

Developmental Tasks in the Adult Life Cycle

**Preparing for, Overcoming, and Ministering in the
Challenges of Each Stage of Life**

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Preparing for, Overcoming, and Ministering in the Challenges of Each Stage of Life

The focus of this program is on the developmental tasks of the different generations in the adult life cycle. Yet, in order to most fully understand, facilitate, and function well in the process, dynamics, and challenges of each generational stage—for those engaged in the process themselves and for their parents, other loved ones, pastors, teachers—it is necessary to understand the preceding stages of development. Such information is valuable for helping people mature in and serve Christ most effectively. (Ephesians 4:12-16) Therefore, an overview of the process of cognitive and moral development precedes the presentation of the adult stages.

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Normally, as young children, adolescents, and adults grow older, they develop more advanced cognitive and affective competencies and engage certain aspects of life in which they want, and need, to be involved. In order to do so they have to develop prerequisite competencies, abilities, and other aspects of maturity in order to perform the responsibilities and tasks, that equip them and others with whom they'll be involved (e.g., family, work, serving the Lord) for successfully moving into, meeting the challenges of, managing, and experiencing the benefits offered in, the new stage of life. Accomplishing the tasks associated with the next stage of life enables one to move into that stage.

Developmental Tasks in the Adult Life Cycle

Preparing for, Overcoming, and Ministering in the Challenges of Each Stage of Life

The scientific basis of this program is the soundest social science research that studies human behavior all over the world. Other research has also been done, but these are classic studies, and with the adaptations here included, they are highly useful for Christian parents and church ministries to people going through the stages of the child, adolescent, and adult life cycle. This program is presented with the warm encouragement of the participants to engage in evaluating the research over against the context in which they are living and working AND especially in the light of the most important standard, God's Word, which is also included. As the research suggests, it is able to describe the situation across cultures, but it observes and recognizes variance within cultures. To be most helpful to their ministry for Christ, the participants must discern the degree to which the research applies to them and to the realities unique to their and their people's lives and make and appropriate modifications needed, especially in accord with God's Word.

Defining and Distinguishing Contemporary Generations

A **generation** is "all of the people born and living at about the same time, regarded collectively." It can also be described as, "the average period, generally considered to be about thirty years, during which children are born and grow up, become adults, and begin to have children of their own."* Some scholars use 20-year periods and less. If the historic meaning of the word generation (> L. *generāre* "to bring into being," referring to procreation) is to be maintained and make sense, it should not refer to humans less than 18, the beginning of adulthood, albeit with brain development continuing to age 25, and the earliest desirable age for marriage and procreation, especially in those developed countries with an economy based on required skills, experience, and education.

It is important to keep in mind that the sociological concept of generations, especially in the West, is largely conditioned by cultural circumstances and their associated values. Further, considerable differences exist among researchers pertaining to the naming, timeframe, causes shaping, and characteristics of the generations.

*(<https://www.google.com/search?q=generational+cohorts+according+to+barna+research&oeq=Genera&aqs=chrome.2.69i57j0j35i39j0l3.10720j0j8&sourceid=chrome&ie=UTF-8>; Accessed 10/24/19)

Contemporary Generations

- **Gen Z/iGen/Centennials:** Born between 1999 and 2015
- **Millennial/Generation Y:** Born between 1984 and 1998
- **Buster/Gen-X:** Born between 1965 and 1983
- **Boomer/Me Generation:** Born between 1946 and 1964
- **Elder/Maturist/Silent/Builder Generation:** Born between 1925 and 1945
- **G.I. Generation/Greatest Generation:** Born between 1901 and 1924

This chart of contemporary generations is based on and largely from the Barna Group, widely considered to be a leading research organization focused on the intersection of faith and culture, a private, non-partisan, for-profit organization under the umbrella of the Issachar Companies. Located in Ventura, California, Barna Group has been conducting and analyzing primary research to understand cultural trends related to values, beliefs, attitudes and behaviors since 1984. Other social science researchers use somewhat, but not often significantly, different terms and dates with admitted imprecision, some terms of which are indicated along with Barna's designations. Barna doesn't include the first (the oldest) generation.

Naming Generations Outside the United States

“...the concept of social generations like these [on the preceding slide] is largely a Western notion and...generational names are often influenced by local or regional events. In South Africa, for example, people born after the end of apartheid in 1994 are referred to as the Born-Free Generation. Romanians born after the collapse of communism in 1989 are sometimes called the Revolution Generation.” (<https://www.thoughtco.com/names-of-generations-1435472>; Accessed 10/24/19)

In the West, these sociological generation designations are largely driven by business attempts to identify the differences across, and similarities within, age cohorts. Businesses and other organizations hire researchers to help them identify the similar desires and other characteristics within each age group in order to more effectively focus their marketing strategies to the target groups they are trying to reach. For example, the youngest, the Gen Z/iGen/Centennials, are called iGen, because a common characteristic of them is that most are pervasively “glued” to their digital devices and connected (but, very significantly, not usually in relationship) with each other and the world through the (i)nternet.

Naming Generations Outside the United States

Churches and church organizations, called by Christ Jesus to reach out to all people for him, also sense the value of such information. This research indicates some felt needs of, as well as terms that resonate with, each age group that enable pastors, teachers, staff members, evangelists, church members, and others (e.g., denominational leaders and seminary professors) to communicate more effectively, e.g., in sermons, classes, specific programing, witnessing, and advertising the church.

Unfelt needs of the generations are also expressed in the research that leads to these designations. For example, current studies are linking the obsession of the iGen cohort to their digital devices with loneliness and depression that has other worse effects, such as an increasing number of suicides. That obsession is concerning: I was in a restaurant recently having a conversation with my youngest granddaughter, and I noticed that at all the other tables, iGens were focused on their devices and failing to communicate with the human beings sitting alongside them!

Naming Generations Outside the United States

In an insightful report, *Washington Post* columnist, Michael Gerson, writes: “The highest prevalence of major depressive disorder is among people aged 18-25. The suicide rate for people 18-19 increased 56% between 2008 and 2017...nearly half of Americans say they are often lonely. About 20% of millennials report that they have no friends at all. Many of us have grown rusty in the task of social connection...Isolation is a growth medium for severe depression and suicidal thoughts. Without hearing some other, kinder voice, the echoes of self-condemnation can grow louder and louder. Without outside intervention, a downward spiral can be rapid, uninterrupted and deadly. People who struggle with depression need someone who is willing to say, ‘You may not want to hear this, but I care about you and I’m [concerned] about you. Please tell me how you are hurting and allow me to help.’”^{*} That voice can and should come especially from the church.

Is it necessary, or at least desirable, for churches and church organizations in non-Western countries to identify such age cohort differences? That question can best be answered by the churches in each country. Yet, to the degree that certain countries and subcultures look to the West and adopt specific Western worldviews and ways, it could be helpful to know about these research findings in order to reach and teach those who are influenced by these socio-cultural factors.

^{*}Michael Gerson, “The downward spirals of depression can be deadly,” *Reporter-Herald*, September 9, 2019, p. 4A.

Defining and Distinguishing Contemporary Generations

While the church and church organizations need to know this sociological generation information for the above reasons, the main focus of this program will be on the required tasks throughout the stages of human life that are largely driven by normal, healthy, biology and the natural order that God has built into his creation, which, therefore, are common throughout the world. Characteristics of the stages will be given, some of which, involving vital tasks, parallel and interface with the generational designations. Also included are Biblical references and implications and applications, largely pertaining to and for the church and our work, which the Lord has called us to do.

The careful scientific research findings pertaining to these life stages, which roughly parallel the sociological generational distinctions, are task-oriented rather than value oriented as with the emphasis on generations. For a fuller understanding of the generations, it will be helpful first to consider an overview of child and adolescent development, upon which adult development is based and proceeds.

Human Development: Birth through Adolescence

Human Development: Birth through Adolescence

In order to most accurately and fully understand and help each generation, and to communicate with them most effectively for the Lord, we need to understand “where they’re coming from,” since their past has been formative—even from the beginning—and continues to influence them. Then we can better understand each of the stages of adult development, first to see what we need to do for ourselves and then to help others.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

This 20th century Swiss developmental psychologist, who preferred to be known as a genetic epistemologist (the science of the origin and development of knowledge), identified and focused on several key aspects of human learning, the awareness of which helps parents and teachers understand and help children mentally mature.

Cognition

The CSD theory of human learning has a basis in Piaget's research, which views cognition (knowledge, facts) connected on a continuum with affect (feelings, emotions), but the focus is on knowledge.

Structure

Structure refers to inferred organizational properties (called schemata, think of mental files) that explain the occurrence of particular behaviors.

Development

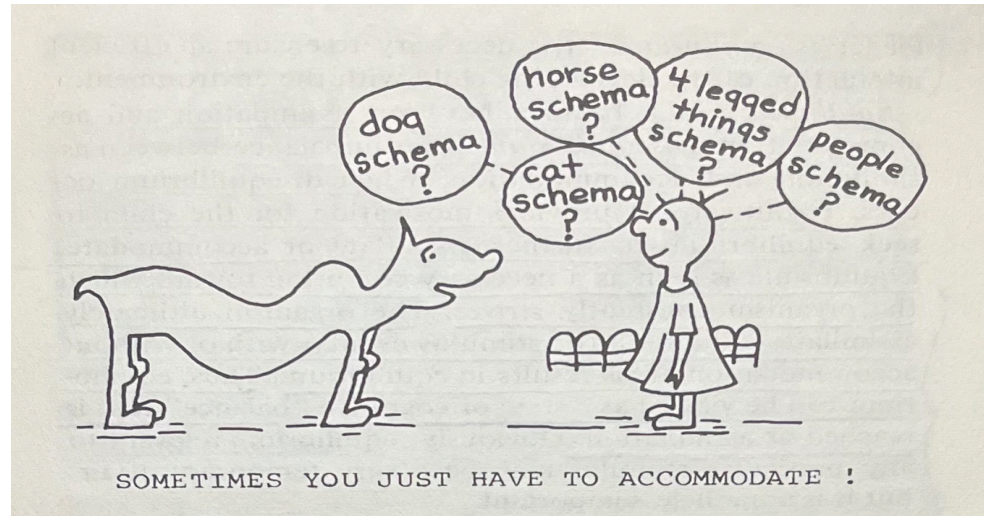
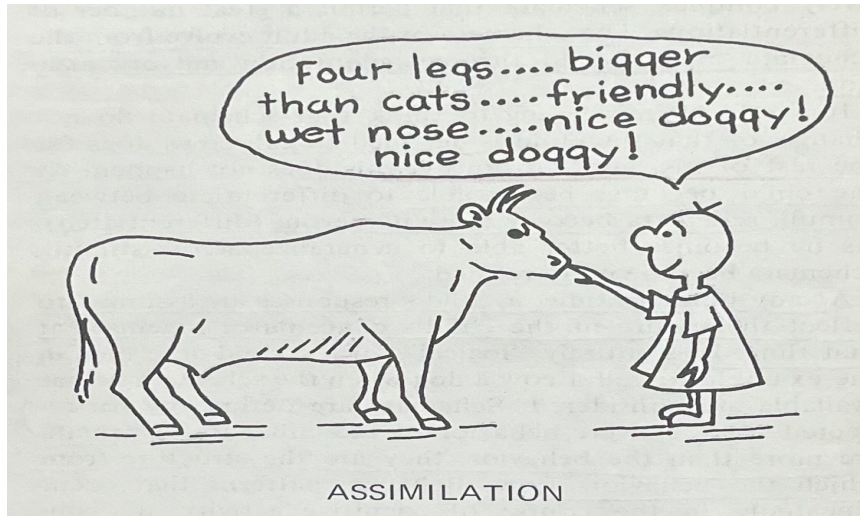
Cognitive maturation, development, involves mentally forming and organizing schemata for all concepts and then making adaptations to accommodate new information about those concepts. Throughout life, individuals modify schemata begun in childhood. CSD explains how.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

Development

Information is organized by assimilation, i.e., putting it into the proper schema. When further information, often from someone else, reveals an inconsistency, a new schema is needed (or the original modified), an accommodation, to correctly understand those concepts. Throughout life, in this process, called mental function, individuals modify schemata begun in childhood. CSD explains how.



Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

Age: 0 – 2	Age: 2 – 7	Age: 7 – 11	Age: 11 – 15 +
Egocentrism		Perspectivism	
Sensorimotor	Intuitive (Preoperational)	Concrete Operations	Formal Operations (Propositional Thinking)
Coordination of perception and motor functions	Understanding limited to focusing on one aspect of a situation at a time; thought not reversible	Logical reasoning begins; systematic thinking; reversibility in concrete thought forms; little generalization from one concrete field to another	Reversibility, can think hypothetically, deductively, logically, in abstract concepts; reasoning by implication; ready identification of incompatibility; generalizability; identity development

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

1. The stages and their transitional periods exist on a continuum from egocentrism to perspectivism. (See the preceding chart.)
 - a. Egocentrism describes the inherent limitation of focus of the newborn human being on his or her own needs. It is not a pejorative term. It is natural and normal early in life; it is abnormal and undesirable in later teen years and in adulthood. It's the inability of the child to be aware of and assume the perspective, the viewpoint, needs, and desires, of another person.
 - b. Perspectivism describes the ability to understand, and to employ in decision making, the viewpoint of the other(s) in a given situation. Consider how such Biblical teaching as Philippians 2:1-11, Ephesians 4:11-16, and 1 Corinthians 13 can facilitate development.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

2. Invariant sequence

- a. Progression through the stages follows a constant and natural order of succession.
- b. In development no stage is skipped, and the stages are not switched.
- c. However, all persons do not necessarily reach the final stage(s). For various reasons, some become stalemated in an earlier stage.
- d. The time spent in any one stage varies normally from individual to individual and from culture to culture.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

3. Qualitative differences

- a. Difference in stages is not due to more or less knowledge of facts (content).
- b. Difference in stages is measured in terms of the quality of reasoning and thought processes (structure).

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

4. Structural wholeness or integrity
 - a. The underlying patterns of thought-organization are a unity, holistic in nature.
 - b. Response to situations is in terms of present structures of which one is capable and not in fully adult or higher stage terms.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

5. Hierarchical integration

- a. Stages are increasingly differentiated and integrated. Each succeeding stage incorporates those preceding, but in a more complex, coordinated way, rather than simply building a new structure on top of a previous one.
- b. We notice this development as we observe that the thought processes, characteristics, and capabilities of individuals in earlier stages are still present in later stages.
- c. The next slide illustrates the hierarchical progression of the stages when seen from a vertical perspective.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental Theory of Human Learning

In his research Piaget identified four stages of cognitive development through which normal human beings progress from early childhood through adulthood.

Age: 11 – 15 + (Individual onset varies in normal development)	Formal Operations (Propositional Thinking)	Reversibility; can think hypothetically, deductively, logically, in abstract concepts; reasoning by implication; ready identification of incompatibility; generalizability; identity development
Age: 7 – 11	Concrete Operations	Logical reasoning begins; systematic thinking; reversibility in concrete thought forms; little generalization from one concrete field to another
Age: 2 – 7	Intuitive (Preoperational)	Understanding limited to focusing on one aspect of a situation at a time; thought not reversible
Age: 0 – 2	Sensorimotor	Coordination of perception and motor functions

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

6. Intra-stage development

- a. Progress to a new stage proceeds incrementally. An individual does not immediately become able to function with all the capabilities of the new stage. He or she “grows into it.”
- b. There are transition periods between the current stage and the next stage.
- c. There is a resurgence of egocentrism as new powers are developed and are learned to be used. Pride and desire to focus on increasing new capabilities occurs.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

General Characteristics of the Four Basic Stages

7. Interstage construction

- a. When an individual completes development of a stage, that stage becomes the foundation of and building block for the next stage in his or her cognitive maturation.
- b. Each stage is a bridge between the previous stage and the following stages in normal human cognitive development.

Preliminary Research: Jean Piaget

Cognitive-Structural-Developmental (CSD) Theory of Human Learning

Four Necessary Factors for Stage Development

There are four required factors for stage development to occur, but each by itself is not sufficient to produce such growth.

Notice the implications of each for how we parent and teach.

- Biological maturation primarily refers to the prerequisite brain and mental development needed.
- Experience increases perception, including the awareness of others and enables conceptual understanding.
- Social transaction facilitates the awareness of others' needs and the necessity to relate to them and address their needs.
- Equilibration is the continuing process of changing the structures in the light of new perceptions.

Preliminary Research: Kohlberg's Cognitive-Developmental Theory of Moralization

Egocentrism				Perspectivism	
Level I Preconventional Moral Judgments		Level II Conventional Moral Judgments		Level III Postconventional Moral Judgments	
Standard of Motivation: External Standard of Judgment: External		Standard of Motivation: Internal Standard of Judgment: External		Standard of Motivation: Internal Standard of Judgment: Internal	
Stage 1 Punishment and Obedience	Stage 2 Instrumental Relativism	Stage 3 Interpersonal Concordance	Stage 4 Law and Order	Stage 5 Social Contract	Stage 6 Principles
Justice Orientation: An eye for an eye is fair.	Justice Orientation: Come out even.	Justice Orientation: Try to make everyone in my circle happy.	Justice Orientation: Do what is best (average rather than ideal) for society.	Justice Orientation: Do what is right for the individual and the greatest good for the greatest number.	Justice Orientation: Do what is equitable for the persons involved.
Age: 5 – 8 School: K – 2, 3	Age: 8 – 11 School: 3 – 5, 6	Age: 11 – 14+ School: 6 – 9, 10	Age: 14 – 17+ School: 9 – 12+	Age: Mid 20's + Post-College B.A.	Age: Early 30's +
Single perspective defined by authority	Can take the perspective of another	Capable of reversibility; can think about what you are thinking about him or her thinking about; can consider own and other's perspectives simultaneously, essential for higher stages of moral development. A key Biblical addition: the transformation of regeneration and sanctification in Christ Jesus providing the truth that will set you free (John 8:31-32), including from egocentrism; true holism.	Society takes precedence over individual; individual exists to serve the society	Flip side of stage 4: society serves the individuals	Orientation to specific moral principles of justice rather than actual social laws
Wrong deeds must be paid for by punishment.	Sets value upon and uses people as instruments relative to one's own ends. Hedonistic (Playboy philosophy)		Takes the perspective of the system; individual rights ignored or much less important to the society as a whole	Commitment to society and its laws is contingent on society recognizing individual rights and values; maintenance of individual rights and values depends upon society protecting them	Decisions made upon the basis of universal principles
Punishment or negative label automatically makes action wrong.	Morality of the marketplace and politics. • "What am I going to get out of it?" • "You scratch my back; I'll scratch yours." • Reciprocity without sense of justice.		Law an instrument to maintain society		Consideration of all perspectives and all claims from an objective standpoint (apart from knowing who is involved in a specific instance)
Heroes and authorities merit reward.		Can do role-taking but not worked out in principled justice	Realization that mutual perspective-taking doesn't always lead to understanding and resolution of conflict; social conventions thus become necessary for mutual understanding and amicable living	U.S. Constitution with its Bill of Rights	Rights and obligations are unified at stage 6
		Decisions based on affectional and affinity relationships			
		Be nice: good boy, nice girl—conformity to stereotypes	U.S.A. modal stage		Right is defined (first, for Christians, by God's Word) and then (in gray areas) by the decision of conscience in accord with self-chosen ethical principles that appeal to logic, universality, consistency
		Identity development			

Preliminary Research: Lawrence Kohlberg

Cognitive-Structural-Developmental (CSD) Theory of Moralization

The levels and stages are understood in the light of Piaget's precedent research on cognitive development, for example the egocentrism-perspectivism continuum and the stage characteristics. In particular, recall the above slide:

2. Invariant sequence

- a. Progression through the stages follows a constant and natural order of succession.
- b. In development no stage is skipped; the stages are not switched; and no regression (in capability) has been discovered.
- c. However, all persons do not necessarily reach the final stage(s). For various reasons, some become stalemated in an earlier stage.
- d. The time spent in any one stage varies normally from individual to individual and from culture to culture.

Preliminary Research: Lawrence Kohlberg

Kohlberg's Assumptions, A Summary by Ted Ward

1. Moral judgment and moral action are not the same thing.
2. Moral judgment is a rational process.
3. Moral judgment depends, in part, on cognitive development.
4. Moral judgment consists of two aspects: content and structure.

Definitions: Content is the specific what of the value judgment—what is held to be valuable.

Structure is the supporting rationale that represents the why of the value judgment—why the particular of content is held to be valuable.

Preliminary Research: Lawrence Kohlberg

Kohlberg's Assumptions, A Summary by Ted Ward

5. People can be helped to identify and verbally relate their structure of moral judgment.
6. Moral judgment is a developmental attribute.

The Meaning of Value Development in Biblical Perspective

Ted Ward

A. Because...

...The Bible reveals principle to be the highest structural level of human morality (e.g., higher than prescriptive (legalistic obedience, Hosea 6:6; Matthew 9:13, Matthew 12:7, Matthew 5:21-48),

It can be concluded that a developmental view of moral values is compatible with biblical promises.

The Meaning of Value Development in Biblical Perspective

Ted Ward

B. Because...

The propositions and assumptions underlying Kohlberg's research respect the reality of essential righteousness (as defined biblically in terms of justice), and because...

Kohlberg's findings relate human values to the fundamental issue of authority,

It can be concluded that Kohlberg's findings can be understood in biblical perspective.

The Meaning of Value Development in Biblical Perspective

Ted Ward

C. But since...

Kohlberg ultimately appeals his case for the centrality of justice to a humanistic philosophy and to the aspirations of a democratic society, and since...

Kohlberg does not adequately deal with the source of values or with the developmental function of obedience,

A biblical perspective that adds to the understanding of source and the human being's orientation to source is necessary to complete the model of values development.

The Meaning of Value Development in Biblical Perspective

Ted Ward

D. Thus...

Reexamination of Kohlberg's findings in biblical perspective suggests that the three levels are better explained as three stages of orientation to source of values....

Effective Is Necessary to Complete the Model of Values Development Based on Kohlberg's Cognitive-Developmental Theory of Moralization
Modified by Ted Ward, Added to Chart by Edward Seely
Three Levels of *Orientation to the Source* of Values

Level I		Level II		Level III	
Preconventional Moral Judgments		Conventional Moral Judgments		Postconventional Moral Judgments	
Source of Values: Self as source		Orientation to Source of Values: Recognition of externality of source		Orientation to Source of Values: Incorporation into one's own moral reasoning: "the eternal source so that they become internal and I no longer have the law of stone but on tablets of human hearts." 2	
Standard of Motivation: Internal	Standard of Judgment: External	Standard of Motivation: Internal	Standard of Judgment: External	Standard of Motivation: Internal	Standard of Judgment: Internal
Stage 2	Stage 3	Stage 4	Stage 5		
Instrumental Relativism	Interpersonal Concordance	Law and Order	Social Contract		

The Meaning of Value Development in Biblical Perspective

Ted Ward

D. Thus...

Kohlberg's model is constructively augmented by
a biblical view of man's response to authority.

Effective Is Necessary to Complete the Model of Values Development Based on Kohlberg's Cognitive-Developmental Theory of Moralization

Modified by Ted Ward, Added to Chart by Edward Seely

Three Levels of Biblical View of Man's *Response to Authority*

Level I		Level II		Level III	
Preconventional Moral Judgments		Conventional Moral Judgments		Postconventional Moral Judgments	
Response to forces which are seen as punishing or rewarding		Response to Authority: Obedience response to authority in respect for that authority and the worthiness of its being		Response to Authority: Response to the principles seen as just, willingly, even eagerly, as appropriate in a given situation	
Standard of Motivation: Internal Standard of Judgment: External		Standard of Motivation: Internal Standard of Judgment: Internal		Standard of Motivation: Internal Standard of Judgment: Internal	
	Stage 2	Stage 3	Stage 4	Stage 5	
	Instrumental Relativism	Interpersonal Concordance	Law and Order	Social Contract	

Effective Is Necessary to Complete the Model of Values Development Based on Kohlberg's Cognitive-Developmental Theory of Moralization
Modified by Ted Ward, Added to Chart by Edward Seely

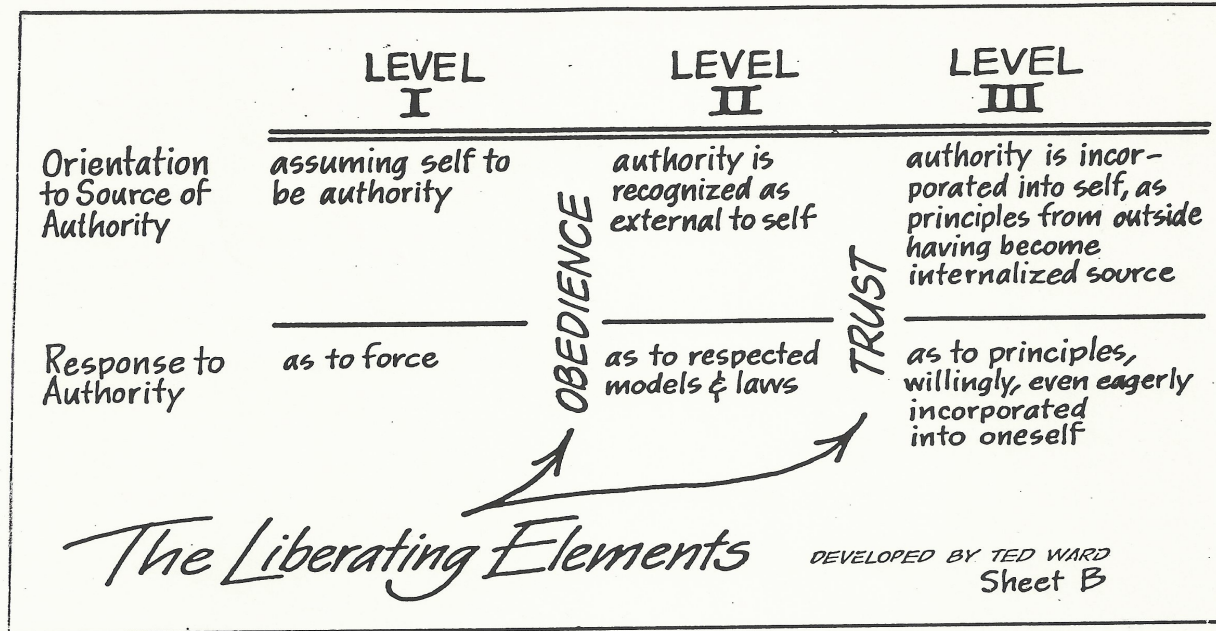
Egocentrism				
Level I	Level II		Level III	
Preconventional Moral Judgments Orientation to Source of Values: Self as source	Conventional Moral Judgments Orientation to Source of Values: Recognition of externality of source		Postconventional Moral Judgments Orientation to Source of Values: Incorporation into one's own ethical system "the eternal source so that they become internal and live not of stone but on tablets of human hearts." 2	
Standard of Motivation: External Standard of Judgment: External	Standard of Motivation: Internal Standard of Judgment: External		Standard of Motivation: Internal Standard of Judgment: Internal	
Self-interest	Stage 3	Stage 4	Stage 5	
Right is what adults command or what brings reward. Wrong is what I am punished for—what brings pain.	Interpersonal Concordance	Law and Order	Social Contract	

The Meaning of Value Development in Biblical Perspective

Ted Ward

Further, we can see the two basic biblical exhortations, to obedience and to trust, as the keys to deliverance from the pathological stalemates, respectively at the hurdle from Level I to Level II and from Level II to Level III.

The Liberating Elements Facilitating Movement into Higher Levels of Moral Development



	Level I	Level II	Level III
Source of Authority	Self-interest	External standards —models and rules	Internal principles
Definitions	Right is what adults command or what brings reward. Wrong is what I am punished for—what brings pain.	Right is what good people do or what the law says one should do. Wrong is what good people do not do or what the law says one should not do.	Right is living our moral principles and being just. Wrong is violating a moral principle and being unjust.
Intentions	Oblivious to intentions.	Make allowances for intentions. Lenience tempered by sense of duty.	Consider intentions but also concerned about justice.
Justice	What adults command. Later, equal treatment.	Defined by society.	Equal consideration for all.
Value of Persons	Valued in material terms. “Persons are valuable for what they do for me.”	Valued because of relationships of affection and for their contribution to society.	Valued because they are persons. Human life is sacred.
Stimulus to Right Actions	Fear of punishment and desire for reward.	Desire to please important persons and perform one’s duty to society.	To be true to oneself one must act upon the moral principles to which one is committed.
Ability to Take Another’s Perspective	Understands the perspective of persons in situations which he has experienced	Understands the perspective of friends, family, and eventually society.	Understands the perspective of a wide range of persons including minority groups.

THE EDUCATOR'S TASKS IN VALUES DEVELOPMENT EDUCATION

Implications for Teaching and Therapy, by Ted Ward

Teaching (appropriate for normal development)

- To stimulate inquiry

- To stimulate verbalization

- To ask “why?”

- To provide experiences wherein moral issues are examined

- To dialogue (listen responsively)

- To explore disequilibrium states with the disequibrated

- To stand alongside (paraclete)

THE EDUCATOR'S TASKS IN VALUES DEVELOPMENT EDUCATION

Implications for Teaching and Therapy, by Ted Ward

Therapy (appropriate for stalemated development)

- To confront

- To challenge inconsistency

- To induce disequilibrium

Cognitive-Structural-Developmental (CSD) Theory of Moralization: An Additional Vital Dimension, Especially for Christians

1. Christians need to clearly keep in mind the distinction between the two main sources of our learning: special revelation (God's Word, Jesus Christ, cf., e.g., 2 Timothy 3:16; Luke 24:44-53; John 14:6) and general revelation (the evidences in the natural world that point to the triune God, cf., e.g., Romans 12:2, part of which is seen in sound scientific research).
2. Those of us who are Christ's followers, called to be holy to him and to fulfill the mission he has given us (e.g., Matthew 28:18-20; 1 Corinthians 1:2; 1 Peter 2:9-12) must remember that the preceding theory of moralization focuses on moral judgment, which is insightful and helpful, but insufficient until it is used for the moral *action* we're called to teach and model, demonstrate, daily practice for the accomplishment of the Lord's purposes. (Matthew 7:13-27; James 1:22-27)

Cognitive-Structural-Developmental (CSD) Theory of Moralization: An Additional Vital Dimension, Especially for Christians

3. Thus, pertaining to level and stage development, in particular, invariant sequence, people not only become stalemated in a particular stage, but another reality also occurs.
4. Even though someone develops the capabilities in a higher stage of development, he or she does not always behave accordingly. As was noted in the section on the characteristic of hierarchical integration, capabilities developed in previous stages are retained in the more advanced stages.

Cognitive-Structural-Developmental (CSD) Theory of Moralization: An Additional Vital Dimension, Especially for Christians

4. ...capabilities developed in previous stages are retained in the more advanced stages.
 - a. However, these capabilities are not always used; for various reasons, the phenomenon of modal rationale means that though people are capable of more advanced stages of reasoning, they don't always think and thus do not act in accord with those abilities.

Cognitive-Structural-Developmental (CSD) Theory of Moralization: An Additional Vital Dimension, Especially for Christians

4. ...capabilities developed in previous stages are retained in the more advanced stages.
 - b. There is no regression in capability, but there does exist an orientation to revert to earlier or lower forms of reasoning. Have you ever heard (or asked yourself), “Why did you conclude that? You know better.”
 - c. Why is this modal reversion a concern? Reasoning at a more elementary level or stage produces behavior at a less mature, and even unbiblical manner. It can also be counterproductive for task accomplishment throughout life here on earth.

Cognitive-Structural-Developmental (CSD) Theory of Moralization: An Additional Vital Dimension, Especially for Christians

5. As we proceed through these levels and stages of cognitive and moral development, we are better equipped to engage the tasks of adult development, especially in our service of Christ Jesus our Lord.
 - a. As parents and teachers, we are also better equipped to help children and others to more effectively engage those tasks of adulthood.
 - b. Development continues to occur, but it now pertains more to content than to structure. New content, especially in the form of required tasks, emerges in each stage of life as we progress through the stages, which we will now consider.

Adult Development

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

**Leaving Home
(18-22)/**

Young Adulthood (19-40)* /

**Early Adulthood
(19-29)****

Vivian McCoy's research is the scientific basis of this program, and her Life Stage labels are listed first. Asterisks indicate the additional important findings of Erikson and Havighurst.

1. Break psychological ties.
2. Choose careers.
3. Enter work.
4. Handle peer relationships.
5. Manage home.
6. Manage time.
7. Adjust to life on own.
8. Problem solve.
9. Manage stress accompanying change.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage	Characteristics
Leaving Home (18-22)/ Young Adulthood (19-40)*/ Early Adulthood (19-29)**	<p>10. Intimacy vs. Isolation:*</p> <p>Young adults need to form intimate, loving relationships with other people. Success at this stage leads to healthy and strong relationships and personal well-being, but failure leads to loneliness and isolation. Relate to the obsession many in this age have with their digital devices. Consider the implications, including for the church.</p>

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Leaving Home (18-22)/
Young Adulthood
(19-40)*/
Early Adulthood (19-
29)****

1. "...a man will leave his father and mother and be united to his wife, and the two will become one flesh...they are no longer two, but one." (Genesis 2:24; Matthew 19:4-6)
2. "But Rehoboam rejected the advice the elders gave him and consulted the young men who had grown up with him and were serving him. (2 Chronicles 10:8)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Leaving Home
(18-22)/**

**Young Adulthood
(19-40)* /**

Early Adulthood (19-29)**

3. “Remember your Creator in the days of your youth, before the days of trouble come and the years approach when you will say, ‘I find no pleasure in them’” (Ecclesiastes 12:1)
4. “Be wise in the way you act toward outsiders; make the most of every opportunity.” (Colossians 4:5)
5. “...do not worry” (Matthew 6:25-34); “do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, presents your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.” (Philippians 4:6)

Implications and Applications for Church Ministry

Life Stage

Implications/Applications

Leaving Home

(18-22)/

Young Adulthood

(19-40)* /

Early Adulthood

(19-29)**

1. Hire a professional or select a volunteer to maintain contact with these young adults and conduct programs for those who remain in or visit their families.
2. Facilitate connecting younger people with older mentors. Help them develop healthy relationships with peers and others and to see the difference vis-à-vis being connected to but not in relationship with other humans, especially fellow believers in Christ.
3. Teach a minicourse on “Biblical Guidelines for Selecting a Marriage Partner.”
4. Ask people if they have a church home. If they don’t, urge them to find one that faithfully proclaims God’s Word.
5. Suggest and encourage each young adult to relate to an older person maturing in Christ who could be a mentor.

Implications and Applications for Church Ministry

Life Stage

**Leaving Home
(18-22)/**

**Young Adulthood
(19-40)* /**

Early Adulthood (19-29)**

Implications/Applications

6. Offer a course or a one-day seminar on “Biblical Guidelines for Doing God’s Will in the Workplace.”
7. Offer a course or seminar on stewardship and financial planning.
8. Offer a course or seminar led by a nurse or physician on avoiding the health issues in society today.
9. Encourage people, and offer help for them, to daily read God’s Word and pray.

Note: The suggestions in this and the following sections labeled Implications/Applications are not listed in order of importance, nor are they exhaustive.

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Leaving Home (18-22)/ Young Adulthood (19-40)* / Early Adulthood (19-29)**	<p>Other ideas from the group discussion:</p> <ul style="list-style-type: none">• How to be good children and grandchildren.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage	Characteristics
Becoming Adult (23-28)/ Young Adulthood (19-40)* / Early Adulthood (19-29)**	<ol style="list-style-type: none">1. Select mate.2. Learn to live with a marriage partner.**3. Settle in work, begin career ladder.4. Start a family;** parent—rear children.**5. Manage a home.6. Become involved in community. Take on civic responsibility.**7. Consume wisely.8. Hometown.9. Socially interact; find a congenial social group.**10. Achieve autonomy.11. Problem solve.12. Manage stress accompanying change.

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

Becoming Adult (23-28)/

**Young Adulthood
(19-40)* /**

Early Adulthood (19-29)**

1. “Do not be yoked together with unbelievers.” (2 Corinthians 6:14-18; 1 Corinthians 7:39; Genesis 24:3; 28:1; Joshua 23:12-13)
2. “A wife of noble character... provides food for her family.... considers a field and buys it; out of her earnings she plants a vineyard... She sees that her trading is profitable.” (Proverbs 31:10, 15-18)
3. “Mutually submit...wives submit to and respect your husbands... husband love your wives.” (Ephesians 5:21-33)
4. “Fathers...bring up... children in the training and instruction of the Lord.... (Ephesians 6:4) Discipline them. (Hebrews 12:9)
5. “...manage his...family....” (1 Timothy 3:5)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

Becoming Adult (23-28)/

Young Adulthood (19-40)* /

Early Adulthood (19-29)**

6. “A wife of noble character.... Her husband is respected at the city gate, where he takes his seat among the elders of the land. She watches over the affairs of her household and does not eat the bread of idleness. Her children arise and call her blessed; her husband also, and he praises her: ‘Many women do noble things, but you surpass them all.’ Charm is deceptive, and beauty is fleeting; but a woman who fears the LORD is to be praised. Give her the reward she has earned, and let her works bring her praise at the city gate.” (Proverbs 31:10, 23, 27-31)

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Becoming Adult (23-28)/ Young Adulthood (19-40)* / Early Adulthood (19-29)**	<ol style="list-style-type: none"><li data-bbox="1000 486 1808 762">1. Hire a professional or select a volunteer to maintain contact with these young adults and conduct programs for those who remain in or visit their families.<li data-bbox="1000 786 1808 948">2. Teach a minicourse or a seminar on “Biblical Guidelines for Selecting a Marriage Partner.”<li data-bbox="1000 972 1808 1076">3. Offer a course on “Biblical Guidelines for Parenting.”<li data-bbox="1000 1100 1808 1373">4. Suggest and encourage each young adult and each couple to relate to an older person or couple maturing in Christ who could be (a) mentor(s).

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Becoming Adult (23-28)/	5. Offer a course or a one-day seminar on “Biblical Guidelines for Doing God’s Will in the Workplace.”
Young Adulthood (19-40)*/	6. Offer a course or seminar on stewardship and financial planning.
Early Adulthood (19-29)**	7. Encourage people, and offer help for them, to <u>daily</u> read God’s Word and pray.
	8. Ask people if they have a church home. If they don’t, urge them to find one that faithfully proclaims God’s Word.

Implications and Applications for Church Ministry

Life Stage

Implications/Applications

Becoming Adult (23-28)/

Young Adulthood (19-40)* /

Early Adulthood (19-29)**

Other ideas from the group discussion:

- Course on how to do household work, e.g., teaching cooking, cleaning.
- After the baby is born the mother has stress. The role changes and parents may be confused, responsibility changes. To prepare them to be parents is very important.
- Parent education.
- Proverbs 31—very important for wives to manage a home.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- A new development in the West and in Asia is occurring among young adults.
- Transition to early adulthood tasks occurring 5 – 10 years later than previously if it ever occurs.

Main Characteristics in U. S.

1. Later entry into the work force.
2. Longer period of time living in the natal home.
3. Delay of marriage.
4. Delay of childbearing.
5. Transition less orderly: young adults may leave home and then return after a failed partnership or inability to live independently.
6. Decoupling of sex & marriage: increasing cohabitation & single parenthood.

Biblical Guidance for the Developmental Tasks

Delayed Early Adulthood

- A new development in the West and in Asia is occurring among young adults.
- Transition to early adulthood tasks occurring 5 – 10 years later than previously if it ever occurs.

Related Bible References

1. “Be fruitful and increase in number....” (Genesis 1:28)
2. “‘I hate divorce,’ says the LORD God....” (Malachi 2:16; Matthew 19:8-10)
3. “Flee from sexual immorality. (1 Corinthians 6:13-20; Ephesians 5:3)

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- A new development in the West and in Asia is occurring among young adults.
- The new development is broadly similar throughout the West but with some structural and cultural differences across regions due largely to class, ethnic, regional, and religious distinctions.

Causes of Delayed Early Adulthood in the U. S.

1. Extension of education.
2. Shifts in the labor market.
3. Emphasis on gender equality.
4. Widespread availability of effective contraception.
5. Ideological changes including growing individualism.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- A new development in Asia as well as in the West is occurring among young adults.

Main Characteristics

1. Later entry into the work force.
2. Longer period of time living in the natal home.
3. Delay of marriage.
4. Delay of childbearing.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- A new development in Asia and in the West is occurring among young adults.

Results of Lengthened Early Adulthood in Asia

1. Challenges to education and health systems and labor markets.
2. Youth unemployment rates in some nations are 3 x that of adults.
3. The above + rising housing prices = hard for youth to find financial and residential independence.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- A new development in Asia and in the West is occurring among young adults.

Asian Uniquenesses in Lengthened Early Adulthood

1. Cohabitation among couples is still uncommon but rising in China.
2. Premarital sex is increasing in China.
3. Childbearing outside marriage is rare but increasing in China.
4. Geographic migration is common for a significant percentage of the population.
5. Religion continues to strongly influence behavior of young adults.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- This is a new development in Asia and in the West among young adults.
- Where those grew up experiencing turbulent historical events, recent Chinese have transitioned to marriage and parenting sooner than their peers in the West.

Factors Affecting Transition to Adulthood in China

1. Greater emphasis on getting married than in the West.
2. Greater emphasis on having children within marriage.
 - + One-quarter of young adults prefer having sons if can have only one child.
3. Fulfilling family obligations more important than in the West.
4. Economic and political developments.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- In Asia today there is a general shift toward
+ more schooling,
+ later marriage, and
+ lower fertility,
but the pathways toward these transitions have become ever more diverse over time.

Factors Affecting Transition to Adulthood in China

5. Economic reforms have had a positive impact on young adults' educational attainment and economic well-being but have resulted in a wider difference between rural and urban youth's life trajectories.
6. In China only about 25% of young adults have access to higher education. Professor Tina in Beijing presents new government research: gross education enrollment was 34.5% in 2013 (higher in urban areas, lower in rural areas).

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- In Asia today there is a general shift toward
 - + more schooling,
 - + later marriage, and
 - + lower fertility,but the pathways toward these transitions have become ever more diverse over time.

Factors Affecting Transition to Adulthood in Asia

7. While leaving home in Asia has been affected by the rise in the age at which young people marry, the process differs significantly in countries where multigenerational households and patrilocality (living near or with the husband's parents) are still widely observed across and within nations.
8. Everywhere, rural areas practice a more traditional pattern, supported in part by the availability of housing and norms governing household arrangements.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- In Asia today there is a general shift toward
+ more schooling,
+ later marriage, and
+ lower fertility,
but the pathways toward these transitions have become ever more diverse over time.

Factors Affecting Transition to Adulthood in Asia

9. If premarital sexual activity can remain stigmatized, cohabitation may remain rare for the foreseeable future.
10. Low premarital sex and cohabitation means that nonmarital fertility may remain low for the foreseeable future in contrast to most Western nations.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- In Asia today there is a general shift toward
 - + more schooling,
 - + later marriage, and
 - + lower fertility,
- but the pathways toward these transitions have become ever more diverse over time.

Factors Affecting Transition to Adulthood in Asia

11. The increasing exposure of Asian youths to Western media which promotes sexual “freedom,” results in a challenge to Asian families to constrain sexual behavior before marriage.

New Change: Longer Early Adulthood

Wei-Jun Jean Yeung, et al., Transition to Adult in Asia

Delayed Early Adulthood

- In Asia today there is a general shift toward
+ more schooling,
+ later marriage, and
+ lower fertility,
- but the pathways toward these transitions have become ever more diverse over time.

Class Discussion/Feedback

- People say that more education results in less opportunity for fertility.
- Now students who want to be married can still stay in the university, but they if they have children they have to leave the university.
- If parents, especially on husband's side, are willing to pay for their son's marriage, they are willing to take care of the children.
- If they are married that doesn't mean they are psychologically independent.
- The research is applicable to Beijing.

Biblical Guidance for the Developmental Tasks

Delayed Early Adulthood

- In Asia today there is a general shift toward
+ more schooling,
+ later marriage, and
+ lower fertility,
- but the pathways toward these transitions have become ever more diverse over time.

Related Bible References

1. “...do not believe every spirit, but test the spirits to see whether they are from God, because many false prophets have gone out in to the world.” (1 John 4:1)
2. “...not everything is beneficial.” (1 Corinthians 6:12-20)
3. GOOD NEWS: God’s Word and the Holy Spirit working directly in individual’s and family’s hearts and minds and through the church can transform perspectives and facilitate sanctified lives. (Romans 12:1-2)

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Becoming Adult (23-28)/	Other ideas from the group discussion:
Young Adulthood (19-40)* /	<ul style="list-style-type: none">• In larger cities it is very dangerous to leave children in the hands of a nursery attendant—grandparents feel constrained to help raise the children.
Early Adulthood (19-29)**	

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage	Characteristics
Catch 30 (29-34)/ Young Adulthood (19-40)*/ Early Adulthood (19-29)**	<ol style="list-style-type: none">1. Search for personal values.2. Reappraise relationships.3. Progress in career.4. Accept growing children.5. Put down roots, achieve "permanent" home.6. Problem solve.7. Manage stress accompanying change.

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Catch 30 (29-34)/
Young Adulthood (19-
40)*/
Early Adulthood (19-
29)****

1. "Hear, O Israel: The LORD our God, the LORD is one." (Deuteronomy 6:4)
2. "...all have sinned and fall short of the glory of God, and are justified freely by his grace through the redemption that came by Christ Jesus." (Romans 3:23-24)
3. "For God so loved the world, that He gave His only begotten Son, that whoever believes in Him shall not perish, but have eternal life." (John 3:16 NASB)
4. "...if you confess with your mouth, 'Jesus is Lord,' and believe in your heart that God raised him from the dead, you will be saved." (Romans 10:9)

Biblical Guidance for the Developmental Tasks

Life Stage

**Catch 30 (29-34)/
Young Adulthood
(19-40)*/
Early Adulthood (19-
29)****

Related Bible References

5. “Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me. (John 14:6)
6. “Whoever has my commands and obeys them, he is the one who loves me. He who loves me will be loved by my Father, and I too will love him and show myself to him.” (John 14:21)
7. “...you are...chosen...holy...that you may declare.... Live such good lives....” (1 Peter 2:9-12)

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Catch 30 (29-34)/ Young Adulthood (19-40)*/ Early Adulthood (19-29)**	<ol style="list-style-type: none"><li data-bbox="948 491 1823 748">1. Hire a professional or select a volunteer to maintain contact with young adults and conduct programs for those who remain in or visit their families.<li data-bbox="948 762 1823 905">2. Teach a minicourse on “Biblical Guidelines for Selecting a Marriage Partner.”<li data-bbox="948 919 1823 1033">3. Offer a course on “God’s Will for Marriage.”<li data-bbox="948 1048 1823 1148">4. Offer a course on “Biblical Guidelines for Parenting.”<li data-bbox="948 1162 1823 1359">5. Suggest and encourage each young adult and each couple to relate to an older person or couple maturing in Christ who could be (a) mentor(s).

Implications and Applications for Church Ministry

Life Stage

Implications/Applications

**Catch 30 (29-34)/
Young Adulthood (19-40)*/
Early Adulthood (19-29)****

6. Offer a course or a one-day seminar on “Biblical Guidelines for Doing God’s Will in the Workplace.”
7. Offer a course or seminar on stewardship and financial planning.
8. Encourage people, and offer help for them, to daily read God’s Word and pray.
9. Ask people if they have a church home. If they don’t, urge them to find one that faithfully proclaims God’s Word.

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Catch 30 (29-34)/ Young Adulthood (19-40)*/ Early Adulthood (19-29)**	<p>Other ideas from the group discussion:</p> <ul style="list-style-type: none">• Courses• We should develop our personal lives to be more effective models.• Time management: how I manage my time.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

1. Search for meaning.
2. Reassess marriage.
3. Relate to teenage children; assist teenage children to become responsible adults.**
4. Relate to aging parents; adjust to aging parents.**
5. Reexamine work.
6. Reassess personal priorities and values.
7. Adjust to single life.
8. Problem solve.
9. Manage stress accompanying change.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

Characteristics

10. Generativity vs. Stagnation*

Adults feel a need to produce and/or nurture what will be a legacy for them, including for many by having children or providing a significant and positive change that helps other people. Succeeding in this endeavor leads to a sense of usefulness and accomplishment, but failure results in a feeling of uselessness, frustration, and going nowhere in the world.

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Midlife Reexamination
(34-43)/**

Middle Adulthood (40-65)*/

Middle Age (30-60)**

1. “Of making many books there is no end, and much study wearies the body. Now all has been heard; here is the conclusion of the matter: Fear God and keep his commandments, for this is the whole duty of man.” (Ecclesiastes 12:12b-13)
2. “It is because of [God] that you are in Christ Jesus, who has become for us wisdom from God—that is our righteousness, holiness and redemption.” (1 Corinthians 1:30)
3. “So guard yourself in your spirit, and do not break faith with the wife of your youth. ‘I hate divorce,’ says the LORD God...” (Malachi 2:15-16; Matthew 19:8-10)
4. “Are you married? Do not seek a divorce. Are you unmarried? Do not look for a wife.” (1 Corinthians 7:27)

Biblical Guidance for the Developmental Tasks

Life Stage	Related Bible References
Midlife Reexamination (34-43)/	5. "...manage his...family...." (1 Timothy 3:5)
Middle Adulthood (40-65)*/	6. "...provide for his relatives, and especially for his immediate family...."
Middle Age (30-60)**	(1 Timothy 5:8)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

7. “Furthermore, as for every man to whom God has given riches and wealth, He has also empowered him to eat from them and to receive his reward and rejoice in his labor; this is the gift of God. For he will not often consider the years of his life, because God keeps him occupied with the gladness of his heart. (Ecclesiastes 5:19-20 NASB) + Ecclesiastes 5:10, 1 Timothy 6:10 [No “midlife crisis” for the man and woman of God maturing in Christlikeness.]

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

8. "...seek first his kingdom and his righteousness, and all these things will be given to you as well." (Matthew 6:33)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

9. “...any woman who is a believer and has widows in her family...should help them and not let the church be burdened with them, so that the church can help those widows who are really in need.” (1 Timothy 5:16. See also the whole passage: 1-16.)
10. “Now for the matters you wrote about: It is good for a man not to marry.” (1 Corinthians 7:1)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

11. “Train a child in the way
he should go, and when
he is old he will not turn
from it.” (Proverbs 22:6)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Midlife Reexamination
(34-43)/**

Middle Adulthood (40-65)* /

Middle Age (30-60)**

12. “Unless the LORD builds the house, its builders labor in vain. Unless the LORD watches over the city, the watchmen stand guard in vain. ² In vain you rise early and stay up late, toiling for food to eat-- for he grants sleep to those he loves. ³ Sons are a heritage from the LORD, children a reward from him. ⁴ Like arrows in the hands of a warrior are sons born in one's youth. ⁵ Blessed is the man whose quiver is full of them. They will not be put to shame when they contend with their enemies in the gate. (Psalm 127:1-5)

Implications and Applications for Church Ministry

Life Stage

**Midlife
Reexamination(34-43)/
Middle Adulthood (40-
65)*/
Middle Age (30-60)****

Implications/Applications

1. Offer a course on “Biblical Guidelines for Fulfillment in Marriage.”
2. Offer a course or a one-day seminar on “Balancing Family and Work Responsibilities.”
3. Offer a course or seminar on stewardship and financial planning.
4. Encourage people maturing in Christ to relate to younger people as a possible mentor.
5. Offer a course on “How to Be a Caring Christian Friend.”

Implications and Applications for Church Ministry

Life Stage

**Midlife Reexamination
(34-43)/**

**Middle Adulthood (40-
65)* /**

Middle Age (30-60)**

Implications/Applications

6. Encourage people, and offer help for them, to daily read God's Word and pray.
7. Ask people if they have a church home. If they don't, urge them to find one that faithfully proclaims God's Word.

Other ideas from the group discussion:

- How to be good parents and how to be good grandparents.
- How husbands and wives should relate to each other in love.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

**Restabilization (44-55)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

Characteristics

1. Adjust to realities of work; reaching and maintaining satisfactory performance in one's occupational career.**
2. Launch children.
3. Adjust to empty nest.
4. Become more deeply involved in social life.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

Restabilization (44-55)/

Middle Adulthood (40-65)* /

Middle Age (30-60)**

5. Participate actively in community concerns; achieve adult social and civic responsibility.**
6. Handle increased demands of older parents; adjust to aging parents.**
7. Develop adult leisure-time activities;** manage leisure time.
8. Manage budget to support college-age children and ailing parents. This is why this age group is referred to as the "sandwich generation."

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

Restabilization (44-55)/

Middle Adulthood (40-65)* /

Middle Age (30-60)**

9. Adjust to single state.

10. Problem solve.

11. Manage stress
accompanying change.

12. Adjust to role change—
grandparent.

13. Relate oneself to one's
spouse as a person.**

14. Accept and adjust to the
physiological changes of
middle age.**

Biblical Guidance for the Developmental Tasks

Life Stage

**Restabilization (44-55)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

Related Bible References

1. “Furthermore, as for every man to whom God has given riches and wealth, He has also empowered him to eat from them and to receive his reward and rejoice in his labor; this is the gift of God. For he will not often consider the years of his life, because God keeps him occupied with the gladness of his heart. (Ecclesiastes 5:19-20 NASB) + Ecclesiastes 5:10, 1 Timothy 6:10 [No “midlife crisis” for the man and woman of God maturing in Christlikeness.]
2. “Train a child in the way he should go, and when he is old he will not turn from it. (Proverbs 22:6)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Restabilization (44-55)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

3. "...provide for his relatives, and especially for his immediate family...." (1 Timothy 5:8)
4. "Do not deprive each other except by mutual consent and for a time, so that you may devote [σχολάζητε, *scholazēte*, be at leisure for devoting] yourselves to prayer. Then come together again so that Satan will not tempt you because of your lack of self-control." (1 Corinthians 7:5)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Restabilization (44-55)/
Middle Adulthood (40-
65)*/
Middle Age (30-60)****

5. “Enjoy life with your wife, whom you love, all the days of this meaningless life that God has given you under the sun--all your meaningless days. For this is your lot in life and in your toilsome labor under the sun.” (Ecclesiastes 9:9)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Restabilization (44-55)/
Middle Adulthood (40-
65)*/
Middle Age (30-60)****

6. "...the time is short. From now on those who have wives should live as if they had none; those who mourn, as if they did not;" (1 Corinthians 7:29-30)
7. "An unmarried man is concerned about the Lord's affairs—how he can please the Lord." (1 Corinthians 7:32b)
8. "An unmarried woman...is concerned about the Lord's affairs: Her aim is to be devoted to the Lord in both body and spirit. (1 Corinthians 7:34b,c)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Restabilization (44-55)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

9. “Only be careful, and watch yourselves closely so that you do not forget the things your eyes have seen or let them slip from your heart as long as you live. Teach them to your children and to their children after them.”
(Deuteronomy 4:9)
10. “...rejoice in the wife of your youth.” (Proverbs 5:18)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Restabilization (44-55)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

11. “A wife of noble character...She is clothed with strength and dignity; she can laugh at the days to come. She speaks with wisdom, and faithful instruction is on her tongue.” (Proverbs 31:10, 25-26)

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Restabilization (44-55)/ Middle Adulthood (40-65)*/ Middle Age (30-60)**	<ol style="list-style-type: none">1. Offer a course on “Biblical Guidelines for Overcoming Midlife Challenges.”2. Offer a course or a one-day seminar on “Balancing Family and Work Responsibilities.”3. Offer a course or seminar on stewardship and financial planning.4. Encourage people maturing in Christ to relate to younger people as a possible mentor.5. Offer a course on “How to Be a Caring Christian Friend.”

Implications and Applications for Church Ministry

Life Stage

**Restabilization (44-55)/
Middle Adulthood (40-
65)*/
Middle Age (30-60)****

Implications/Applications

6. Encourage people, and offer help for them, to daily read God's Word and pray.
7. Ask people if they have a church home. If they don't, urge them to find one that faithfully proclaims God's Word.

Other ideas from the group discussion:

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage	Characteristics
Preparation for Retirement (56-64)/ Middle Adulthood (40-65)*/ Middle Age (30-60)**	<ol style="list-style-type: none">1. Adjust to health problems; accept and adjust to the physiological changes of middle age.**2. Deepen personal relations; relating to one's spouse as a person.**3. Prepare for retirement.4. Expand avocational interests; developing adult leisure-time activities.**5. Finance new leisure.6. Adjust to loss of mate.7. Problem solving.8. Manage stress accompanying change.

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Preparation for Retirement (56-64)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

1. “A wife of noble character...She is clothed with strength and dignity; she can laugh at the days to come. She speaks with wisdom, and faithful instruction is on her tongue.” (Proverbs 31:10, 25-26)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Preparation for
Retirement (56-64)/
Middle Adulthood (40-
65)*/
Middle Age (30-60)****

2. “Enjoy life with your wife, whom you love, all the days of this meaningless life that God has given you under the sun—all your meaningless days. For this is your lot in life and in your toilsome labor under the sun.”
(Ecclesiastes 9:9)
3. “Suppose one of you wants to build a tower. Will he not first sit down and estimate the cost to see if he has enough money to complete it?”
(Luke 14:28 (NIV))

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Preparation for Retirement (56-64)/
Middle Adulthood (40-65)*/
Middle Age (30-60)****

4. "...the time is short. From now on those who have wives should live as if they had none; those who mourn, as if they did not;"
(1 Corinthians 7:29-30)
5. "An unmarried man is concerned about the Lord's affairs—how he can please the Lord."
(1 Corinthians 7:32b)
6. "An unmarried woman...is concerned about the Lord's affairs: Her aim is to be devoted to the Lord in both body and spirit.
(1 Corinthians 7:34b,c)

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Preparation for Retirement (56-64)/ Middle Adulthood (40-65)*/ Middle Age (30-60)**	<ol style="list-style-type: none">1. Offer a course on “Biblical Guidelines for Overcoming Midlife Challenges.”2. Offer a course and/or a one-day seminar on “Balancing Family and Work Responsibilities.”3. Offer a course or seminar on stewardship and financial planning.4. Encourage people maturing in Christ to relate to younger people as a possible mentor.5. Offer a course on “How to Be a Caring Christian Friend.”

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Preparation for Retirement (56-64)/ Middle Adulthood (40-65)*/ Middle Age (30-60)**	<ul style="list-style-type: none"><li data-bbox="1002 322 1785 608">6. Encourage people, and offer help for them, to <u>daily</u> read God's Word and pray.<li data-bbox="1002 636 1785 1008">7. Ask people if they have a church home. If they don't, urge them to find one that faithfully proclaims God's Word. <p data-bbox="1002 1065 1785 1198">Other ideas from the group discussion:</p>

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

**Retirement (65+)/
Maturity (65—Death)*/
Later Maturity (61+)****

1. Disengage from paid work.
2. Reassess finances; adjustment to retirement and reduced income.
3. Develop a mental orientation toward being in a distribution, rather than an acquisition, phase of life, i.e., giving away rather than obtaining: e.g., material goods and mentoring others.
4. Be concerned with personal health care; adjust to decreasing physical strength and health.**
5. Search for new achievement outlets.
6. Manage leisure time.
7. Adjust to more constant presence with marriage companion.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity
(61+)****

8. Search for meaning.
9. Adjust to single or unmarried state.
10. Be reconciled to death; adjust to death of spouse.**
11. Problem solve.
12. Manage stress and other emotional elements accompanying change.
13. Establish an explicit affiliation with one's own age group (cohort).**
14. Adopt and adapt social roles in a flexible way.**

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Characteristics

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity
(61+)****

15. Establish a satisfactory physical living arrangement.**

16. Ego Integrity vs. Despair*

Elderly adults need to look back on life and feel fulfilled. Success at this stage results in a sense of wisdom, but failure leads to regret, bitterness, and despair.

Vivian McCoy's Developmental Tasks

*Erik Erikson's Stages of Psychosocial Development

**Robert Havighurst's Adult Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

1. "A wife of noble character...She is clothed with strength and dignity; she can laugh at the days to come. She speaks with wisdom, and faithful instruction is on her tongue." (Proverbs 31:10, 25-26)
2. "...the time is short. From now on those who have wives should live as if they had none; those who mourn, as if they did not;" (1 Corinthians 7:29-30)

Biblical Guidance for the Developmental Tasks

Life Stage	Related Bible References
Retirement (65+)/ Maturity (65— Death)*/ Later Maturity (61+)**	<p>3. “Do not deprive each other except by mutual consent and for a time, so that you may devote [σχολάζητε, <i>scholazēte</i>, be at leisure for devoting] yourselves to prayer. Then come together again so that Satan will not tempt you because of your lack of self-control.” (1 Corinthians 7:5)</p>

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

Retirement (65+)/
Maturity (65—
Death)* /
Later Maturity (61+)**

4. “Enjoy life with your wife, whom you love, all the days of this meaningless life that God has given you under the sun—all your meaningless days. For this is your lot in life and in your toilsome labor under the sun.” (Ecclesiastes 9:9)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

5. “When I tried to understand all this, it was oppressive to me till I entered the sanctuary of God; then I understood their final destiny.” (Psalm 73:16-17)
6. “Of making many books there is no end, and much study wearies the body. Now all has been heard; here is the conclusion of the matter: Fear God and keep his commandments, for this is the whole duty of man.” (Ecclesiastes 12:12b-13)
7. “For God so loved the world, that He gave His only begotten Son, that whoever believes in Him shall not perish, but have eternal life.” (John 3:16 NASB)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

8. "...the time is short. From now on those who have wives should live as if they had none; those who mourn, as if they did not;" (1 Corinthians 7:29-30)
9. "An unmarried man is concerned about the Lord's affairs—how he can please the Lord." (1 Corinthians 7:32b)
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Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

11. “The LORD is my shepherd, I shall not be in want. ²He makes me lie down in green pastures, he leads me beside quiet waters, ³he restores my soul. He guides me in paths of righteousness for his name's sake. ⁴Even though I walk through the valley of the shadow of death, I will fear no evil, for you are with me; your rod and your staff, they comfort me.” (Psalm 23:1-4)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

12. “Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. ¹⁷For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. ¹⁸So we fix our eyes not on what is seen, but on what is unseen. For what is seen is temporary, but what is unseen is eternal.” (2 Corinthians 4:16-18)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

13. “I tell you the truth, today you will be with me in paradise.” (Luke 24:43)
14. “Brothers we do not want you to be ignorant about those who fall asleep, or to grieve like the rest of men, who have no hope. We believe that Jesus died and rose again and so we believe that God will bring with Jesus those who have fallen asleep in him.... And so we will be with the Lord forever. Therefore encourage each other with these words.” (1 Thessalonians 4:13, 14, 17b, 18)

Biblical Guidance for the Developmental Tasks

Life Stage

Related Bible References

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

15. “Then I saw a new heaven and a new earth.... ‘Now the dwelling of God is with men, and he will live with them. They will be his people, and God himself will be with them and be their God. He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away.’” (Revelation 21:1, 3b-4)
16. “...provide for his relatives, and especially for his immediate family....” (1 Timothy 5:8. See the whole passage, 5:1-16.)

Implications and Applications for Church Ministry

Life Stage	Implications/Applications
Retirement (65+)/ Maturity (65— Death)*/ Later Maturity (61+)**	<ol style="list-style-type: none">1. Offer a course on “Biblical Guidelines for Overcoming Challenges in Maturity.”2. Encourage people maturing in Christ to relate to younger people as a possible mentor.3. Offer a course on “How to Be a Caring Christian Friend.”4. Encourage people to daily read God’s Word and pray.5. Urge people to memorize passages of God’s Word, such as those in this section.

Implications and Applications for Church Ministry

Life Stage

Implications/Applications

**Retirement (65+)/
Maturity (65—
Death)*/
Later Maturity (61+)****

6. Encourage people, and offer help for them, to daily read God's Word and pray.
7. Ask people if they have a church home. If they don't, urge them to find one that faithfully proclaims God's Word.

Other ideas from the group discussion:

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