Contextualization for Social Change

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Professor

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Assignment

### *60 Day Developmental Readings*

Review 100-day assignment, course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

Each OGS program and Core has specific grading criteria for Developmental Readings. Follow the **Developmental Reading Rubrics** for the **required number of sources, comments, and quality criteria**.

See the **General Helps** in **AA-101 The Gathering Place in DIAL**for the following resources:

* Refer to the “NEW Student Guide to Developmental Readings” for updated information on sample comments, rubrics, and key definitions related to developmental readings.
* Download the “NEW Developmental Reading Assignment Template” Word document to begin writing your developmental reading assignment.
* For **grading criteria**, go to the “NEW Developmental Reading Rubrics” document.
* Document all sources in APA style, 7th edition ([APA 7 Reference Example](https://drive.google.com/file/d/1MOW2xmjS9fBRboojA-ADFQBlpahm2iFM/view?usp=sharing), [APA 7 Quick Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20Poster%2010.22.12.png)) for in-text citations and for Works Cited. Include page numbers.
* Include a separate **Works Cited** page, formatted according to APA style, 7th edition.
* Submit through **DIAL** to the professor.

**Source One:** Arshad, S., & Zaman, S. (2020). Impact of different levels of schooling on

development of students’ social attitudes.*Pakistan Journal of Education, 37*(1)

doi:https://doi.org/10.30971/pje.v37i1.1427

**Comment 1:**

**Quote/Paraphrase: “**Students’ entry into schooling brings an expansion in their

social world view where their teachers and peers may have a potential

impact for them in their multifaceted development,” (Arshad & Zaman

2020).

 **Essential Element:** Community

**Additive/Variant Analysis:** This additive and variant analysis explains the

impact of development students’ can achieve from being with teachers and

friends. Their personal worldview is expanded by watching others around

them in school. This modeling of others’ could profoundly influence them

in ways that are different from family worldview.

**Contextualization:**  In my work at school, it is interesting to listen when talking

with parents about their children. Sometimes the child may act completely

 different at home than in school. When conferencing with their teachers

 and parents together, it can be quite a contrast. What a child does at school

 in his habits of behavior will not be tolerated at home, says a stern parent.

 On the other hand, “bullying”, a hot word today, is noted by many

 parents as something their child would never do. It’s interesting when

 a child who is bullied tells exact details of the hurtful event and

administrators can confirm from cameras located around the school, that

the child bullied is correct. Parents do rely on administrators to know what

is going on at school to have a good partnership. And administrators

appreciate the parental support as they work together for the child’s

success.

**Comment 2:**

**Quote/Paraphrase:** “Youth interact at two levels: family and society,”

(Arshad & Zaman 2020).

**Essential Element:** Community

**Additive/Variant Analysis:** Young people today learn much from community.

Whether the community is family, church, or school, they are taught

 to communicate on a level of civility. There may be other important

 levels of communication not mentioned here that makes this quote

 variant to my topic. One such level is a spiritual relational level. As a

 student knows his identity in a Christian worldview manner, he is

 able to answer questions: Who am I? Why am I here? Where am I going?

 What is my purpose?

**Contextualization:** Since our school and my place of employment is a Christian

one, we put great emphasis on relationship with Jesus Christ as a child’s

 listener. As I listen to children in my office, many talk about difficulties

 they have at home and no one to talk with. Parents are too busy, other

more vocal siblings take the attention that only Mom can give. They don’t

have regular bedtime stories with a parent.

We can see this happening as some students are at school in our before care program at 7AM. They also are the ones who are the school’s aftercare program and are picked up at 6 PM. There is not time to talk together as mom or dad may be on speaker phone from a work call as the child enters the car. They go through a fast-food restaurant’s drive through. Then they rush home and child is quickly told to bathe and get ready for bed.

Kids are hungry for relationship and they will interact with whomever will listen. Some only have Jesus to talk with. How do we communicate with parents and share with them HOW to be parents? What

a privilege to be an administrator who has the great opportunity of listening to both parent and child, and sometimes together with them both.

**Source Two:** Berns R. & White, S. (2015). *Child family school community: socialization and*

 *support*. Cengage learning. **[Seminal] [Amazon-Preview].**

**Comment 3:**

**Quote/Paraphrase:** Socialization takes place not only in family, schools,

churches and community, but also through the media (Berns & White,

2015).

**Essential Element:** Culture

**Additive/Variant Analysis:** It is interesting to note that some socialization

textbooks agree that media plays a huge part in a child’s development.

How does media affect spiritual and social change in children to influence

their development in beliefs, attitudes, and values? In this seminal text

social cues are given from one person to another and these usually illicit

a response. How does that occur in media? While people of all ages are

on media (TV, cell phones computers, internet, etc.), teaching, and subtle conditioning are exposed to all in this additive analysis.

**Contextualization:** While we may not like the above, it is true. Children know

more about characters in movies and games than they know about their

families. How do we minister to those who are hurting from too much

media influence? As a scholar practitioner and a world changer, it is my

honor in my job to lead others to truth of Jesus Christ and relationship

with Him. I love to ask questions which need responses, and then ask a

deeper one. By allowing time in between, I’m able to listen and led by the

Holy Spirit to point others to Jesus. Then it is my privilege to talk to

parents of these precious ones and partner with them for their child’s best.

**Source Three:** Chalik, L. (2020). Intuitive theories inform children's beliefs about intergroup

obligation.*Behavioral and brain sciences, 43*doi:https://doi.org/10.1017/S0140525X19002516

**Comment 4:**

**Quote/Paraphrase:** Children build their own intuition of how the world works: what

social group members are like, and how they act toward one another and

are supposed to act. They do this because they want to belong to a group

 or groups (Chalik, 2020).

**Essential Element:** Contextualization

**Additive/Variant Analysis:** The above paraphrase is additive to my

topic and deserves contextualization of childhood social development.

 I learned much from watching my older brothers react to my parents. They

 were often disobedient and I quickly learned what not to do to incur my

 parents’ wrath. But I wanted so badly to be accepted by them, that

 sometimes I would elect to do what they were doing, knowing I would

 have to endure consequences as they. Later, I saw the same in raising

 our own children. To gain attention, the normative obedient ones choose

 to be accepted by the mischievous ones.

**Contextualization:** As a principal in my Christian school, I see the same type of

Choices taking place in the classroom as is contextualized above. Students

 are so eager to be in a group, that sometimes they may choose the ones

 they would not ordinarily choose. This is exemplified as picking who

 a new student will play with at recess, particularly if the choices are slim.

 Sometimes the popular girls will not invite a new girl to join their

exclusive group. Therefore, the new one will watch alone by herself, until

she discovers that the most friendly to her are the girls who are not so

popular. If she joins the unpopular group, the popular girls will watch the

new girl, and they in turn will invite her to join them. The new girl is in a

dilemma. Who does she pick? How do we teach these small ones to

include others?

**Source Four:** Fauske, H., Bente, H. K., & Storhaug, A. S. (2018). Social class and child welfare:

Intertwining issues of redistribution and recognition.*Social Sciences, 7*(9)

doi:https://doi.org/10.3390/socsci7090143

**Comment 5:**

**Quote/Paraphrase:** “Social class and marginalization may be understood as

living conditions in lifestyle, knowledge, and understanding and are

perspectives in the analysis of children and families in child welfare,”

(Fause, et al 2018).

**Essential Element:** Community

**Additive/Variant Analysis:** Marginalization is treating someone else or a group

as insignificant. Many people feel insignificant when they

are not treated equally. This is seen in all classes of people around the

world and it can be because of their living conditions and status in a

community. In the USA, there is a significant number of people living

on welfare that feel ostracized by those of higher classes of society.

In this additive and variant quote, not only lifestyle is mentioned, but

knowledge and understanding. Although this article is based in

Norway, many may observe the same in the USA.

Children in particular may feel inferior to others in their class when invited to a birthday party or not. They may live in a single parent

 home and may not afford to purchase a gift for the birthday party. Their

 homes and neighborhoods may be different enough to cause

uncomfortableness and anxiety. This does not take into account the

ability for knowledge differences.

**Contextualization:** Our school has many middle class families attending. Some

are upper middle class and some are lower class. Recently, since Covid,

 more families in Indiana have been invited to private education through

 the Voucher System, or Choice Scholarship Program (Indiana Department

 of Education, n.d.). Eligible students may apply to help family costs for

 private schools in Indiana.

Our school’s population consists of 30% students on this

 program. This is great for our mission and purpose. It also has

 some drawbacks for other families who believe that classroom

behavior and parent partnership and participation has dropped. How do

we reach all those that Jesus loves dearly? How do we get all families

to understand?

**Source Five:** Filik-Uyanık Rabia, & Demircan, H. Ö. (2021). Mass Media and Intensive

Mothering Predict Motivators of Mother Engagement in Children’s Education.*Journal of*

 *Child and Family* *Studies, 30*(8), 1895-1909. https://doi.org/10.1007/s10826-021-02003-4

**Comment 6:**

 **Quote/Paraphrase:** “Family engagement is critical to the achievement of

educational goals,” (Filik-Uyanik & Demircan 2021).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** Family is important to helping children be a success

 in all areas of life. What mothers and fathers understand about

 their responsibility to God for their children’s education is paramount.

 Moms, as the most influential person in the family, and their

understanding of identity, worldview and what she believe about training

and teaching her children impacts their education. Children

 model their home-life while at school in their behaviors, thoughts

 values, and attitudes. This is additive to my topic.

 **Contextualization:** The students and parents, mostly moms, who come into my

office are greeted warmly and after a few moments begin to share what is

 happening in their family to affect their child’s schooling. Parents

 want their children to be educated in success. Mothers in particular

 tend to compare their children with others and want to know if their

 child will make it in school academically and behaviorally. I listen and

 ask questions, “How do you spend quality time with your child? What is

 family time to you? What meaningful activity have you experienced as

 a family recently? How is your relationship with other mom’s in our

 community? Listening and paying close attention is helping me

understand them and know how to pray for their family.

 **Comment 7:**

 **Quote/Paraphrase: “**Children’s education and learning are not solely associated

 with school, but also interactions among wider systems of families,

 schools, community, politics, mass media and other entities,” (Filik-

Uyanık Rabia, & Demircan 2021).

 **Essential Element:** Community

 **Additive/Variant Analysis:** The additive quote above claims other variables

 to childhood education. While many would believe the family and home

by influential factors. This could be caused by the busyness of mom and

 dad, the absence of mom and dad, and other adult influences raising the

 child. Many children are “screening” more hours per day than should be

 allowed to. Gaming online, texting can also be influences that give advice

 worthless entertainment and immediate gratification taking the place of

 family. While church youth groups can be a healthy environment, they

 cannot take the place of family.

 **Contextualization:** Moms and Dads have distractions from daily work and are

 tired when they get home. They do not realize the most important work

 they have to do daily is at home being with their children. Life is hard but

 it is manageable. A parent’s worldview and how they see life is modeled

 to their children each day. Children learn most at home by watching.

 As I think back to my life as a mom with our five children, it was

difficult for me to continue to stay awake after work, cook dinner, have

meaningful conversation at dinner, wash dishes, help children with

 homework, instruct them to take baths and get ready for the next school

day. And then my husband would read and pray with them before they

went to sleep. Whew! What a day! I realize listening and talking with

teachers who have families nowadays is no different, but distractions are

more. Busyness is more! Culture is different that it was 30 years ago. How

do I encourage them to be life-long learners and world changers to

their students when they are so tired?

**Source Six:** Downes, T., Di Cesare, D. M., Gallagher, T. L., & Rowsell, J. (2020). Parents’

beliefs about and associations to their elementary children’s home technology usage.

*Education and* *Information Technologies, 25*(5), 4557-4574.

<https://doi.org/10.1007/s10639-020-10188->2

 **Comment 8:**

 **Quote/Paraphrase:** “Descriptive statistics quantified daily technology activities

as being communication-oriented with the majority of parents holding

distinct beliefs about the amount and type of their children’s technology

usage,” (Downes, et al 2020).

**Essential Element:** Culture

 **Additive/Variant Analysis:** Many ELL students attend public and private

schools each day. Some are even refugees from other countries. Parents

find it necessary to communicate with the teacher and community, even

though they may not understand the language. Some parents may not

agree with time spent on technology since much inappropriate content

may by observed by their children. Parents who do not know English

may not know and understand, nor trust their child’s school.

 However, the student picks up a second language very quickly.

Sometimes technology has translation apps to help. Parents may justify

The time limits spent on technology as important to their child’s success.

This additive quote can help to explain a child’s values, beliefs and

attitudes toward their education. The article above was written about

Canadian ELL families.

 **Contextualization:** The technology usage in our school varies from family to

 family. There are families who hover over their child’s tech use in

 unhealthy ways contrasted with families who don’t have any idea

 what their child is texting or viewing as they just “trust” them.

 Unfortunately, my office is privy to both these extremes and in between.

 Some middle school girls have used Tic Tok, and their parents

 did not know. A few of them have had inappropriate communication

 with men much older than they. The girls are not comfortable in sharing

 with their parents, but when confronted by their friends, they want to

 share with me.

We are a partnering school, and I always let the child

 know that I must tell their parents why they are in my office. Most

 ask me to please not let them know at first. As I am praying through

 what to say to them, I’m mostly listening. Through asking more

 questions, they realize their parents are the advocates for them. Usually

 I ask the parent to come in and talk with them face-to-face. It is hard

 or me as I sometimes am the brunt of emotions from the parent. But,

 as I see it, Jesus will use me and protects me. Sometimes, the

confrontation is the beginning the family needs to heal. I’ve often

wondered what would happen to families in other schools who were

not partnering communities?

 **Comment 9:**

 **Quote/Paraphrase:** “It is important for teachers and administration to note that

there are connections between home and school that impact digital

literacies for students from low socioeconomic backgrounds,” Downes

et all 2020).

**Essential Element:** Community

 **Additive/Variant Analysis:** Not all students should have access to tech at home.

 This can be true for all socioeconomic backgrounds, but more so for the

 children whose parents do not monitor technology usage. In some

families, both parents are working and are tired when they get home.

Some have restraints on phone and computer usage and actually take

the phone away from the child until the next morning. Others, do not

restrict them from usage. We share with them helpful apps that may be

of assistance to them such as Bark App (Bark n.d.) and Axis.org (axis

n.d.).

Children may not always tell the truth about their

phone usage. There are parent monitor apps they could use, but

they are tired. Some in other cases work two or more jobs per day

and their children are unsupervised after school. This is a variant

analysis to my topic about values, beliefs and attitudes in a child’s

educational development.

**Contextualization:** How we will explain to the parents the necessity of

parenting? If we had required parenting courses for them at the

 beginning of the school year to explain dangers and give helps,

 How many parents would attend? How do we require it? If it’s

 not required, who would come? I assume that the parents who

 are concerned would be the only ones. Most parents ask for help

 but then are able to follow through, because of the busyness of life.

 How do we reach ALL parents of our partnering school? Is it

 possible for me to learn enough and love them enough to help? This

 is a goal for me.

 **Comment 10:**

**Quote/Paraphrase: “**Children who are exposed to a positive relationship

 between technology and their parents, are likely to develop higher

personal autonomy while monitoring or moderating their uses of

technology when not monitored by their parents in adolescence,”

(Downes, et al 2020).

**Essential Element:** Community

 **Additive/Variant Analysis:** This is a positive additive quote to my topic and so

 needed in today’s family and community. It proves that children want

 stability in their family. Parents want it to. Families need companionship

 and communication. When families have meaningful conversation

 which takes intentionality, children are more likely to ask questions and

 why to every standard they are required to fulfill. It could be that

 when this happens, technology monitoring is not needed as much.

 **Contextualization:** I do know several families in our school who attended

 The school’s round table discussion about technology use today. Our

 Principal, Technology Department head, a youth pastor, and a parent

 who monitors his children’s devices lead the discussion. However,

 only a few parents attended the talk. We even had an evening session

 for those parents who worked during the day, and a day session for

 parents who were able to come.

The tech talk was a good one, however. The parents attending

gained new information and asked questions about monitoring

apps. They learned about Digital Citizenship, a required course

for our 5th grade students.

Our international family’s attendance was low for this

seminar and we discussed as an Executive team, how we should help.

A new department called, Parent Services, was developed from this last

year. It is run by one of our international families who makes personal

calls to each international family and helps them sign up for messaging

in their language through Parent Square. It is a help. Our goal is to

meet and help each one. It still is a goal, because some do not respond

at all.

**Source Seven:** Esteban, M. B. (2022). Children’s Participation, Progressive Autonomy, and

Agency for Inclusive Education in Schools.*Social Inclusion, 10*(2), 43-53.https://doi.org/10.17645/si.v10i2.4936

**Comment 11:**

 **Quote/Paraphrase:** The article “proposes a redefinition of educational inclusion

as the participation of children as learners‐partners in the pedagogical

relationship within schools, following their progressive autonomy and

evolving capacities, consistent with the recognition of their agency,”

(Estaban 2022).

**Essential Element:** Contextualization

 **Additive/Variant Analysis:** Understanding the quote above is essential to

 the ability to use it successfully in conversation. It is clear that the

 author uses vocabulary to his gain from a worldly point of view.

 As this article quotes from the United Nations and European Union,

 parents are not included in children’s decisions. Children have rights

 and should be able to decide for themselves what is best. This additive,

and variant quote can be used when communicating worldview and parent

 responsibilities for children’s educational success.

 **Contextualization:** How a parent views his responsibility to train his child and

 who he partners with is very important. A parent must understand the

 choices he has today. Many states in the USA have made it possible for

 families to have school choice. Our school’s personal family interviews

with new families is such an important communication tool to engage

parents in conversation about partnering. Why Christian schooling? What

is different in our school than public and/or other private schools? How

will we teach Christianity and the Bible from a non-judgmental way?

 **Comment 12:**

 **Quote/Paraphrase:** “Children are to be included as participatory social actors

 and valid stakeholders in their educational communities,” (Esteban

2022).

**Essential Element:** Contextualization:

 **Additive/Variant Analysis:** In context, this additive quote, but also variant is

 quandary to most. Are children capable to make their own educational

 decisions? I think not. That is why parents, church, school and community

 are necessary helps. Children are very important! Jesus wanted children

 to be around him. We want children in society at all times and they need

 training. I believe when a child and parent are in discussion about what

 is best for them individually and the child knows he has open

communication with his parent, he will want parents and adults to be

the valid stakeholders in his education.

 **Contextualization:** I have fond memories of talking with my guidance counselor

 As a student. She reviewed my studies and transcripted work with me.

 She always would say, “Now take this work home to your parents, and

 ogether decide what courses are best for you on this College Preparatory

 rack. I loved talking with my parents about my educational future goals.

 They were as excited as I was about the future.

 In our school, we have an Academic Dean, whose sole purpose

 is to work with students and parents in discussions about the next step

 for them. There are many factors and questions for the parent and the

 student. In our Christian school, we always begin these discussions

 with prayer. It’s comforting to know that our heavenly Father knows

 the steps before us and He guides us in His way for us.

**Source Eight:** Gennetian, L. A., Tamis‐LeMonda, C. S., & Frank, M. C. (2020). Advancing

transparency and openness in child development research: Opportunities. *Child*

*Development Perspectives*, *14*(1), 3-8.

**Comment 13:**

 **Quote/Paraphrase:** “Transparency and openness are basic scientific values”

 (Gennetian et al 2020).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** People in today’s society, especially in scientific

 discovery and research are searching for truth in all areas of child

 development. Whether they choose cultural history as their basis of

 study or what’s happened in society in the past five – ten years, or

 happening now, clarity is sought. Training in impartiality is very

 important because all sides of research must be studied. Life-long learning

 is key. This is an additive quote to my topic.

 **Contextualization:** This article has to do with study in child development. I

 took Early Childhood Development course in college and I really

enjoyed studying theories that explained from several points of view.

These theories about children were formed as men such as Piaget and

Erikson observed and researched children’s development. It is interesting

to note that as God created children, male and female, some of

these theories have taken on different vocabulary as society changes.

 I love talking with children! I learn from them and their

simplistic views of life. I love how Jesus loves them. I know that

challenges, people and environment affect them. What a wonderful

opportunity is mine to ask them questions and listen to their views,

especially when I have watched them grow from preschoolers to

middle school. It’s so different to watch children at school and

my own grandchildren grow, than it was watching my own children

mature. I admit it is much easier as I am older and more relaxed around

them. I’m so thankful!

 **Comment 14:**

 **Quote/Paraphrase:** “A vision for the science of child development is not only

open and transparent, but is also robust, impactful, and conducted with the

highest integrity,” (Gennetian et al 2020).

 **Essential Element:** Contextualization

 **Additive/Variant Analysis:** This additive quote is essential to research with

 transformation. It is important that all scholars support honest and truthful

 research. The opportunity to impact others in research is transformational,

 not only to the researcher but to those who read and study their

discoveries. Learning more about children and their development,

mentally, socially, emotionally, and spiritually is powerful and essential to

education.

 **Contextualization:** What I really love about this quote are its strong words:

 Vision, openness, transparency, robust, impactful and integrity. These

 words are powerful to learning and education. The journey through

 our lives bring excitement to our daily challenges, when we understand

 our biblical worldview. In my daily routine at school, I’m energized

 by Jesus as I have the privilege to speak into the lives of children,

 teachers, staff and families and talk about education and success that

 He brings each day, whether it’s a good day or a not so good day!

**Source Nine:** Hajisoteriou, C., Panaou, P., & Angelides, P. (2022). Empowering children to

 speak up and act on social justice issues: The use of folktales and collaborative

 storytelling as tools of social imagination.*British Educational Research*

 *Journal, 48*(2), 253-271.doi:https://doi.org/10.1002/berj.3765

**Comment 15:**

 **Quote/Paraphrase:** “Research has shown that stories and storytelling have a

world‐making and world‐changing character that may trigger children’s

social imagination on social justice issues and help them play a

participatory role in society” (Hajjsoteriou et al, 2022).

 **Essential Element:** Contextualization

 **Additive/Variant Analysis:** The quote above can be additive to my research.

 Children love creative story-telling. Although they may not understand

 their role is society completely, they do know they are part of their

family and community. They may not understand social justice issues in

society, but they have moral beliefs of fairness. Family and modeling

what they see in their home is most influential to them and they bring

this role to school. Many love to talk and write about their family. Many

create stories of a perfect world that do not exemplify what happens

at home.

**Contextualization:** When a teacher recommends a child to me for help, whether

their behavior needs to be addressed or they are struggling with emotions,

 it is an honor to chat with them and listen to what is going on in their

 life today. Some do have a hard time telling the truth of the situation

 that is happening. Many times, this is because they are afraid they

 are in trouble when sent to the principal’s office. After assuring them

 they are not in trouble, I love to hear them tell what is going on.

 Sometimes it is simply because they did not sleep well the night before,

 or they did not eat breakfast. A few times they talk about an argument

 they had with mom or dad on the way to school, and it was not resolved.

Nevertheless, I love listening to them and after praying with them send them back to class with joy. They know I will be calling their parents to relay our talk. This is also a great time to spend with the parent and lovingly let them know I care. I do believe that these children are major

 assets to our society and learning from them and how culture effects

 them with biblical worldview, as Jesus boys and girls, our future is

 bright. Uses of historical folktales could be an asset to explaining social

 justices.

**Source Ten:** Harris, A. & Harris, B. (2008). *Do hard things: a teenage rebellion against low*

 *expectations.* Multnomah books.

**Comment 16:**

 **Quote/Paraphrase:** “History shows that teen years were meant to be a

 Season of daring, high hopes and real achievements,” (Harris &

 Harris, p. *xvi*).

 **Essential Element:** Contextualization and Vocational Mission

 **Additive/Variant Analysis:** This book written by teenage boys is definitely

 a researched and studied non-fiction read that shows how historical

culture was shaped through biblical worldview into society of

various periods in history. The word teen was not even recognized

until American Industrialization and the Child Work Act was

established as young children were exposed to work in factories. This

is additive to my topic as I discuss values, beliefs and attitudes in the

development of children.

 **Contextualization:** Throughout this book it is stated that many young leaders

were formed And made to be important in American history. These

young people, some as young as 12 years old were determined to

do the hard things in life. Many believed in God as their source.

The title of the book, *Do Hard Things*, is pertinent to the beliefs of students today. What has happened to families in which parents believe that their children nshould not have to do strenuous tasks and want schools to know their children need exceptions to assignments when it causes the child to critically think and reason out an essay? Why do we find it necessary to give every child an “A” grade of excellent, when their work may deserve a good grade? How about the fact that they struggle with

 Standardized testing and receive lower test scores. These are questions we,

at our Christian school, must listen to and discuss what is best for each

individual child and his or her challenges and circumstances.

**Source Eleven:** Harris, M. (2018). *The deepest well: healing the long term effects of childhood*

*adversity.* Houghton mifflin harcourt.

 **Comment 17:**

 **Quote/Paraphrase:** “Connections between poor health and poor communities

 are well documented,” (Harris 2018).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** Additive to my topic, this quote describes the

 effects of environment to families. Not only health, but emotional and

 social effects, particularly in children. These effects can shape beliefs,

 values and attitudes. Communities involve families, churches, schools, and

 workplaces.

 **Contextualization:** Dr. Harris, a proclaimed advocate of children’s health issues

 has studied children and loved them through many horrific events in their

 poor communities. She believes outcomes of children’s values are shaped

 by where they live.

 I’m not sure Dr. Harris is a believer, but I agree with her findings

 About health issues and children’s communities. I have personally seen

 children who are more apt to catch sicknesses by those around them who

 are sick. Some of these students come from disadvantaged homes. They

 are trained by grandparents in their homes, because their biological

parents cannot help them. Due to incarceration, lack of finances, no

income, to name a few, there are more grandparents raising children in this

generation than before. Listening to these ones, some teens feel they were

abandoned by parents. This effects their education. This effects their view

of Jesus. Coming alongside them and their grandparents is a great

responsibility and privilege.

**Source Twelve:** Eleanor O’Donnell Weber, Joseph, C. M., & Rowe, M. L. (2023). American

 high school students’ knowledge and beliefs about parenting and early childhood

development.*Children, 10*(1), 25. doi:https://doi.org/10.3390/children10010025

 **Comment 18:**

 **Quote/Paraphrase: “**How do people come to know how to be a parent? Are

attitudes and knowledge about parenting and child development

instinctual, learned, or simply the product of the experiences one has had

with a child or with children?” (Weber et al, 2023).

 **Essential Element:** Faith Integration

 **Additive/Variant:** Most people understand that beliefs are demonstrated by

 family and culture and children lmay earn at an early age from these

cultural sources. Moral communities fand faith-based parents will have

children in churches or youth groups, because they want their child to

develop a good belief system. While many of these parents have lost

interest in the church, they do not feel qualified to teach their children

about God. This additive and variant quote is a good one of study for

my topic of research.

 **Contextualization:** This scholarly article goes on to promote teaching how

 to be a parent, as a high school course to young people. However, they

 question whether learning to be a parent comes from family. In society

today, there are many other guardians of children who parent very well.

I remember going with my husband before we had children and attending

parenting classes in our church. This were informative and lead by

experienced parents who loved Jesus. Since it was our desire to bring

up our children to know Jesus Christ as Savior and Lord in relationship

with Him, we were inspired by this leaders. Where are they today? Where

are parenting classes in churches today? Will faith inspired Christians

attend? Can we offer parenting classes to our school parents? Will they

come?

 **Comment 19:**

 **Quote/Paraphrase:** “More than half of all US states have at least one

high school standard relating to parenting and child development,”

(Weber et al, 2023).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** The comment above is astounding to me. Although

 it is important to have state standards that teach issues such as

 parenting, I wonder how the curriculum is developed and by whom. This

 additive and variant analysis is pertinent to research and should be

 studied from a biblical worldview in order to be an accurate

 representation. State curriculum standards would have to be truthful

 and non-biased.

 **Contextualization:** I cannot imagine a curriculum based non-Christian

 text and instructor would be allowed to tell the truth in this parenting

 and child rearing course. It is sad to note that culture today believes

 that parents and generations of families who’ve gone before cannot

 instill moral beliefs to their children about parenting. I do know much

 has to do with willingness and time.

I find even at our school, parents come in and tell me they do not know what to do with their child, how to help him or parent him. I talk about family and church and some admit since Covid, they do not attend church, and they are too busy to make time for extended family. This is

 why they send them to Christian schools.

**Source Thirteen:** Lavallee, K. L., & ⨯ Jeffrey, G. P. (2019). Beliefs about the controllability of

 Social characteristics and children’s jealous responses to outsiders’ interference in

 friendship.*PLoS One, 14*(1)https://doi.org/10.1371/journal.pone.0209845

**Comment 20:**

 **Quote/Paraphrase: “**Jealousy and negative behaviors, including friend

surveillance, rifling through a friend’s belongings in search of evidence,

interrupting a friend who is talking to someone else, and engaging in certain forms of aggression, such as trying to get other children to exclude a certain individual from the group are seen as forms of aggression,” (Lavallee & Jeffrey, 2019).

 **Essential Element:** Community

 **Additive/Variant Analysis:** The additive quote above is pertinent to my study

 of children’s beliefs, values, and attitudes. Jealousy is a deeply rooted

 problem that many face and it comes from a root of fear. All children

 long to be accepted by their peers. Many times children are watching

 how parents and community treat each other. Who is acceptable, who is

 worthy of love and friendship? This is a spiritually rooted problem,

 **Contextualization:** This problem seems to arise earlier and earlier in children

 at school. I’ve had students, particularly girls, in my office starting at

 the age of 5 and 6, who are hurt because they are left out of a friendship.

 “Mean girls,” another hot word in our society today, has been seen in

 books and movies as the culture is teaching, it is okay!

 Talking with these students, we learn together what the real

 issue is: fear and doubt of being left out. This, however, is not how

 Jesus views us. We are loved by Him and cared for by Him. Teaching

 others’ to understand their identity is truly a challenge. Remembering

 our identity when we are hurt by others is also challenging. But running

 to our heavenly Father, first, is so important! Will we be able to show

 compassion of Jesus to students and parents alike? This is a quest for this

 life-long scholar practitioner.

**Comment 21:**

 **Quote/Paraphrase:** “Children’s control and beliefs about how much they can or

cannot control certain situations may be factors in behavioral responses to

perceived problems within a friendship, yet are under-explored in the

domain of friendships,” (Lavallee & Jeffrey, 2019).

 **Essential Element:** Community

 **Additive/Variant Analysis:** Control of people and groups can be a problem for

all humans. Getting control of others or letting others go is a mature

decision that some cannot handle. Children definitely are not mature

enough to understand friendships. They learn about friendships from

their family and their friends. Values and beliefs about

friends can form attitudes that will lead to responses. This is an additive

analysis to my topic.

 **Contextualization:** I enjoyed reading this article. It is full of information

 about children and attitudes about friends. When talking with students,

 I love to ask them, the why, about their choices. It’s interesting to note

 that when talking with children about friendships, they really want

 to be accepted with everyone in their class. As I have opportunity

 to talk with their parents, they are not willing in this generation to

 to speak with the other parents in the situation of their child’s friends.

 They believe that if problems between children happen at school, they

 should be handled by the adults at school.

 I have heard, however, mothers talk with me about the

 uncomfortableness at outside of school parties. They watch as even

 parents only hang out with other parents they know and are comfortable

 with. It is disheartening to think that mothers may talk about other

 mothers and not realize their children are listening. Children do imitate

 other adults. Are teachers and administrators able to show them another

 way, Jesus, and how He modeled friendship? Are we modeling Him?

**Source Fourteen:** Munirah, A., Tenenbaum, H. R., & Rusconi, P. (2021). How do Saudi

Children and Their Mothers Evaluate Religion-Based Exclusion?*Journal of Child*

*and Family Studies, 30*(5), 1353-1369. [https://doi.org/10.1007/s10826-021- 01915-5](https://doi.org/10.1007/s10826-021-%20%20%2001915-5)

**Comment 22:**

 **Quote/Paraphrase:** “Children’s judgements about religious exclusion were

 predicted by mothers’ judgements about religious exclusion,” (Munirah

 Et al, 2021).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** The additive quote above is an example of children’s

 catching the judgments of their mothers about religion, a most important

 avenue of their beliefs. It is important to note, that mothers, in particular

 are the main adult that children receive nurture from and learn to imitate

 most. This is from a study in the UK of Saudi Arabia families. Some are

 told what to believe by their fathers in the home, and some are told to

 believe what their religion says. However, this quote can have variant

 issues, as well.

 **Contextualization:** Children’s beliefs, values and attitudes do have

 an impact on their behavior. We all behave from our beliefs and

 our thinking on them. Parents have the responsibility to train their

 children to be appropriate citizens in their community. Some parents

 rely on school and church communities to support them. Other

 parents do not have time to raise their children in the appropriate ways.

 In our school, since we are a parent partnering system, we explain

 exactly what that means in our new parent interviews. Now, if the parent

 being new really wants to impress us and get into our school, they will

 ` agree with everything we say. I’ve never met anyone who disagreed in

 an interview. However, many forget what they promised and sometimes

 we are obliged to remind them in a winsome way.

 **Comment 23:**

 **Quote/Paraphrase:** “We need to find ways to prevent exclusion, or children of

 various diverse populations will have more school interpersonal

challenges. Further, we need to suggest positive ways to include families,

especially mothers of these children,” (Munirah et al, 2021).

**Essential Element:** Vocational Mission

 **Additive/Variant Analysis:** In working in a Christian school system, we have

 about 30% diverse backgrounds. As each new international family attends

 they should feel accepted and affirmed in their identity. Learning about

 them and their beliefs allows others acceptance. Schools must

communicate well, especially with the mothers of these students who

have most influence on their families. This is an additive paraphrase

to my topic.

**Contextualization:** With our new Parent Services department, we are able to

personally contact each new family and offer our help to get them and

 their children acclimated to our school. The ladies at the helm of this

 department are second language speakers and are very valuable to us

 in getting these families assured of good communication.

 New families are shown how to sign up for Parent Square App,

 which we use for all communications. This app has a translator portion

 to it and almost every international group can use it.

 As it is the mission of our school, to love God, love learning, and

 Love others, it is helpful to point our constituents to Jesus through

 every avenue of service to our families. Our conversations are interesting

 when we interview other beliefs and they realize their children are going

 to hear “Jesus” everyday in every subject. These mothers, in particular,

 know that their children may be bringing home discussions about Jesus

 and they will have to learn and understand Him, too.

**Source Fifteen:** Robichaud Jean-Michel, Joannie, L., Labelle, L., & Mageau, G. A. (2020). The

Role of Logical Consequences and Autonomy Support in Children’s

Anticipated Reactions of Anger and Empathy.*Journal of Child and*

*Family Studies, 29*(6), 1511-1524. <https://doi.org/10.1007/s10826-019->01594-3

**Comment 24:**

 **Quote/Paraphrase:** “Guilt, fear, anger and empathy are internal emotions a child

 may feel when breaking rules in the home and in society,”

 (Robichuald, Jean-Michel, et al, 2020).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** The paraphrase above deals with children’s emotions

 as they realize they’ve broken rules, whether at home or in society. Since

 children learn from their parents how to live in a society, parents are

 responsible to teach them and make sure they are learning correct choices.

 They watch how parents make choices from beliefs. Children, unlike

 parents, do not have the logic and reasoning it takes to make these

 decisions yet. Their brains, especially the frontal lobe, does not fully

 develop until early 20 year-olds. Thus, it is important to train children

 to understand emotions, deal with them, and make correct choices in this

additive analysis.

 **Contextualization:** It has always been a conundrum to me that our society has

 chosen the age of eighteen to be the age of adulthood. If logical reasoning

 is not developed as we send a child to college or a career at that age, how

 do we expect he will use sound judgement. How was it that children in

 other cultures were expected to marry and work as a family at age 13-14?

 As I work with middle school students from time to time, I realize their

 capacity to learn and many of them do use critical thinking when asked to.

 However, most thirteen- and fourteen-years old students would

 rather make sure they are accepted by their peers and do what they want

 than be expected to make the right choices at all times. I have the privilege

 of asking deep questions that make them think.

 **Comment 25:**

**Quote/Paraphrase:** “It’s important to know whether mild punishments should

replace logical consequences in rule-breaking situations,” (Robichuald,

Jean-Michel, et al, 2020).

**Essential Element:** Faith Integration

 **Additive/Variant Analysis:** The additive paraphrase above is an important

 one that should have age-appropriate considerations. Mild punishments

 vs. logical consequences should be considered by parents for their

 children. It is difficult to reason why a child make schoices and does

 not consider the repercussions. Finding out through questioning the motive

 behind choices is uppermost in giving the consequence.

**Contextualization:** In our school is a Parent Student Handbook which states all

Standards of behaviors with the appropriate amount of warnings and

 Consequences. Parents and students must sign that they have read the

 Information. On orientation night at the beginning of school, teachers have

a short set of regulations for their classroom., as well. As we go about the

school year, some parents and students forget those standards. We are

more than gracious to remind them.

 Many of us talk about natural consequences for disobedience.

When considering what Jesus talks about consequences, it is important

to understand, He did so with much love and attention to the one who

made the wrong choice. A good example is the Samaritan woman. He

knows all about her situation. Instead of punishment, he said, “Go and

sin no more.” Many of the Samaritans believed on Jesus because of

her testimony (John4: 7-39). Could it be that Jesus turns all difficulties

into wonderful outcomes? Yes! Could we discipline (train) our students

in the same way?

**Source Sixteen:** Ruck, M. D., Mistry, R. S., & Flanagan, C. A. (2019). Children’s and

adolescents’ understanding and experiences of economic inequality: An

introduction to the special section.*Developmental Psychology, 55*(3), 449.

 doi:https://doi.org/10.1037/dev0000694

**Comment 26:**

 **Quote/Paraphrase:** “Theunprecedented state of economic inequality faced by

many countries around the world is one of the most pressing social

issues of the day, with far-reaching consequences for child

and adolescent development,” (Ruck, et al 2019).

 **Essential Element:** Culture

 **Additive/Variant Analysis:** This additive quote is pertinent to my study of the

 development of children’s values, beliefs and attitudes as it pertains

 to education. Children know when they are different from others by the

 way they live in their socio-economic status. Some are shy and ashamed.

 Some are constantly behavior problems in school and in the community.

 Until all society is accepting and positively helping these families, we will

 continue to feel divided as a world civilization.

 **Contextualization:** Children should be loved as Jesus loves them. Children

 look to others for affirmation, especially adults, who

 must show compassion as Jesus does. While living in

 China in 2015-2017, my husband and I know and felt what

 It is like to be looked at as an outsider. We worked with

 Chinese nationals, but were only allowed to worship in the

 International Church with other expats. We always felt

 loved and appreciated at our school. I can share with others

 at my school when they feel as if they are not like others.

**Source Seventeen:** *The Amplified Bible*. (1965). Zondervan.

**Comment 27:**

 **Quote/Paraphrase:** “He called a little child and set him before them, and said, “I

assure you *and* most solemnly say to you, unless you repent [that is,

change your inner self—your old way of thinking, live changed lives] and

become like children [trusting, humble, and forgiving], you will never

enter the kingdom of heaven. Therefore, whoever humbles himself like

this child is greatest in the kingdom of heaven,” (Matthew 18: 2-4).

 **Essential Element:** Biblical Contextualization

 **Additive/Variant Analysis:** Jesus uses children as an example. This landmark

 teaching helps all believers to see the possibility of walking by faith

 in dependence on God as our Father, as children naturally do. This is

 additive to my topic because children are trusting, humble and forgiving.

 They are also sponges and learn what they are taught. Jesus calls adults to

 live, think, respond like children.

 **Contextualization:** This past year I have experienced a stream of

 opportunities to pour into children from Pre-K to grade 8. The

 younger ones respond so readily. They are almost always eager

 to learn, to make things right. And they return to a normal

 happy state with very little assurance from me. I enjoy teaching

 teachers how to tap into the natural tendencies that kids have by

 asking questions, showing compassion and providing leadership

 because kids are great followers.

 **Comment 28:**

 **Quote/Paraphrase: “**Now they were also bringing their babies to Him, so that He

would touch *and* bless them, and when the disciples noticed it,

they *began* reprimanding them. But Jesus called them to Himself, saying

[to the apostles], ‘Allow the children to come to Me, and do not forbid

them, for the kingdom of God belongs to such as these. I assure

you *and* most solemnly say to you, whoever does not receive the kingdom

of God [with faith and humility] like a child will not enter it at all,’” (Luke

18: 15-17).

 **Essential Element:** Biblical Contextualization

 **Additive/Variant Analysis:** Additive to my topic these verses describe a time

 when Jesus was with His disciples. Dealing with adults often requires

 reminding others how the kingdom works by grace through faith. Parents

 also have to keep the faith of a child or cultivate their faith to come to

 Him. It is often said that the ground is level at the foot of the cross. Age

 is not necessarily an advantage. It can be a disadvantage if we lose

 sight of the necessity of walking in the grace of Jesus as life.

 **Contextualization:** Most of our parents are also constantly coming with

 their issues and challenges. As much as the children need Jesus,

 the parents need to be encouraged to trust and depend on the Lord.

 We don’t just let children come to Him. We let ourselves come to

 Him, thanking Him for every answer. It is my joy to get to share

 the grace of Jesus with all the adults of our school and beyond.

 **Comment 29:**

 **Quote/Paraphrase:** “Instead, after hearing about Him, a woman whose little

daughter had an unclean spirit immediately came and fell at His

feet. Now the woman was a Gentile (Greek), a Syrophoenician by

nationality. And she kept pleading with Him to drive the demon out of her

daughter. He was saying to her, ‘First let the children [of Israel] be fed, for

it is not right to take the children’s bread and throw it to the pet dogs (non-

Jews). But she replied, ‘Yes, Lord, but even the pet dogs under the table

eat the children’s crumbs. And He said to her, ‘Because of this

answer [reflecting your humility and faith], go [knowing that your request

is granted]; the demon has left your daughter [permanently].’ And

returning to her home, she found the child lying on the couch [relaxed and

resting], the demon having gone.”

 **Essential Element:** Biblical Contextualization

 **Additive/Variant Analysis:** An additive quote above is the pleading of a Mother

 on behalf of her daughter and Jesus’ compassionate response. This

 mother’s fighting and pleading for her daughter’s innocence and finding

 a way to reason with the person who had the solution is so important. A

 mother’s nurturing spirit is for her children. Children, especially

daughters, watch and model their own mothers and develop similar

values, beliefs and attitudes from them.

 **Contextualization:** Sometimes I have a mother, who is a single parent, in my

office, who with tears in her eyes, confesses she does not know

how to help for her child. He is in first grade, disrespectful to his

teacher and seems to always have to be brought back to task. When asking

him questions, he says he does not sleep well, doesn’t care to eat and

comes to school tired and disgruntled. Mom wants him at school, as she

has two other children at home, a toddler and a baby. A few times we’ve

called her to come pick him up as all he wants to do is sleep. She gets him

and takes him home. We set up a behavior plan for him, and had mom

sign it. She is afraid we will ask him not to come back, and she pleads

with us to please let her child stay.

 We are in a tough situation as we do want to help. We want to

Help her, in her responsibilities, too, but unsure that this is the best

situation for him. Day by day, Moment by moment we are helping

them both.

 **Comment 30:**

**Quote/Paraphrase: “**Children, obey your parents in the Lord [that is, accept their

guidance and discipline as His representatives], for this is right [for

obedience teaches wisdom and self-discipline]. Honor [esteem, value as

precious] your father and your mother [and be respectful to them]—this is

the first commandment with a promise— so that it may be well with you,

and that you may have a long life on the earth. Fathers, do not provoke

your children to anger [do not exasperate them to the point of resentment

with demands that are trivial or unreasonable or humiliating or abusive;

nor by showing favoritism or indifference to any of them], but bring them

up [tenderly, with lovingkindness] in the discipline and instruction of the

Lord,” (Ephesians 6: 1-4).

**Essential Element:** Biblical Contextualization

 **Additive/Variant Analysis:** This scripture admonishes children and parents to do

 what is in their best interest. Children must obey. Parents (fathers) should

 not exasperate them. Both of these admonitions have positive outcomes.

 When a parent accepts responsibility to train their children and children

 respect their parent’s training, there usually be a will be a win-win result.

 This additive scripture creates an atmosphere of children’s development,

 of personal beliefs, actions and attitudes.

 **Contextualization:** It is true that Christian parents who know how to parent

 responsibly produce remarkable students. However, the trend is in the

 other direction more often than not. The parents who come to me begin,

 to say, I don’t know how to do this in this day and age. I don’t know

 how to do better. What am I doing wrong? I tell them, “The love of Jesus

is able to to motivate your children to do their part as it helps you to do

your part.” We endeavor to make education enjoyable learning. And it

starts in the home. Parents are our partners in Christian education. I’m

happy to help any child, because their parent is helping me. One of the

bottom line principles we teach in being a “Jesus kid.” When a child

understand his identity, it makes all the difference at home and at school.

#

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