

How Much Is Too Much?

Jobs of the Child, pages 275-288

How Much Is Too Much?
Meeting 2 Handout #11

Conception to Birth - Becoming

- To grow: to develop all body systems.
- To experience the ultimate in being separate and connected at the same time.
- To accept nourishment, acceptance, reassurance, and love.
- To move starting early, probably by week ten when still under two inches long. (By week twenty the mother can feel the movement.)
- To gain a familiarity with the mother.
- To recognize voices (father and others) and begin to learn language (at least by six months).
- To begin to form some deep beliefs about trust.
- To initiate and move through the birth process.

3 to 6 Years – Identity and Power

- To assert an identity separate from others.
- To acquire information about the world, self, body, and gender role.
- To learn that behaviors have consequences, both positive and negative.
- To test ideas and values and learn value options beyond the family.
- To discover effect on others and place in groups.
- To learn to exert power to affect relationships.
- To practice socially appropriate behavior.
- To separate fantasy from reality.
- To learn what he has power over and what he does not have power over.
- To do simple chores.
- To continue learning earlier developmental tasks.

Birth to 6 Months - Being

- 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 and safe adults and self.
- To develop sensory awareness by using all senses.
- To decide to live. To be.

6 – 12 Years - Structure

- To learn skills, learn from mistakes, and decide to be adequate.
- To learn to listen and look in order to collect information and think.
- To gradually become skillful at and responsible for complex household chores.
- To practice thinking and doing.
- To reason about wants and needs.
- To check out 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 the responsibility of others.
- To learn when to flee, when to flow, and when to stand firm
- To develop the capacity to cooperate
- To test abilities against others
- To identify with one's own gender
- To continue to learn earlier tasks

6 – 18 Months – Doing

- 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.
- To continue tasks from earlier stages.

18 Months to 3 Years – Thinking

- To establish ability to think for self.
- To test reality, to push against boundaries and the authority of others.
- To learn to think and solve problems with cause and effect thinking.
- To start to follow simple safety commands: come, wait, stop, go, stay here.
- To express anger and other feelings.
- To separate from parents without losing their love.
- To start to give up beliefs about being the center of the universe.
- To learn to do simple chores.
- To continue tasks from earlier stages.

Adolescence Identity, Sexuality & Separation

- To take more steps toward independence.
- To achieve a clearer, emotional separation from family.
- To emerge gradually, as a separate, independent person with own identity and values within the context of family.
- To be competent and responsible for own needs, feelings and behaviors as one moves out into the world.
- To find and support a healthy peer group.
- To continue to do family chores.
- To continue to participate in family celebrations and rituals.
- To integrate sexuality into sense of identity and earlier developmental tasks.
- To gradually acquire the skill of independent, moral thinking.