

Abbreviated Summary: Child Development

Adapted from *Nurturing Children and Youth: A Developmental Guidebook* written by Dr. Tracey L. Hurd
published by the UUA

| | Preschool Child | Early School Age Child | School Age Child |
|--|---|--|--|
| Physical Development | <ul style="list-style-type: none"> • Body is acquiring gross and fine motor skills • Learns through physical experiences • Needs sensory and tactile experiences • Doesn't have link between thinking and action refined | <ul style="list-style-type: none"> • Starts coordinating motor skills (rides bike, games) • Uses tools for drawing, writing • Very active; needs physical challenges • Learns through doing <ul style="list-style-type: none"> • Needs to play | <ul style="list-style-type: none"> • Fine and gross motor skills almost fully developed • Central nervous system primarily fully developed • Needs food, rest, exercise <ul style="list-style-type: none"> • May enter puberty • Is a top consumer of media images of bodies, ideals, wellness |
| Cognitive, Intellectual Development | <ul style="list-style-type: none"> • Self is primary reference point: "egocentric" • Obtains Object Permanence • Categorizes & classifies <ul style="list-style-type: none"> • Dichotomizes • Appearance = reality • Fluid between fantasy & reality • Needs to problem solve | <ul style="list-style-type: none"> • Starts to understand the notion of "Conservation" • Interested in numbers, letters, words, facts • Self is still primary reference point • Enjoys being "correct" • Learns best in the "zone of proximal development" | <ul style="list-style-type: none"> • Engages in logical thinking <ul style="list-style-type: none"> • Develops hierarchical reasoning • Concrete Operational thinking—based on non-abstract "pieces" • Develops specific learning styles; learning disabilities may become more clear |
| Social, Affective Development | <ul style="list-style-type: none"> • Social circle of family is primary reference points • Has not acquired race or gender constancy • Starting to learn notion of "friend" • Empathic, but centered on self | <ul style="list-style-type: none"> • Learns through social interaction • Enjoys peers and working together <ul style="list-style-type: none"> • Has beginning "true" friendships • Often rigid is thinking about gender, race, roles | <ul style="list-style-type: none"> • Peers and friendships are important • Identities navigated through social relationships • Takes perspectives of others <ul style="list-style-type: none"> • May segregate based on gender, racial, ethnic identities |
| Moral Development | <ul style="list-style-type: none"> • Categorizes right and wrong- sometimes too rigidly • Needs support linking words to actions & moral issues | <ul style="list-style-type: none"> • Attends to order and authority; uses rules • Develops a sense of industriousness • Starts to understand motive | <ul style="list-style-type: none"> • Uses "Golden Rule" • Interested in fairness, justice and care • Aware of moral issues & interesting in helping |
| Spiritual, Religious, Faith Development | <ul style="list-style-type: none"> • Learns about religion and faith through experience • Receptive to spirituality <ul style="list-style-type: none"> • Not afraid of "big questions"—full of wonder • Fowler's Intuitive Projective stage of faith development | <ul style="list-style-type: none"> • Does religion to know religion • Latter part of Fowler's Intuitive Project stage of faith development • Needs to have rigidities, and "correct" answers gently challenged | <ul style="list-style-type: none"> • Enjoys membership in faith or denominational communities <ul style="list-style-type: none"> • "Does" religion & spirituality • Enters Fowler's Mythical Literal stage of faith |

Abbreviated Summary: Adolescent Development

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| | Early Adolescence | Middle Adolescence | Late Adolescence |
|--|--|--|---|
| Physical Development | <ul style="list-style-type: none"> • Transitions into adult body <ul style="list-style-type: none"> • Eats and sleeps more • Demonstrates or does not demonstrate behaviors that may indicate risk for eating disorders or depression • Seeks support for self-esteem and body image | <ul style="list-style-type: none"> • Develops sexuality more fully; feelings of gendered attraction and sexual orientation are often central <ul style="list-style-type: none"> • Navigates greater risks relating to alcohol, drug use, sexual activity • Peak physical growth stage for male youth | <ul style="list-style-type: none"> • Achieves full physical development <ul style="list-style-type: none"> • Gains more assurance about body image • Engages in sexual activity; more likely to be partnered • Learns to manage stress and maintain health |
| Cognitive, Intellectual Development | <ul style="list-style-type: none"> • Concentrates on self and other's perceptions of self • Engages an "imaginary audience," a mental idea of others watching • Particular intelligence strengths become evident (linguistic, mathematical, interpersonal, musical, etc.) | <ul style="list-style-type: none"> • Has the ability to think deductively, inductively, conceptually, hypothetically <ul style="list-style-type: none"> • Engage in practices to celebrate new mindfulness about self (journal writing, re-reading emails, etc.) • Become more critical of the world around them | <ul style="list-style-type: none"> • Particularly open to learning; a time ripe for formal / informal education • Expresses ideas with more linguistic skill • Sees many points of view and may claim multiple realities as the truth |
| Social, Affective Development | <ul style="list-style-type: none"> • Social relationships with peers are very important <ul style="list-style-type: none"> • Learns social scripts (embedded in the contexts of race, ethnicity, and class) about what it means to be a sexual person • Expresses criticism of self and others | <ul style="list-style-type: none"> • Tries to claim an identity/ies • Needs to belong and have a sense of self-worth • Struggles with gender and sexual identity – often a time of increased stress for GLBTQ and questioning youth | <ul style="list-style-type: none"> • Increases self-reliance • Develops sense of identity and intimacy <ul style="list-style-type: none"> • Expresses interest in vocational and personal life choices • Brings to realization sexual identity of self |
| Moral Development | <ul style="list-style-type: none"> • Demonstrates interest in ethics of care and justice • Respects social order, although sometimes challenges it as well | <ul style="list-style-type: none"> • Thinks conceptually and enjoys moral reasoning • Engages in "principled morality" – principles are more important than laws | <ul style="list-style-type: none"> • Wrestles with personal morality and life choices • Expresses interest in moral and philosophical thinking, for self and wider world |
| Spiritual, Religious, Faith Development | <ul style="list-style-type: none"> • Enjoys presence or absence of religious creed <ul style="list-style-type: none"> • Expresses interest in religion that embodies one's values • Sustains faith development by engaging with a community that allows questioning | <ul style="list-style-type: none"> • Conceptualizes religion as an outside authority that can be questioned • Questions faith, leading to deeper ownership or disenfranchising <ul style="list-style-type: none"> • Deepens religious or spiritual identity | <ul style="list-style-type: none"> • Claims authority around issues of faith <ul style="list-style-type: none"> • Further develops spirituality as an important part of self • Engages in "faith" beyond traditional organized religion |