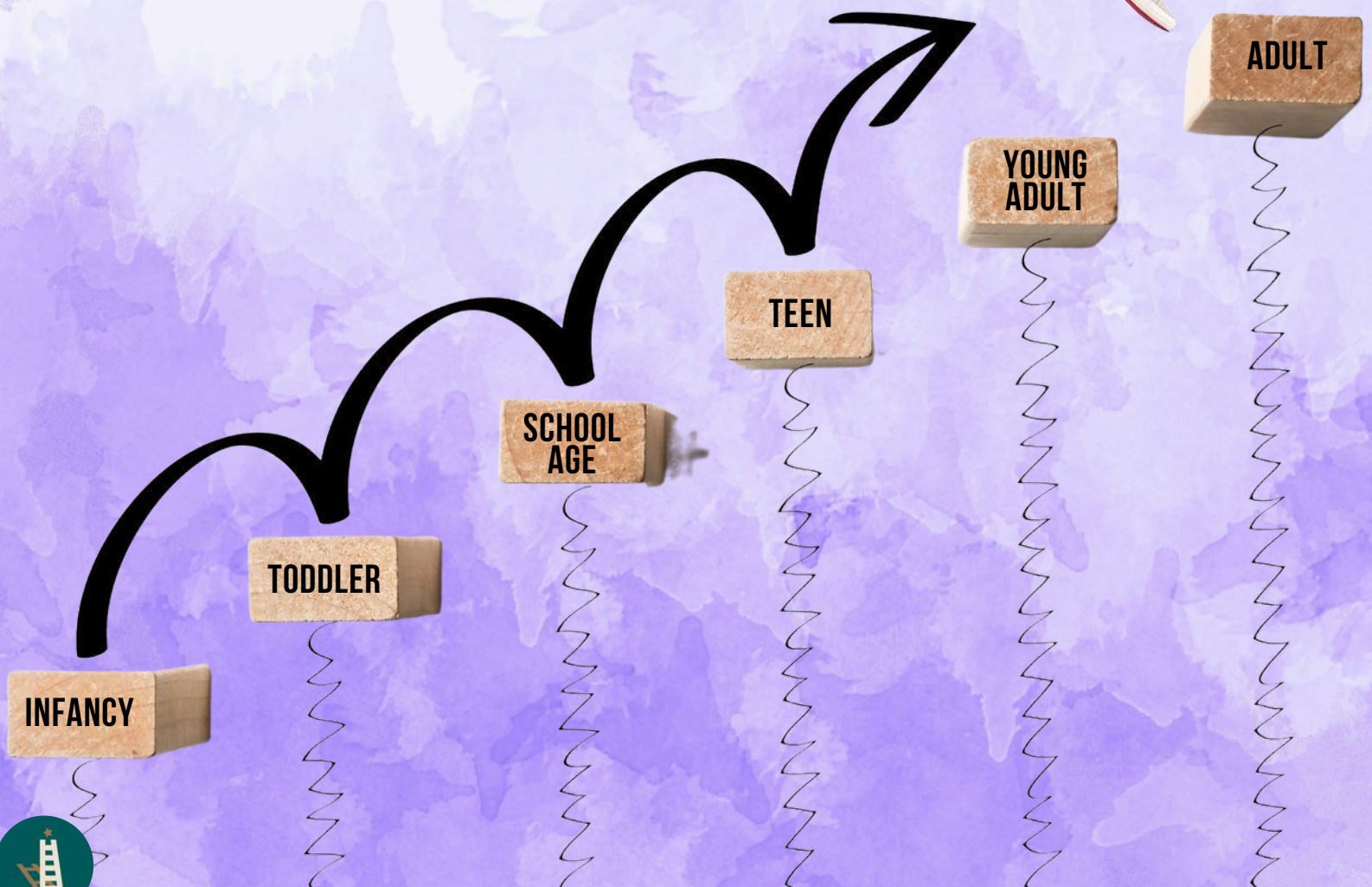


# T.O.T.A.L.

## COMPLETE CHILD DEVELOPMENT GUIDE

AGES & STAGES 0-25 YEARS





*Psalms 127-128*

**T**  
- TRUST

**O**  
- OBEDIENCE

**T**  
- TEACH

**A**  
- APPLY

**L**  
- LAUNCH

T

## **TRUST - Infancy (0-24 Months)**

*Goal: Meet Their Needs*

The foundation of child development starts in infancy. The basics of meeting their needs creates an integral internal component of trust. If, for some reason, their needs are not appropriately met, deep mistrust is formed.

O

## **OBEDIENCE - Toddlers (2-5 Years)**

*Goal: Create Safety & Consistency*

In this next stage, consistency is vital as the child's brain is still developing. It is one of the most challenging stages because of the child's low emotional capacity and high obstinance. The physical impulsivity of toddlers requires a priority for obedience to produce safety. Confusing expectations elevate negative behaviors.

T

## **TEACH - School Age (6-12 Years)**

*Goal: Give Morality & Responsibility*

Many questions emerge as the child broadens their relationships and begins to experience school. Answering their questions with "the moral reasons why" is vital at this stage of development. Safeguarding their "sources" of morality is extremely important at this stage. This is also the stage where increased responsibilities are obtainable.

A

## **APPLY - Teens (13-18 Years)**

*Goal: Assist in Basic Decision Making*

Knowledge is fully known once it is applied. Application without close assistance is often overwhelming for most young adults. Teen years are the critical stage to allow a gradual increase in decision-making while providing immediate assistance and instruction. Expect failure as they apply and learn. Creating a safe place will be vital to delivering relationship-based guidance that they will need as young adults.

L

## **LAUNCH - Young Adult (19-25 Years)**

*Goal: Release with Guidance*

The prefrontal cortex that affects decision-making and cognitive control is estimated to not be fully formed until age 25. Young adults still need you. The previous stage will create a more natural transition into the guidance role. Due to the overwhelming transition, many young adults still need affirmation, encouragement, and reassurance of their safe place.

# AGE

# CHILD'S STAGES OF DEVELOPMENT<sup>2</sup>

## EMOTIONAL

## SOCIAL

## COGNITIVE

## PHYSICAL

## SEXUAL

## SPIRITUAL

### INFANCY (0-24 Months)

Complete Dependency

Needy & Comforted

Sensory-based Learning

Mobilization

Exploration through Touch

Needs Peaceful Environment

*Crying Impulsivity*

*Family Influence*

*0 Min Attention Span*

*12-17 Hrs Sleep Needed*

*Expect Curiosity*

*Safeguard Home Culture*

### PRE-SCHOOL (2-5 Years)

Adventurous & Fearful

Exploration & Play

Sensory & Social-based Learning

Clumsy & Active

All Around Curiosity & Humor

Mimics Parents & Others

*Physical Impulsivity*

*Family Friends Influence*

*4-12 Min Attention Span*

*10-14 Hrs Sleep Needed*

*Teach Safe Bodies*

*Model Relationships*

### SCHOOL (6-12 Years)

Inquisitive & Social

Experiences & Friendships

Experience-based Learning

Flexible & Agile

Understands Roles & Differences

Desires Knowledge & Experiences

*Verbal Impulsivity*

*Peer Friends Influence*

*12-24 Min Attention Span*

*9-12 Hrs Sleep Needed*

*Teach Body Boundaries*

*Teach How to Apply Truth*

### TEENS (13-18 Years)

Independent & Respectful

Peer Relationships & Self Identity

Analytical-based Learning

Strength & Endurance

Puberty & Awkwardness

Individual Beliefs Begin

*Emotional Impulsivity*

*Community Influence*

*24-48 Min Attention Span*

*8-10 Hrs Sleep Needed*

*Assure It's Normal*

*Expect Questioning*

### COLLEGE (19-25 Years)

Dependable & Responsible

Independent & Intimate Relationships

Analytical-based Learning

Strength & Endurance

Strong Sex Drive & Attraction

Spirituality Individualizes from Parents

*Decision Impulsivity*

*World-at-Large Influence*

*30-60 Min Attention Span*

*7+ Hrs Sleep Needed*

*Give Privacy*

*Challenge & Drive Seeking*

| 1PARENTAL ROLE                          |   |                                       |                         |  | GOAL  |
|---|---|---------------------------------------|-------------------------|--|---|
| PARENTAL FOCUS                          | PARENTAL ACTIONS                                      | CHILD'S ? TO ANSWER                   | SIGNS OF GAP            | CAUSE OF GAP   |   |
| Meets Baby's Needs Quickly              | Nurture, Form Attachments, Consistency of Care        | Is my world safe?                     | Mistrust                | Unmet practical & emotional needs                                      | <b>TRUST</b><br>Meet Their Needs                |
|   |   |                                       | Attachment Issues       |  |   |
| Role Model Behavior & Be Consistent     | Teach Emotional Management & Give Simple Instructions | Am I good or bad?                     | Shame                   | Confusing expectations & over reactions to childlike behavior          | <b>OBEDIENCE</b><br>Create Safety & Consistency |
|   |   |                                       | Anxiety Struggles       |  |   |
| Ask Questions & Give Clear Expectations | Safeguard Learning & Teach Moral Reason Why           | How can I be good?                    | Insecurity              | Poor teaching, low expectations & lack guidance.                       | <b>TEACH</b><br>Give Morality & Responsibility  |
|   |   |                                       | Comparison Struggles    |  |   |
| Give Choices & Expect Failure           | Allow Simple Decisions, Assist & Guide Emotions       | Who am I & where am I going?          | Role Confusion          | Teen's lack of ability to make decisions or assistance in making them. | <b>APPLY</b><br>Assist in Basic Decision Making |
|   |   |                                       | Superiority Struggles   |  |   |
| Give Affirmation & Suggestions          | Guide Decisions, Emotionally Support & Release        | Am I loved & are parents proud of me? | Identity Crisis         | Gaps in previous childhood development & feeling alone.                | <b>LAUNCH</b><br>Release with Guidance          |
|   |   |                                       | Mental Health Struggles |  |   |

# NOTES





# TRUST

*~ Meet Their Needs*

INFANCY: 0-24 Months

# AGE

# INFANT STAGES OF DEVELOPMENT<sup>2</sup>

## EMOTIONAL

## SOCIAL

## COGNITIVE

0-6

months

- Expresses affection
- Responds to others feelings
- Develops attachments
- Trusts when needs and cries are met
- Is sad with no sight of others
- Recognizes parent's voice
- Shows feelings of security when held or talked to

### BEHAVIORS:

- None

- Unoccupied play
- Shows interest in faces
- Stares at strangers
- Smiles at familiar faces
- Smiles and babbles at people
- Makes eye contact
- Looks, waves, kicks and smiles

- Sensory-based learning
- Listens attentively
- Coordinates eye movements
- Likes repetition
- Knows & responds to name
- Studies objects intently

### LANGUAGE:

- Turns towards sounds
- Makes sounds to themselves
- Looks when spoken to

7-12

months

- Has pleasure & displeasure
- Wants approval
- More emotionally attached
- Cries when they have needs
- Smiles, pats and plays with their image in a mirror
- Increase of independence
- Pride in accomplishments

### BEHAVIORS:

- Expresses anger dramatically
- Imitates siblings or peers
- Behaviors during separation

- Solitary play
- Smiles and fixates on a face
- Plays simple games
- Performs for others
- Has a fear of strangers
- Is aware of social approval or disapproval
- Enjoys being the center of attention

- Sensory-based learning
- Finds hidden objects
- Can point to body parts
- Puts nesting toys together
- Develops expectations
- Follows simple directions
- Enjoys repetition

### LANGUAGE:

- Uses one or more words
- Babble strings of sounds
- Make noise and points
- Babbles back to others

13-24

months

- Inconsistent emotions
- Responds to simple requests
- May show fear of new things
- Wants parents in sight
- More interactive with others
- Throws, pulls, breaks things
- Does without thinking

### BEHAVIORS:

- Expresses anger
- Likes to say, 'Mine!' and 'No!'
- Hates to hear, 'Mine!' and 'No!'
- Is self-centered, demanding, stubborn and self-assertive

- Spectator play
- Demands personal attention
- Is unable to share
- Recognizes parents & others
- Distinguishes between familiar people and strangers
- Doesn't like limitations on activities
- Imitates adults

- Sensory-based learning
- Identifies people in photos
- Can make choices
- Begins to solve problems
- Learns by exploring
- Recalls location of things
- Lots of jargon with emotions
- Copies peers & adults

### LANGUAGE:

- Understands words can't say
- Saying up to 20 single words
- Often miss the ends of words
- 50% understood by others

## FLAGS

7

- Not startled by loud noises
- Doesn't smile back
- Doesn't play simple games
- No interest in watching the face of someone who is speaking
- Super stiff or no muscle tone

- Unable to be soothed
- Does not make baby sounds
- Resists being held or comforted
- Doesn't point to things
- Doesn't recognize familiar people

### By 3 Months:

- No eye contact
- Can't move limbs separately
- Unable to track light or objects



# INFANT STAGES OF DEVELOPMENT

AGE

## PHYSICAL

- Clenched grip
- Pulls at clothing
- Rolls from back, side or tummy
- Sits with support
- Can raise him/herself up on forearms while on tummy

### FINE MOTOR:

- Reaches for objects
- Holds objects for short time
- Responds to moving objects
- Plays with fingers and toes

## SEXUAL

- Boys will have unstimulated erections

## SPIRITUAL

- Lullabies or soft children's music helps to soothe and creates a peaceful home environment
- Reading scripture out loud (especially Psalms) may calm child and parent

**0-6**  
months

- Sitting steady with support to sitting without support
- Crawls on hands and knees
- Pulls to standing position
- Walks with help
- Begins to cruise and walk

### FINE MOTOR:

- Eye-hand coordination
- Picks up mid and large objects
- Points with fingers
- Moves toys hand to hand
- Feeds self with fingers

- Touches genitals

- Sing over baby
- Pray out loud over baby

**7-12**  
months

- Stands alone
- Walks without support
- Start & stop walking/running
- Walk backward
- Runs stiffly
- Squats down to pick up object
- Climbs stairs, crib & playpen

### FINE MOTOR:

- Can throw a ball
- Walks while holding an object
- Scribbles with large crayon
- Picks up small objects
- Holds a spoon with a fist
- Holds and drinks from a cup

- Curiosity about their body
- Will have no inhibitions around nudity

- Parents establish a spiritual atmosphere in the home through fundamentals of how family members treat each other.
- Introduce action songs

**13-24**  
months

- **By 6 Months:**
  - No response to their name
  - Can't hold head up or roll over
  - No interest in new things
  - No curiosity about people

- **By 12 Months:**
  - Doesn't notice when close adults leave or return
  - No babbling
  - Cannot sit with help
  - No routine established

- **By 24 Months:**
  - No more than 6 words
  - Unable to do simple instructions.
  - Doesn't parallel play with other kids

FLAGS

## 0-6 months

- Be consistently attentive to their needs
- Make eye contact with your baby multiple times through the day
- Respond back to your baby when they coo and babble
- Feed them when they are hungry
- Comfort them when they are scared & cuddle them often
- Hold your baby near your face when you talk to them
- Copy their sounds & talk to your baby about what you are doing
- Talk in a sing-song voice to your baby.
- Have play time with your child each day
- Show them how safe and secure they are
- Make different sounds to interest your child

## 7-12 months

- Point and call by name
- Encourage your child to look at you during activities
- Talk about everyday activities, like getting dressed, eating, etc
- Copy your baby when they are babbling
- Use actions with words. Try waving as you say 'bye-bye' or picking up cup as you say 'drink'
- Sing songs and play games like 'peek-a-boo'
- Have some special time with your child each day to play with toys and picture books
- Continue focusing on providing feelings of safety and security
- Redirect them away from what you don't want them to do
- Praise when you see them doing right things
- Use objects and gestures to help them understand instructions
- Repeat & expand what child says. If a child says 'juice' you can say 'more juice', 'juice please'
- Begin asking, "Where's your mouth? ears? hands?"

## 13-24 months

- Let them know the things that aren't okay
- Ignore the small stuff
- Help them put words to what they are feeling
- Talk about everyday things as you do them. Remember to leave little gaps or pauses so your child can respond or fill in words
- Occasionally give the child choices of two options, such as, "Do you want teddy or the car?"
- Read books together. Have them tell you what they see.
- Hard words, have them watch your lips as you say it slow & clear
- Listen & engage when they communicate
- Teach correct names of body parts
- Give very basic information about boy & girl differences
- Teach them how to interact with peers
- Provide very simple 1 to 3 word answers to questions

## SIGNS THAT PARENTS NEED HELP

- Does not know when to feed the baby or tries to keep them on a rigid schedule without deviation based on obvious needs
- Has trouble knowing when the baby is hungry, needs attention, or needs quiet time
- Allows the baby to cry for a long time (over 1 min per month of age) without trying to comfort
- Talks about how the baby meets their needs or should meet their needs



# OBEDIENCE

*~ Create Safety & Consistency*

**TODDLERS: 2-5 Years**



2-3

years

## EMOTIONAL

- Separation anxiety begins
- New levels of anger & humor
- Easily distractible
- May need security object
- Expresses pride, jealousy & embarrassment
- Pulls adults to show or get help
- Switches between independence & dependence
- Seeks approval
- May develop fears or phobias
- Strong sense of ownership

**BEHAVIORS:**

- Crying and other behaviors at times of parental separation
- Seeks independence
- Tantrums arise when frustrated
- Tests limits

## SOCIAL

- Expresses love & affection
- Imitates behavior of siblings
- Outgoing, friendly, & less self-centered
- Possessive; refuses to share
- Starts showing empathy
- Desires acceptance
- Likes to play with adults & older siblings
- Switches between independence & dependence
- May confuse make-believe
- Won't understand sharing
- May show jealousy when attention is on other children
- Boys quarrel more and use more physical force

## COGNITIVE

- Preoperational: Imaginative & social-based learning
- Sorts shapes & colors
- Refers to self by name
- Learns by helping & via play
- Points to & names objects
- Follows simple instructions
- Counts & manipulates things
- Thinks about consequences
- Repeats TV & radio

**LANGUAGE:**

- 300 word vocabulary
- Uses simple sentences
- Asks lots of questions
- Difficulty "sh," "ch," "th," & "r"
- May stutter or stammer
- Uncontrolled volume & pitch
- 2/3 of language is intelligible

4-5

years

- Becomes less self-centered
- Learns to take turns & share
- Shows new fears (ie. darkness)
- Desires praise & approval
- Follows requests & reasonable
- Strong likes & dislikes
- Enjoys assisting in easy chores
- Clings to security objects
- Acceptable display of feelings

**BEHAVIORS:**

- Physically impulsive; still developing self-control
- Whines without awareness
- Listening less
- Expresses anger physically
- Moody and independent
- Avoids bedtime
- Begins to negotiate & nag
- Test boundaries
- Resents "baby" treatment

- Is aware of social approval
- Performs for others
- Shows sympathy for others
- Doesn't want to be bossed
- Feels strong attachment to family & home
- Brags on parents & home
- Is bossy and unfair
- Shares personal belongings
- Has difficulty taking turns
- Makes friends easily and is preferential
- Becomes competitive
- May lie, exaggerates stories
- Begins dreaming, nightmares & fears
- Is an "expert" at everything
- Enjoys joking & develops "potty" humor

- Preoperational: Imaginative & social-based learning
- Answers simple questions
- Tells name, gender, age
- Knows importance of rules
- Poor losers
- More detailed discussions
- Moody & sensitive
- Curious how things work
- Understands time & seasons
- Answers how, who & when

**LANGUAGE:**

- 500-1,000 word vocabulary
- Well-formed sentences
- Follows spoken instruction
- Takes turns in conversations
- Thinks about word meanings
- Uses most sounds effectively
- 90% of language is intelligible

## FLAGS

## 2-3 Years

- Points vs speak what is wanted
- Uses single words vs phrases
- Slow to understand simple
- Little emotion expressed
- Ignores other children

- Doesn't make-believe
- Doesn't play with other children/toys
- Doesn't make eye contact
- Loses developed skills
- Emotions spiral out of control

- Not standing with support
- Drooling or unclear speech
- Relies on visual task vs verbal instruction
- Extreme fear in "safe" environments



# TODDLER STAGES OF DEVELOPMENT

AGE

## PHYSICAL

- Runs, kicks, jumps & builds
- Controls bowels and bladder
- Constantly in motion
- Bends at waist when picking up objects
- Throws & catches objects
- Seats self
- Can climb stairs or low objects

### Fine Motor:

- Cuts with scissors
- Unbutton & pulls zippers
- Uses spoon & forks
- Holds pencils & crayons
- Draws straight lines & circles
- Opens doors
- Helps in dressing & undress
- Drinks from a straw
- Screws lids on & off

## SEXUAL

- Playful curiosity and exploration with children of the same age
- Use slang terms and humor for body parts and bodily functions
- Has questions about their body vs. adults
- Continues to lack inhibition around nudity
- Asks questions about sexuality or reproduction

## SPIRITUAL

- Model moral & spiritual behavior
- Continues to enjoy action songs and participates when played
- Blind child-like faith is normal
- Can say "repeat-after-me" prayers
- Enjoys spiritual themed activities (ie. coloring books, children books etc.)
- May like a children's Bible
- Faith is taught primarily through parents

2-3  
years

- Hops, skips, jumps & runs
- Makes sudden stops and starts
- Walk on tiptoes
- Hops on one foot
- Marches to a rhythm
- Climbs stairs or large play area
- Throws, bounce & catch balls
- Swings on a swing

### Fine Motor:

- Builds straight block towers
- Draws a house & person
- Prints name
- Forms crude shapes with clay
- Cuts on lines with scissors
- Brushes teeth, combs hair, & washes hands
- Dresses & undresses self
- Develops hand preference
- Can copy simple design

- Playful curiosity and exploration with children of the same age
- Use slang terms and humor for body parts and bodily functions
- Has questions about their body vs. adults
- Continues to lack inhibition around nudity
- Asks questions about sexuality or reproduction

- Focus on moral and Biblical application over knowledge
- Begins to question the origin of life
- Begins to learn from other sources - ie) school, church etc.
- Often excited to share "new" concept with parents
- Enjoys spiritual themed hands-on-learning (ie making an ark from Noah's Ark)
- Learns basic scripture stories
- Begins learning how to pray
- Blind child-like faith continues until a negative experience or conflicting spiritual principles are introduced

4-5  
years

FLAGS

12

- 4-5 Years
- Difficulty organizing ideas
  - Unusually withdrawn/not active
  - Can't jump, run, or climb
  - Has trouble scribbling
  - Severely clingy
  - Multiple topics in 1 sentence
  - Using wrong sounds in speech
  - No interest in pretend or games
  - Loss of developed skills
  - Can't follow 3-part commands
  - Doesn't know name
  - Extreme behavior expressed
  - Easily distractible/poor focus
  - Doesn't respond to people
  - Doesn't draw pictures
  - Physically aggressive

2-3

years

- Give consequences similar to the offense
- Teach children the differences between surprises (short-term; don't tell) and secrets (long-term; don't tell)
- Label and discuss emotions when child expresses them
- Affirm what they feel when giving direction or acceptable or unacceptable behavior (ok to be angry; not okay to hurt others)
- Give them the freedom and space to play. Talk to your children when they play - such as asking or describing what they are doing
- Let them know when they do something well
- Replace "no you can't" with "you can do this or that" and ask "which one do you want?" (limit choices to two options)
- Don't have too many rules and be consistent with the ones you have
- Have bedtime rituals
- Start giving simple chores. Add a clean up song or timer to motivate
- Don't be afraid of repetition; it brings comfort.
- Encourage a basic understanding of privacy during changing or using the restroom (for self and others)
- Explain the difference between SAFE and UNSAFE touches.
- Teach no touches where bathing suites cover
- Apologize quickly when you make mistakes

4-5

years

- Continue to give them the freedom and space to play
- Role play & practice with them on how to apologize, talk to someone, respond, etc.
- Praise the good behavior we want; call them out for it in a positive way
- Model the behavior we want to see
- Apologize quickly when you make mistakes
- Keep your requests simple and doable
- They want to know you're happy with them & they're doing ok
- Be gentle when they get it wrong
- Treat mistakes as opportunities to teach them something valuable
- Don't argue with them; won't work
- Prioritize consistency; child will value it as long as you do
- Give occasional choices of 2-3 options
- Playing board games that involve taking turns helps them to listen and concentrate for longer periods
- Start to expand your child's emotional literacy by naming and discussing your feelings
- Ask more in-depth questions (not all yes/no)
- Give time to think before responding to questions & asking questions; resist doing it for them



## SIGN PARENTS NEED HELP

- Is cold & unresponsive toward child
- Rarely praises the child or show affection
- Has trouble dealing with anger (parent's & kid's)
- Argues and negotiates with child
- Focuses on child's negative behaviors
- Frequently yells at child or punishes accidents harshly
- Describes child as having hostile intentions
- Difficulty letting child try things independently
- Difficulty setting consistent rules & safe limits





# TEACH

*~ Give Morality & Responsibility*

SCHOOL AGE: 6-12 Years

6-9

years

## EMOTIONAL

- Develops responsibility & pride
- Becomes more settled & quiet
- Worries about things
- Wants adult approval & love
- Romantic attachment to opposite sex parent
- Asks permission & directions
- Volunteers to help
- May have imaginary friend
- Respects other's property
- Seeks to master new skills

## BEHAVIORS:

- Verbally impulsive
- Lying becomes common
- Disrespect is normal
- Sibling fighting escalates
- Complains more
- Jealous of same-sex parent
- Fears the dark & injury

## SOCIAL

- Worries about separation
- Dramatic about life
- Tries to articulate feelings
- Becomes aware of opinions
- Want you to mimic their thinking & don't like differing
- Will be loving & silly
- Can develop selfishness
- Shows interest in friends
- Desires group acceptance
- Boasts constantly, tells secrets, whispers & giggles
- Engages in elaborate & imaginative role-play scenarios
- Likes to share
- Engages in group activities
- Loyal to peers

## COGNITIVE

- Concrete Operational: Experience-based learning
  - Asks complex questions & wants detailed answers
  - Likes complex games
  - Draws symbolic pictures
  - Understands value of coins
  - Enjoys hobbies & collection
  - Likes to experiment
  - Enjoys balls, blocks, & tools
  - Enjoys reading out loud
- LANGUAGE:**
- 2,000 word vocabulary
  - Intelligible speech
  - Reduced reliance on pictures
  - Begins to read, write, & spell
  - Uses language for different purposes

10-12

years

- Beginning stages of hormones
- Less self-centered
- Strong sense of right/wrong
- Self-conscious of sexual dev.
- Hero worship
- Accepts parent/family beliefs
- Admire & imitate older youth
- Develop decision-making skills
- Promises are important
- Remembers, except their tasks

## BEHAVIORS:

- Quarrels frequently
- Resents teasing & criticism
- Begins questioning authority
- Becomes critical of others
- Overreacts to chores
- Reduced tantrums
- Behave behind parent's backs
- Push against rules & direction
- Disrespectful

- Sensitive & experiences hurt
- Acts and dresses like peers
- Embarrassed by affection
- Boys think girls are nuisance & girls may be tomboys
- Devises secret codes & practical jokes
- Lives black & white thinking
- Thinks absolutes may cause trouble with friends
- Friends become more important than parents
- Value peer's opinion more
- Few, but close friends
- Tells secrets
- Define self through environment
- Feels misunderstood
- May begin complaining

- Concrete Operational: Experience-based learning
- Conclusions based on sight
- Interested in facts. B&W.
- Enjoys learning experiences & group projects
- Focused on hobbies & crafts
- Understands money
- Provides clear directions
- Tells and retells stories
- Effective listening skills
- Enjoys more complex books

## LANGUAGE:

- 3,000 word vocabulary
- Articulates conclusions
- Use long & complex or passive sentences
- Initiate conversations with strangers

## FLAGS

15

## 6-9 Years

- Never shares or take turns
- Frequently sad or scared
- Shy and fearful of other kids
- Doesn't use complete sentences or mumbles

- Struggles to make & keep friends
- Not learning at school
- Difficulty in making up stories
- Uses short sentences and/or wrong word order

- Follows instructions partially
- Doesn't understand phrases
- Doesn't get past or future tenses
- Difficulty in understanding meaning of words



# SCHOOL AGE STAGES OF DEVELOPMENT

AGE

## PHYSICAL

- Very active; bounces around
- Growth rate slows
- Needs frequent rest
- Establishes a dominant hand, foot etc.
- Girls mature faster than boys
- Coordination not fully developed
- Improves writing skills
- Engages in art activities
- Plays musical instruments
- Dresses and undresses self
- Self-sufficient in routines

### BEHAVIORS:

- None

## SEXUAL

- Intense curiosity and interest in other kid's bodies
- Uses slang words or jokes to describe body parts & functions
- Deeper understanding of gender roles
- May act in more "gendered" manner as expected behaviors & norms associated with gender are learned
- Fantasizes romance, marriage, etc.

## SPIRITUAL

- Scripture memorization
- Ask what they think is right vs. wrong
- Teach moral reason why
- Recognizes logic may conflict with faith
- Begins to understand more complicated concepts
- Can pray unaided
- Expands spiritual themed music preference
- Starts to personalize a spiritual belief system that's heavily influenced by parents
- Belief system is challenged through increased peer & adult interactions

**6-9**  
years

- Develops more adult-like proportions
- Develops harder, longer bones
- Is sick less often
- Extremely active
- May begin a growth spurt
- Develops special interests in activities such as shop work, art classes, music, etc.
- Tries new foods; has favorites
- Eats neatly
- Fumbles less

### BEHAVIORS:

- None

- As puberty begins, an increased need for privacy and independence is needed
- May want a partner
- May express curiosity about sex & gender differences
- May begin having feelings of body image issues or anxiety with the onset of puberty
- Will begin comparing body to others

- Teach Biblical and moral worldview
- Ask what they think a scripture means
- Anticipate & prep them for the next stage of questioning
- Can read basic scripture verses
- Continues to memorize scripture verses
- Begins to seek out God
- Wrestles with conflicting spiritual beliefs
- May ask parents about the meaning of some words
- Transitions from children's Bible to youth Bible
- Begins to participate in Bible studies

**10-12**  
years

### 10-12 Years

- Struggle to join in group conversations
- Stories are difficult to follow
- Hard to learn/understand meaning
- Hard to make predictions
- Struggle to learn at school
- Return to baby-like behaviors
- Preoccupied with violence
- Is too friendly with strangers & fearful with familiar adults
- Bullies other children
- Difficulty in completing tasks even with clear directions
- Difficulty in making up stories

FLAGS

6-9

years

- Praise - It's vital in this age group; speak lots of affirming words
- Establish clear family rules to avoid power struggles & create clear expectations
- Consequences to actions may be impactful at this age - especially when they are logical and natural. Occasionally ask them what they think the consequence should be
- Teach cause and effect principles; & moral reasons behind things
- Encourage effort over outcome (ie effort on homework vs. grade)
- Ensure they get the support they need in school
- Don't get upset about dramatics; and don't argue with them
- If they are upset, ask questions before jumping to conclusions
- Believe what they say, unless there's a proven history of lying
- Spend plenty of time together to cement relationship before independence of teens
- Provide opportunities for independence & small decision making
- Teach personal boundaries & require them to be honored
- Let child know body belongs to them & unsafe touches aren't ok
- Start teaching child about manipulative tactics of others
- Teach children about sex at a younger age than you may think is needed. You need to be their SOURCE of information
- Safeguard information & morality received from other sources
- Talk about the physical changes coming with puberty

10-12

years

- Don't make promises you can't/won't keep
- Teach and require order of responsibilities
- Let them try different things - express opinions & make choices when appropriate
- Include them in rule-creating processes - will create ownership
- Make the consequence connected to behavior
- Listen to them and ask questions when they seem to struggle - "Fine" isn't acceptable
- Talk to them. Ask about their day, friends etc. Let them know you had struggles growing up too; struggling is normal
- Educate & provide ongoing information on social & emotional awkwardness of puberty and change - that it's normal
- Provide age-appropriate sexuality information and be their source for information
- Encourage critical thinking and build the skills to differentiate fact from fiction as well as truth vs. speculation
- Support them in understanding they have both rights & responsibilities in their friendships & relationships
- Encourage characteristics of healthy friendships & relationships
- Show respect by asking vs. assuming or dictating
- Listen & validate their feelings - Feel before trying to help/fix
- Teach them about the tactics of manipulation

## SIGN PARENTS NEED HELP

- Often criticizes or blames child
- Seems excessively anxious about parental responsibilities
- Leaves child alone for extended periods of time (30 min per age)
- Does not see the need for child to socialize
- Blames child for their behavior or situation
- Forbids play or other childlike behavior
- Isolates child from peers or activities
- Slanders, embarrass, sabotage or sets child up to fail
- Manipulates child or turn child against other parent
- Coerces child in criminal or immoral acts
- Is not involved with child's education



# APPLY

*~ Assist in Basic Decision Making*

**TEENS: 13-18 Years**



## AGE

## TEEN STAGES OF DEVELOPMENT<sup>2</sup>

### EMOTIONAL

### SOCIAL

### COGNITIVE

**13-15**  
years

- Confused by mood swings
- Obsessed with technology
- Indecisive with simple choices
- Decreased communication
- Identity development
- Realize parents are imperfect
- Increased conflict with parents
- Desire for independence
- Greater interest in privacy
- Intense same-sex friendships
- Develop value system
- Frequent mis-reading of your emotional expression

#### BEHAVIORS:

- Mood swings from puberty
- Challenge authority
- Exaggerate problems
- Tests boundaries

- Friends become more important than family
- Peer's opinion a source of stress. Peaks for girls at age 13 and boys at age 15
- Peer pressure will affect behavior
- Might avoid being seen in public with parents
- Will experiment with image & identity

- Formal Operations - Analytical-based learning
- Loss of cognitive clarity
- Capable of abstract thought
- Focuses on present; limited thought to future
- Intellectual interests expand & become more important
- Deeper moral thinking

#### LANGUAGE:

- Longer sentences - 7+ words
- Uses conjunction words
- Shifts topics in conversations
- Recognizes speech style varies with different people
- Understands and uses slang terms with friends
- Tell long and complex stories

**16-18**  
years

- Intense self-involvement
- Change between high expectations & poor self-concept
- Continued adjustment to body
- Drive for independence
- Focused on making friends & greater reliance on them
- Feelings of love and passion
- Autonomy
- Strong peer allegiances
- Identity development
- Experimentation
- Reject childhood things
- Vocational goals change
- Distancing from parents

#### BEHAVIORS:

- Conflict w/ family predominates due to ambivalence about emerging independence

- Continued drive for independence
- Driven to make friends and more reliance on them
- Popularity becomes an important issue
- Feelings of love and passion
- Know how to use sarcasm
- Know when others are being sarcastic
- Uses more subtle and witty humor

- Formal Operations - Analytical-based learning
- Capable of abstract thought
- Able to set goals
- Interest in moral reasoning
- Thinking about the "meaning of life"
- More creative thinking

#### LANGUAGE:

- Longer sentences - 7+ words
- Uses conjunction words in speech
- Shifts topics in conversations
- Begins to grasp idioms
- Recognizes speech style varies with different people
- Understands and uses slang terms with friends
- Tell long and complex stories

## FLAGS

- Problems with sleeping or irregular sleep patterns
- Excessive moodiness
- Explosive & volatile anger
- Low self-esteem
- Extreme worry and anxiety

- Self-Isolation and withdrawal
- Expressing hopelessness or worthlessness
- Paranoia and excessive secrecy
- Abandoning friends
- Self harming behavior

- Slipping grades or sudden change of academic priorities.
- Lack of interest in activities they used to enjoy



# TEEN STAGES OF DEVELOPMENT

AGE

## PHYSICAL

- Rapid growth period
- Critical of appearance
- Anxieties about puberty
- Peers viewed as "normal"
- Sleep cycle changes

### BEHAVIORS:

- None

## SEXUAL

- Sexual drives emerge and teens begin to explore dating and attraction to a partner
- Involuntary sexual dreams begin
- Some teens become sexually active, but do not have emotional maturity to understand consequences
- Experimenting with masturbation begins (earlier depending on onset of puberty)
- The median age to begin sexual intercourse is 16 years old.

## SPIRITUAL

- Ask questions to get them to think about situations from different perspectives
- Ask them to make moral-based decisions with your assistance.
- Encourage their spirituality to be individualized and apart from parents (i.e. reading, praying, music, etc)
- Continues to shape faith with influences from peers, family and other adults
- Continues to study scriptures recognizing themes throughout the books
- May question various scriptural concepts

**13-15**  
years

- Puberty is complete
- Physical growth slows for girls and continues for boys

### BEHAVIORS:

- None

- Sexual drives emerge and teens begin to explore dating and attraction to a partner
- Boys wet dreams begin
- Some teens become sexually active, but do not have emotional maturity to understand consequences
- Experimenting with masturbation begins (earlier depending on onset of puberty)
- The median age to begin sexual intercourse is 16 years old.

- Ask what the moral response would be to a specific situation
- Engage with their struggles, guard against anger and offense if they are questioning what you believe, instead encourage them to seek and find.
- Continue to increase frequency of having them make moral-based decisions
- Lessen restrictions till there are none to flow more naturally into next phase
- Desires to be more independent and to live out what they believe

**16-18**  
years

FLAGS

- Poor self-Care
- Self-medicating with drugs and alcohol
- Obsessive body image concerns
- Excessive dieting or weight gain
- Risky sexual behavior
- Refuses to use contraception or protection against STIs during sexual activity

## 13-15 years

- Stay calm; otherwise teens may think we'll react poorly in the future, In turn they'll avoid telling us the things we want to hear about
- Monitor internet use & set limits
- Avoid trivializing emotions - It may feel like they're overreacting; but it's a very real feeling for them
- Encourage decision-making skills by first avoiding making decisions without them
- Don't be judgmental or critical - they need love & connection more than ever
- Understand they need to find their own independence. Give them the space to do this
- Be the calming force - breathe & wait for the wave to pass. It takes 90 seconds for an emotion to trigger, peak, and fade - provided you don't give into it
- Provide an environment where they can discuss ANYTHING with you
- Wherever possible, let them sleep in to catch up on sleep deficits
- Use opportunities for chatting - like car rides
- Show them you are interested by making time to listen

## 16-18 years

- Encourage social connections & give child space to strengthen relationships
- Gradually decrease their dependence on parents & family
- Let go of control and aim for influence
- Don't buy into arguments - ask them to state their case & discuss the pros and cons. By nature, teens will overstate the positives and understate the negatives. Encourage them to tell you some of the cons - nothing is ever black or white
- Help them plan ahead and see around corners, but without judgment
- Help them to find safe ways to take risks
- Let them know you will always do whatever you can to bring them home - regardless of the circumstances and how late and/or far away it might be
- Listen more than you talk

## SIGN PARENTS NEED HELP

- Worries about child maturing very early or very late
- Doesn't set reasonable limits for child's behavior
- Doesn't help child address overwhelming emotions or situations
- Expects child to abide by strict rules & severely punishes mistakes
- Often has conflicts & loses temper with the child
- Frequently criticizes, nags, or judges the child
- Doesn't provide the child privacy
- Finds it overly difficult to "let go" as the child's independence grows



# LAUNCH

*~ Release with Guidance*

**YOUNG ADULT: 19-25 Years**

## AGE

## YOUNG ADULT STAGES OF DEVELOPMENT<sup>2</sup>

**19-25**  
years

### EMOTIONAL

- Firmer sense of identity
- Increased emotional stability
- Feels empathy & concern
- Increased self-reliance
- Adult relationship with parents
- Forms their own morality
- Still feels invincible
- Establish their body image
- Ability to delay gratification
- Increased concern for future

### SOCIAL

- Peer relationships remain important
- Development of more serious relationships
- Social and cultural traditions regain some of their importance
- Continued interest in moral reasoning

### COGNITIVE

- Formal Operations: Analytical-based learning
- Frontal lobe formed by approx. age 25
- Ability to think ideas through
- Fully comprehends abstract concepts
- Aware of consequences and personal limitations
- Identify career goals and prepare to achieve them
- Secure their autonomy and build and test their decision making skills
- Develop new skills, hobbies, and adult interests
- Thrives with challenges & demanding schedules

### PHYSICAL

- Young women, typically, are fully developed
- Young men continue to gain height, weight, muscle mass, and body hair

### SPIRITUAL

- Spirituality individualizes from Parents & becomes more deeply personal
- Susceptible to cults & new "movements" with partial truth due to naivety
- Determines beliefs and lives according to them

## YOUNG ADULT PARENTAL NEEDS<sup>1</sup>

- Keep the lines of communication open
- Accept that they are now an adult, not a child
- Guide them through gentle reminders of their choices
- Acknowledge responsibilities and avoid dictating
- Continue to offer physical and emotional closeness, but respect their need for privacy and independence
- Appreciate them for their strengths and qualities
- Continue offering guidance through gentle reminders of their choices and sharing values
- Be their sounding board for advise and decisions
- Ask questions to get them to think through decisions
- Be their cheerleader, encourager, and make frequent statements of you being proud of them
- Establish boundaries of where your financial support stops



## NOTES



# EMPOWER SAFE ADULTS

TO STOP CHILD EXPLOITATION

AN INTRODUCTORY TRAINING

[www.StartRisingUp.com](http://www.StartRisingUp.com)



## REFERENCES

The information in this guide was adapted from a variety of professional sources, the most prominent being listed below. Information from these sources has been shaped from over 75 years of professional evidence-based research and therapeutic consultation with child therapists, school teachers, and child advocates.

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— “ —

It is easier to rule a country  
than to raise four children!

*Winston Churchill*

— ” —

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