

SUPPORT

- **FAMILY SUPPORT.** The child has family support that encourages reliance on one another and on God.
- **POSITIVE FAMILY COMMUNICATION.** The child consistently hears and sees he/she is valuable to the family and to God.
- **OTHER ADULT RELATIONSHIPS.** The child develops adult relationships and seeks Christ-like help, outside of family.
- **CARING NEIGHBORHOOD.** The child is surrounded by neighbors who care for, watch out for and encourage him/her.
- **CARING CLIMATE IN DAYCARE/SCHOOL/CHURCH ENVIRONMENTS.** These environments are safe and protective.
- **PARENTAL INVOLVEMENT IN DAYCARE/SCHOOL/CHURCH ACTIVITIES.** The child is able to make healthy connections in these environments because of his/her parents' intentional involvement.

BOUNDARIES & EXPECTATIONS

- **FAMILY BOUNDARIES.** The child understands the importance of limits based on Biblical principles and sticks to them.
- **BOUNDARIES IN SCHOOL/DAYCARE/CHURCH.** The child is able to keep good boundaries in these environments.
- **NEIGHBORHOOD BOUNDARIES.** The child is able to keep good boundaries in his/her neighborhood.
- **ADULT ROLE MODELS.** The child is able to identify and connect with helpful adult role models.
- **POSITIVE PEER RELATIONSHIPS.** The child is able to identify and connect with healthy peers.
- **POSITIVE EXPECTATIONS.** The child is able to state healthy expectations for success and have healthy responses to failure.

EMPOWERMENT

- **COMMUNITY VALUES CHILDREN.** The child has healthy opportunities to learn and grow.
- **CHILDREN SEEN AS RESOURCES.** The child helps out in the community and contribute to the health of the community.
- **SERVICE TO OTHERS.** The child serves God and others in their families and communities.
- **SAFETY.** The child is physically, socially, emotionally and spiritually safe in their families and communities.

CONSTRUCTIVE USE OF TIME

- **PLAY AND CREATIVE ACTIVITIES.** The child is actively involved in play, recreational and creative activities.
- **COMMUNITY AND EXTRACURRICULAR ACTIVITIES.** The child has opportunities to use his/her God-given gifts and talents.
- **CHRISTIAN COMMUNITY.** The child regularly participates in faith-building activities.
- **TIME AT HOME.** The child connects, contributes and helps out at home.
- **VALUES REST AND BALANCE.** The child is able to say "no" in order to rest, recharge and honor the Sabbath.

Commitment to LEARNING

- **MASTERY AND MOTIVATION.** The child understands the benefits of a growth mindset.
- **SCHOOL ENGAGEMENT.** The child participates in activities that encourage learning.
- **HOMEWORK.** The child understands and sees the benefits and rewards of homework.
- **BONDING TO SCHOOL.** The child feels connected at school.
- **READING FOR PLEASURE.** The child is exposed to high quality secular and Christian books and enjoys reading.
- **SCRIPTURAL TRUTHS.** The child understands the truth of scripture and regularly reads the Bible.
- **GOD'S WILL THROUGH PRAYER.** The child seeks God's will for his/her life through regular prayer.

social COMPETENCE

- **PLANNING AND DECISION MAKING.** The child seeks God in all planning and decision making.
- **INTERPERSONAL SKILLS.** The child has healthy social interactions with others.
- **CULTURAL AWARENESS AND COMPETENCE.** The child has an understanding of, and respect for, cultural differences.
- **RESISTANCE SKILLS.** The child is able to adhere to boundaries and limits.
- **PEACEFUL CONFLICT RESOLUTION.** The child resolves conflict in a way that honors God and scripture.

CREATING CHARACTER

- **CARING.** The child cares for others with kindness as Christ cares for us.
- **EQUALITY AND SOCIAL JUSTICE.** The child loves all people equally and supports justice for all.
- **INTEGRITY.** The child understands the importance of upholding Biblical standards in life.
- **HONESTY.** The child is honest and understands the consequences of dishonesty.
- **RESPONSIBILITY.** The child follows through on tasks and obligations.
- **SELF-REGULATION.** The child is able to manage his/her emotions in a way that honors God.
- **HUMILITY.** The child puts others' needs before his/hers.

POSITIVE IDENTITY

- **PERSONAL POWER.** The child understands that his/her personal power comes from God.
- **SELF ESTEEM.** The child finds his/her value in his/her special gifts and the way God made him/her unique.
- **SENSE OF PURPOSE.** The child finds a purpose that fulfills God's will for his/her life.
- **POSITIVE VIEW OF PERSONAL FUTURE.** The child believes that there is hope in Christ and safety in God's love.
- **IDENTITY AS A CHILD OF GOD.** The child recognizes that he/she belongs to God.