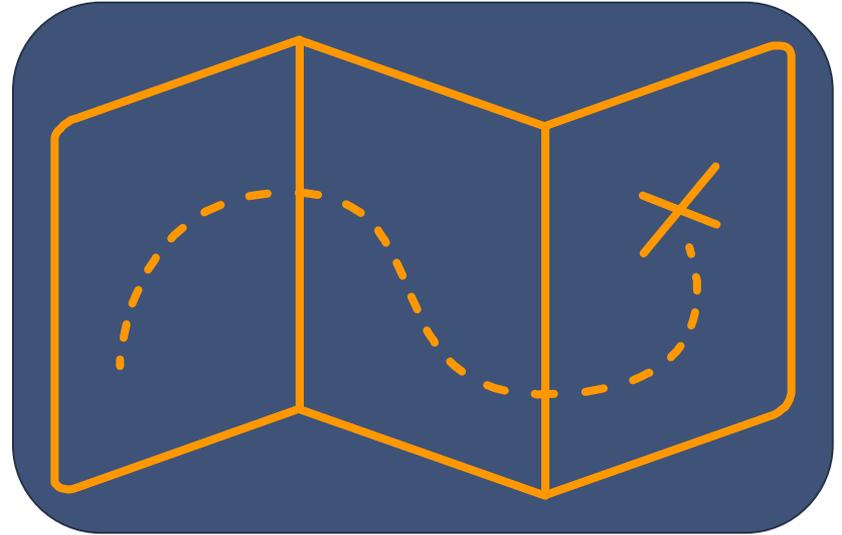
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# Outline

- 1. What is psychosocial development?**
- 2. The issue of children's technology use.**
- 3. How libraries are using theories of psychosocial development.**



1

# Psychosocial Development

What is it?

“ The development of the **personality**, including the acquisition of social attitudes and skills, from infancy through maturity.

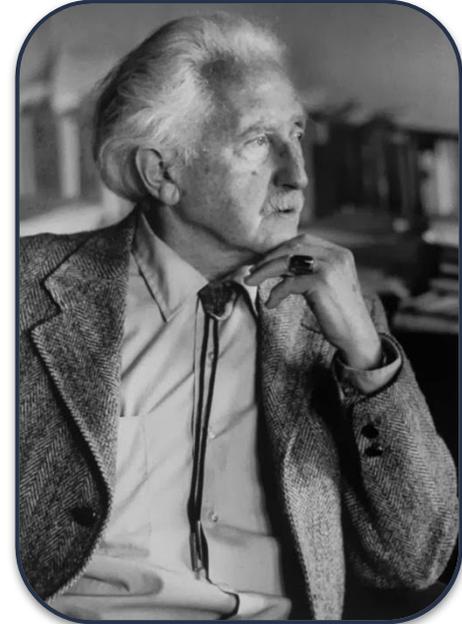
From: Miller-Keane Encyclopedia & Dictionary of Medicine, Nursing & Allied Health, 2005.



# Erik Erikson (1902-1994)

Developed today's most widely accepted model of psychosocial development.

Erikson's model consists of 8 stages of development.



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[https://www.myinterestingfacts.com/erik-erikson-](https://www.myinterestingfacts.com/erik-erikson-facts)

facts

# Erikson's Model of Psychosocial Development

(Erikson & Erikson, pg 61)

0-18 months

## **Trust v. Mistrust**

The most fundamental stage of life. Whether the baby develops basic trust or basic mistrust is not merely a matter of nurture. It is multi-faceted and has strong social components.

1-3 years

## **Autonomy v. Shame**

The child begins to discover the beginnings of his or her independence, and parents must facilitate the child's sense of doing basic tasks "all by himself/herself." Discouragement can lead to the child doubting his or her efficacy.

3-6 years

## **Initiative v. Guilt**

Does the child have the ability to or do things on their own, such as dress him or herself? If "guilty" about making his or her own choices, the child will not function well. Erikson has a positive outlook on this stage, saying that most guilt is quickly compensated by a sense of accomplishment.

6-11 years

## **Industry v. Inferiority**

Child comparing self-worth to others (such as in a classroom environment). Child can recognize major disparities in personal abilities relative to other children. Erikson places some emphasis on the teacher, who should ensure that children do not feel inferior.

# Erikson's Model of Psychosocial Development

(Erikson & Erikson, pg 61)

12-18 years

## **Identity v. Role Confusion**

Questioning of self. Who am I, how do I fit in? Where am I going in life? Erikson believes, that if the parents allow the child to explore, they will conclude their own identity. If, however, the parents continually push him/her to conform to their views, the teen will face identity confusion.

18-35 years

## **Intimacy v. Isolation**

By successfully forming loving relationships with other people, individuals are able to experience love and intimacy. Those who fail to form lasting relationships may feel isolated and alone.

35-64 years

## **Generativity v. Stagnation**

A person is either making progress in their career or treading lightly in their career and unsure if this is what they want to do for the rest of their working lives. If a person is not comfortable with the way their life is progressing, they're usually regretful about the decisions that they have made in the past and feel a sense of uselessness.

65+ years

## **Ego Integrity v. Despair**

During this time an individual has reached the last chapter in their life and retirement is approaching or has already taken place. Ego-integrity means the acceptance of life in its fullness: the victories and the defeats, what was accomplished and what was not accomplished.



## Erik Erikson and Sigmund Freud

### **Erikson**

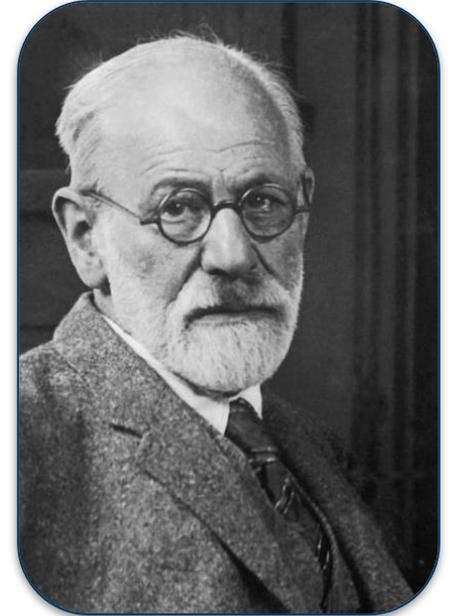
Psychosocial  
(personality)  
development

Ego focussed

### **Freud**

Psychosexual  
(sexual instinct)  
development

Id focussed



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<http://www.bestnarrative.com/new-blog/frued>

**Id**  
"I want to do that now!"

The diagram shows three rounded rectangular boxes. The top-left box is blue and contains the text 'Id' and 'I want to do that now!'. The top-right box is yellow and contains 'Superego' and 'It's not right to do that.'. The bottom-center box is light green and contains 'Ego' and 'Maybe we can compromise.'. Two blue arrows point from the top-left and top-right boxes towards the bottom-center box.

**Superego**  
"It's not right to do that."

**Ego**  
"Maybe we can compromise."

# 2

## Children's Technology Use

"What's the big deal?"



## What's Being Said

With teens constantly using technology over face-to-face communication "empathy is really, really under siege." -- James Steyer, CEO and founder of Common Sense Media.

"Kids are truly at risk for significant impairment due to the pull of electronic devices in their lives. Screen-based activities feel good, releasing dopamine in very similar ways to many other addictive substances and [they] reward us in a compulsive loop." -- Adam Pletter, PhD, a licensed psychologist specializing in screen addiction in children.

[DSM-5 Internet Gaming Disorder](#) -- American Psychiatric Association



## From Mari K. Swingle, PhD

- “When we get i-tech in the cradle, there is a noticeable decrease in infant-caretaker interaction.”
- “What we’re seeing with [toddlers] is that they’re attaching to objects instead of peers and parents.”
- “What’s happening is that teenagers are communicating through their devices, but they’re not learning adult social skills.”

Swingle is the 2015 winner of the Association for Applied Psychophysiology and Biofeedback (AAPB) Federation of Associations in Behavioral and Brain Sciences (FABBS) Early Career Impact Award for her research on the effects of i-technology on brain function. In 2016, Swingle published *i-Minds*, a book on this subject.



## So Why “Risk” It?

Digital literacy has become widely regarded as a valuable skill set.

- Workplace
- Academic
- Personal

Digital literacy parallels tradition literacy in regards to early exposure.



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# 3

## Psychosocial Development in Libraries

What are libraries doing? And what can they do?



## 0-18 Months (Trust v. Mistrust)

“When we get i-tech in the cradle, there is a noticeable decrease in infant-caretaker interaction.” (Swingle, 2016)

### Digital Storytelling

“The immersive possibilities for [child] engagement create an opportunity to draw in [children] of all ages.” (Paganelli, 2016)

[Storytime in a Digital World by Andrea Paganelli](#)



Retrieved from  
<https://www.panmacmillan.com/blogs/fiction/alice-in-wonderland-party-recipes>



1-3 years (Autonomy v. Shame)  
3-6 years (Initiative v. Guilt)

“What we’re seeing with [toddlers] is that they’re attaching to objects instead of peers and parents.” (Swingle, 2016)

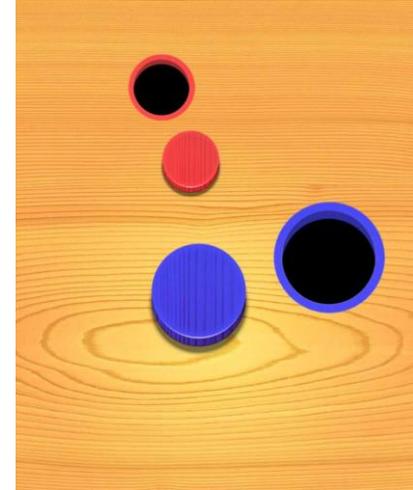
## Digital Exploration and Interaction



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Busy Shapes

Baby’s Musical Hands



Retrieved from [http://www.techwithkids.com/Review\\_SR01115S\\_busy-shapes](http://www.techwithkids.com/Review_SR01115S_busy-shapes)



**6-11 years (Industry v. Inferiority)**  
**12-18 years (Identity v. Role Confusion)**

“What’s happening is that teenagers are communicating through their devices, but they’re not learning adult social skills.” (Swingle, 2016)

## **Technology Mentorship**

### **Mentees**

Receive guidance and training in technology skills.

Aids bridge personal ability disparities.

### **Mentors**

Receive the opportunity to demonstrate technology skills they already possess and to develop leadership skills they do not yet possess.



**6-11 years (Industry v. Inferiority)**

**12-18 years (Identity v. Role Confusion) (cont.)**

Boston Public Library's *Teen Gaming* program

Works with both *Gaming Mentors* and *Gaming Specialists*

YOUmedia Chicago

Works with gaming, music, podcasting, web design, and much more.

# Conclusions

How are libraries doing and how can we improve?



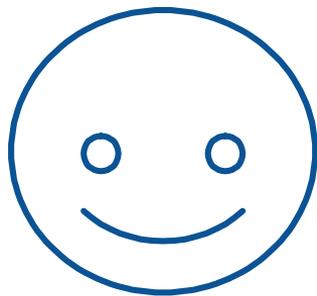
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# THANKS!

**Any questions?**

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