

Being --or TRUST

Being (birth to 6 months): This stage is about deciding to be, to live, to thrive, to trust, to call out to have needs met, to expect to have needs met, to be joyful. These decisions are important to nourish and amplify throughout our whole lives.

Job of the child (developmental tasks)

- To call for care.
- To cry or otherwise signal to get needs met.
- To accept touch.
- To accept Nurture.
- To bond emotionally, to learn to trust caring adults and self.
- To decide to live, to be.

2. Typical behaviors of the child

- Cries or fusses to make needs known.
- Cuddles.
- Makes lots of sounds.
- Looks at and responds to faces, especially eyes.
- Imitates.

Affirmations Or LIFE Messages Needed at this stage of development:

1. I love you and I care for you willingly.
2. What you need is important to me.
3. You can feel all of your feelings.
4. You can grow at your own pace.
5. I'm glad you are you.
6. I'm glad you are alive.
7. You belong here

Physical Development

<ul style="list-style-type: none">● Weight: 14-23 pounds● Length: 25-30 inches● First teeth begin to appear● Drools, mouths, and chews on objects● Needs at least 3-4 feedings per day● Reaches for cup or spoon when being fed● Drinks from cup with help● Enjoys some finely chopped solid foods● Closes mouth firmly or turns head when no longer hungry● May sleep 11-13 hours a night although this varies greatly● Needs 2-3 naps during the day	<ul style="list-style-type: none">● Develops a rhythm for feeding, eliminating, sleeping, and being awake● True eye color is established● Rolls from back to stomach and stomach to back● Sits alone without support and holds head erect● Raises up on arms and knees into crawling position; rocks back and forth, but may not move forward● Uses finger and thumb to pick up an object● Transfers objects from one hand to the other● Hair growth begins to cover head
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Doing--Safety-Exploration

Stage Two: Doing (6-18 mos.): This stage is a powerful time when it children decide to trust others, that it is safe and wonderful to explore, to trust his/her senses, to know what he/she knows, to be creative and active, and to get support while doing all these things.

1. Job of the child (developmental tasks)

- To explore and experience the environment.
- To develop sensory awareness by using all senses.
- To signal needs; to trust others and self.
- To continue forming secure attachments with parents.
- To get help in times of stress.
- To start to learn that there are options and not all problems are easily solved.
- To develop initiative.
- To continue tasks from Stage One.

2. Typical behaviors of the child

- Tests all senses by exploring the environment.
- Is curious.
- Is easily distracted.
- Wants to explore on own but be able to retrieve caregiver at will.
- Starts patty-cake and peek-a-boo.
- Starts using words during middle or latter part of stage.

Affirmations or LIFE Messages Needed at this stage of development:

1. I love you when you are active and when you are quiet.
 2. You can explore and experiment and I will support and protect you.
 3. I like to watch you initiate and grow and learn.
 4. You can be interested in everything.
 5. You can use all of your senses when you explore.
 6. You can do things as many times as you need to.
 7. You can know what you know.
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Thinking- Capable of Thinking for SELF- Having Good Judgement

Stage Three: Thinking (18 mos-3 years) In this stage, children learn to separate from their parents, to think and solve problems, and to express and handle feelings.

1. Job of the child (developmental tasks)

- To establish ability to think for self.
- To test reality, to push against boundaries and other people.
- To learn to think and solve problems with cause and effect thinking.
- To start to follow simple commands.
- To express anger and other feelings.
- To separate from parents without losing their love.
- To start to give up beliefs about being the centre of the universe.
- To continue tasks from earlier stages.

2. Typical behaviors of the child

- Begins cause and effect thinking.
- Starts parallel play.
- Starts to be orderly, even compulsive.
- Sometimes follows simple commands, sometimes resists.
- Tests behaviors: "No, I won't, and you can't make me."
- Some try out the use of tantrums.

Affirmations or LIFE Messages that support these tasks:

1. You can become separate from me and I will continue to love you.
2. It's OK for you to be angry and I won't let you hurt yourself or others.
3. You can learn to think for yourself and I will think for myself.
4. I'm glad you are starting to think for yourself.
5. You can say no and push and test limits as much as you need to.
6. You can think and feel at the same time.
7. You can know what you need and ask for help.

Power & Identity

Stage Four: Power and Identity (3-6 years) The tasks at this stage focus on learning and activities that help a person establish an individual identity, learn skills, and figure out role and power relationships with others.

1. Job of the child (developmental tasks)

- To assert an identity separate from others.
- To acquire information about the world, himself, his body, his sex role.
- To learn that behaviors have consequences.
- To discover his effect on others and his place in groups.
- To learn to exert power to affect relationships.
- To practice socially appropriate behaviors.
- To separate fantasy from reality.
- To learn what he has power over and what he does not have power over.
- To continue learning earlier developmental tasks.

2. Typical behaviors of the child

- Engages in fantasy play, possibly with imaginary companions.
- Gathers information: how, why, when, how long, et cetera.
- Tries on different identity roles by role-playing.
- Starts learning about power relationships by watching and setting up power struggles.
- Practices behaviors for sex role identification.
- Starts cooperative play.
- Practices socially appropriate behaviors.
- Begins interest in games and rules.

Affirmations that support these tasks:

1. You can find out the results of your behavior.
2. You can explore who you are and find out who other people are.
3. You can try out different roles and ways of being powerful.
4. You can learn what is pretend and what is real.
5. You can be powerful and ask for help at the same time
6. All of your feelings are ok with me.
7. I love who you are.

STRUCTURE

Stage Five: Structure (6-12 years) This stage includes learning about our own internal structure, as well as structure in general, such as the need for rules, the freedom that comes from having appropriate rules, and the relevancy of rules, as well as examining the values on which rules are based. This is also the stage where people acquire many skills.

1. Job of the child (developmental tasks)

- To learn skills, learn from mistakes, and decide to be adequate.
- To learn to listen in order to collect information and think.
- To reason about wants and needs.
- To check our family rules and learn about structures outside the family.
- To learn the relevancy of rules.
- To experience the consequences of breaking rules.
- To disagree with others and still be loved.
- To test ideas and values and learn value options beyond the family.
- To develop internal controls.
- To learn what is one's own responsibility and what is others' responsibility.
- To develop the capacity to cooperate.
- To test abilities against others.
- To identify with same sex.

2. Typical behaviors of the child

- Asks questions and gathers information.
- Practices and learns skills.
- Belongs to same sex groups or clubs.
- Compares, tests, disagrees with, sets, breaks, and experiences consequences of rules.
- Challenges parent values, argues, and hassles.
- May be open and affectionate or seem cantankerous, self-contained, or may alternate among these.

Affirmations that support these tasks:

1. You can think before you say yes or no and learn from your mistakes.
2. You can trust your intuition to help you decide what to do.
3. You can find a way of doing things that works for you
4. You can learn the rules that help you live with others
5. I love you even when we differ; I love growing with you
6. You can think for yourself and get help instead of staying in distress.
7. You can learn when and how to disagree.

4. Helpful parent behaviors

- Affirm the child for doing developmental tasks.
- Continue to offer love, safety, and protection.
- Affirm children's efforts to learn to do things their own way.
- Give lots of love and lots of positive strokes for learning skills.
- Be a reliable source of information about people, the world, and sex.
- Challenge behaviors and decisions; encourage cause and effect thinking.

Identity, Sexuality, and Separation

Stage Six

Identity, Sexuality and Separation

From about 13 to about 19 Years

The tasks of this stage focus on identity, separation, and sexuality.

1. Job of the adolescent (developmental tasks)

- To achieve a clearer separation from family.
- To take more steps toward independence.
- To emerge gradually, as a separate, independent person with own identity and values.
- To be responsible for own needs, feelings, behaviors.
- To integrate sexuality into the earlier developmental tasks.

Affirmations that support these tasks:

1. You can know who you are and learn and practice skills for independence.
2. You can learn the difference between sex and nurturing and be responsible for your needs, feelings, and behavior.
3. You can develop your own interests, relationships, and causes.
4. My love is always with you. I trust you to ask for my support.
5. I look forward to knowing you as an adult.
6. You can learn to use old skills in new ways.
7. You can grow in your male and femaleness and still be dependent at times.

2. Typical behaviors of the adolescent

Adolescents make some of their identity and separation choices by revisiting or recycling the tasks of earlier stages - Being, Doing, Thinking, Identity and Power, and Structure - with new information and with the sometimes confusing pressures of their emerging sexuality. Therefore, adolescents may act very grown up one moment and immature the next. The ages at which they usually recycle and incorporate these earlier tasks are as follows: Onset of puberty or about age thirteen, recycling the Being and the Doing or Exploratory stages of infancy:

- Sometimes independent and sometimes wanting to be fed and cared for.
- Exploring new areas without necessarily being concerned with standards or finishing.

Age fourteen, recycling two and independent thinking:

- Sometimes reasonable and competent with intermittent rebellious outbursts.

Age fifteen, sixteen, and seventeen, recycling three, four, or five, and Identity and Power:

- Asking questions, "Why?" and "How come?" Working out new role identity with same sex and opposite sex with both peers and adults. Learning to solve complex problems.

Age sixteen through nineteen, recycling six to twelve years, and Structure.

- Being adult and responsible with sudden short journeys back to earlier rule-testing behaviors.
- May also break rules as part of separation from parent.

Interdependence

Stage Seven: Interdependence (20+ years) the developmental tasks of adulthood focus on the journey from independence to interdependence, and they include regular recycling of earlier tasks in ways that support specific adult tasks.

Affirmations that support these tasks:

- Your needs are important
- You can be uniquely yourself and honor the uniqueness of others
- You can be independent and interdependent.
- Through the years you can expand your commitments to your own growth, to your family and your friends, your community, and to all humankind.
- You can build and examine your commitments to your values and causes, your roles and your tasks
- You can be responsible for your contributions to each of your commitments
- You can be creative, competent, productive, and joyful
- You can trust your inner wisdom
- You can say your hellos and goodbyes to people, roles, dreams, and decisions.
- You can finish each part of your journey and look forward to the next
- Your love matures and expands
- You are lovable at every age.