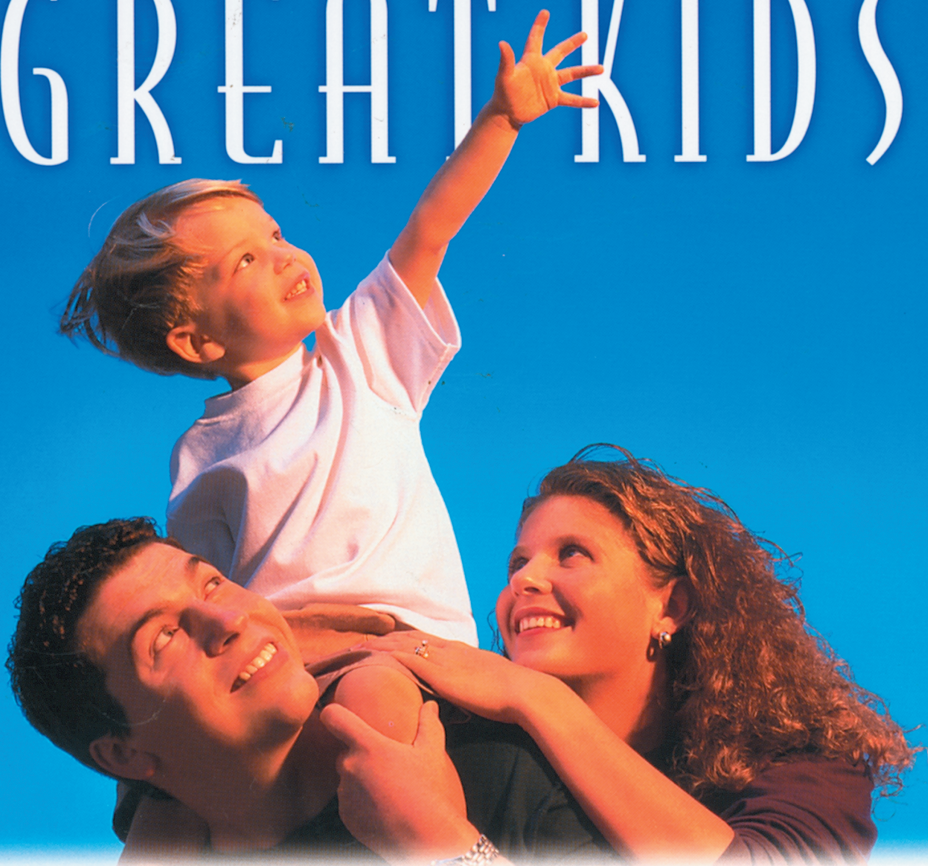


Dr. Henry Cloud & Dr. John Townsend

AUTHORS OF BOUNDARIES WITH KIDS

RAISING GREAT KIDS



A COMPREHENSIVE GUIDE TO:

Parenting with Grace and Truth

FOREWORD BY HOSTED BY **MOPS** ELISA MORGAN

A PDF COMPANION TO THE AUDIOBOOK

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The Ingredients of Grace and Truth

STAGES OF GRACE AND TRUTH

STAGE	GRACE	TRUTH
<i>Infancy (First Year)</i>	Understand an infant’s total dependency. Give compassion and empathy liberally. Feed and nurse when needed. Soothe and comfort at the onset of distress.	For the most part, you do not have to provide truth and structure. His being alone, uncom-forted, hungry, separate, and totally dependent teaches an infant enough difficult truth for now. As infants begin to get more into a natural routine in later months, gradually introduce the structure of feeding and nap times, allow-ing more frustration after needs are met.
<i>Toddlerhood</i>	Empathize with and understand the tod-dler’s lack of maturity. Comfort when you dis-cipline. Coach and guide a toddler’s explorations. Understand the fear of a toddler separating and becoming more inde-pendent; do not require more than a toddler is able to tolerate. Reestablish the connec-tion after discipline with assurances of love.	Introduce limits and boundaries, in having more space and struc-turing time. As they live out their freedom in that space, have limits on some behavior. Introduce discipline and correction. Introduce language and the use of words. Teach the toddler to respond to “No.” Limit open rebellion and defiance lovingly. Require more separate-ness—for example, leave the toddler with a baby-sitter and require him to sleep alone. Limit tantrums and inappropriate expres-sions of aggression. Teach social skills, such as table manners, saying

		please and thank-you, and using the toilet.
<i>Childhood Years</i> <i>(approx. 3-12)</i>	Teach skills and provide opportunities to learn new things. Encourage learning new skills. Provide experiences. Understand failure and have patience. Show forgiveness. Grant freedoms and privileges that are earned.	Set rules that protect children from danger. Give requirements that teach more and more responsibility. Enforce consequences of disobedience or non-performance. Teach more advanced social skills, such as manners and kindness to others. Require children to take responsibility and to repent when wrong.
<i>Adolescence</i>	Empathize with and understand adolescents' need for dependency and their wish for autonomy. Forgive the natural limit testing and rule breaking. Give adolescents more latitude in determining preferences and choices. Understand adolescents' need to choose their own values. Grant more and more freedom when earned.	Provide clear limits and moral guidelines. Enforce consequences and loss of freedom when responsibility is not shown. Require adolescents to earn their way financially. Require them to manage their own time and resources. Limit inappropriate expressions of disrespect, aggression, and sexuality.

	Grant more resources and opportunities for independence and further skill building. Have compassion for the heartbreak and failure that adolescent insecurity and experience offer.	
<i>College Age</i>	Understand an adolescent's budding sexuality. Encourage and cheerlead. Offer guidance and some resources. Provide a safe place to process losses and difficulties. Give space to figure out direction and goals.	Have clear requirements on who pays for what. Set clear requirements on how your college-age child can keep your financial or other material support. Communicate honestly about how you think and feel about their choices. Give your opinions about what you think is good for them. Give them space to make their own choices and suffer the consequences. Do not intrude on the time management of their lives. Enforce limits regarding living with you. Make them share responsibility for the house, and so on. Enforce limits of legal and moral standards for people living in your house—e.g., you do not allow drugs in your home.

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The Ingredient of Time

STAGES OF DEVELOPMENTAL TASKS

STAGE	TASK
<i>Infancy</i>	Trust Dependency Attachment Physiological regulation (sleeping, eating patterns, physical growth) Emerging orienting behaviors towards the attachment figure Learning to be soothed by external comforting
<i>Later Infancy and Toddlerhood</i>	Increasing physical development with corresponding interaction with the environment Increasing mobility beginning with crawling and eventually walking Increasing exploration of the world around them as curiosity increases Beginning to use and understand language Learning to understand and respect limits In toddlerhood, learning that open defiance is going to be futile Learning increasing independence and separateness Introduction to rules
<i>Early Childhood Years</i>	New skills of play, talents and other abilities such as sports, art, and music New skills of relationships and social interactions Increasing intellectual development

	Learning to obey rules and outside authorities Moral and spiritual development Respecting other people and property Beginning sex education
<i>Adolescence</i>	New physical changes to be integrated as adult physiology becomes a reality The emergence of sexuality Expanding moral development to include sexuality Expanding moral development to include principles and principle thinking as well as rules Changing the relationship with parents to reflect greater maturity Increasing independence Increasing skills of interacting with the opposite sex and dating Further development of talents and strengths discovered in pre-teen years Getting more focused about personal interests and strengths Questioning and discovering values Seeking deeper spiritual understanding Finding and fitting into peer group Discovering and dealing with reality of peer pressure Preparing for leaving home

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Developing Gifts and Talents

Competence

STAGES OF AGE-APPROPRIATE TASKS

<i>Infancy</i>	Learning basic survival skills Developing physically Crawling Distinguishing colors, faces, etc. Learning daytime and nighttime rhythms Working out communication with mother
<i>Toddlerhood</i>	Learning home schedule and rules Learning to speak and to interact socially Mastering eating with the proper utensils and going to the toilet Learning about life by playing
<i>Childhood</i>	Mastering school habits such as verbal and math skills, studying, and paying attention in class Playing sports and engaging in the arts Doing chores at home Cooperating with team members and competing against other teams
<i>Adolescence</i>	Mastering scholastic expertise and interest areas, such as science, humanities, or social studies Exploring talents and gifts Working at outside jobs
<i>College</i>	Being able to live on one's own Progressing toward mastery based on values, interests, and abilities

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Connecting to God

Worship and Spiritual Life

Stage	Child's Faith	Parent's Tasks
<i>Infancy</i>	This is a pre-faith period. Faith requires the ability to differentiate self from other, which is a task of infancy itself. This is foundational to the later experience of faith.	Help infant experience God "incarnationally." In other words, infants can't conceive of God, but they know when they are safe and loved. The infant senses the realities of dependency, goodness, and love through the relationship with mother or a primary caretaker.
<i>Toddlerhood</i>	Child begins learning dos and don'ts of God. Imitative behavior takes place as child prays and talks about God.	Make toddler part of family worship, using simple Bible stories, songs, and pictures
<i>Childhood</i>	Faith becomes conventional. Child learns the beliefs and doctrines of God. Not much questioning, more uncritical assimilation of vast amounts of information. Highly curious stage. Child conceptualizes God more personally. Child wants to belong.	Provide lots of teaching, both in stories and with concepts. Involve child in worship and prayer experiences. Give child sense that he belongs in spiritual family. Include child in family ministry activities.
<i>Adolescence</i>	The adolescent questions, challenges, and owns faith individually and personally. Has difficulties keeping God and parents separate. Needs to investigate, search, and struggle.	Provide freedom within parameters for the search. Respect dependency-independence conflict. Teach less, dialogue more. Deal with skepticism with challenge to seek.

		Keep church a requirement, with room for trying other youth groups.
<i>College</i>	Young adult deepens and consolidates faith. Integrates relationship with God to other aspects of life, such as life mission, values, marriage, career. Finds avenues of meaningful service and ministry based on faith.	Relate as spiritual sibling, not parent. Share struggles. Provide support for growth, deepening.