



CECH 8302 Spiritual Formation in Childhood

New Orleans Baptist Theological Seminary

Division of Church Ministry

Nov. 30 – Dec. 2

(Monday: 1-9, Tuesday: 9-6, Wednesday: 9-2)

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

In this course students will examine the process of the spiritual formation of children from birth through age 12 in light of their physical, social, emotional, and mental development. The roles of parents (home), the church, and culture in the process of spiritual formation will be examined.

Student Learning Outcomes

At the conclusion of this seminar, you should be able to understand:

1. Various theories of spiritual and faith development of children from birth through age 12.
2. The process of spiritual formation in childhood.
3. The role of parents (home) as the primary influencers in a child's spiritual formation; and skill in
4. Designing a process for spiritual formation in the home and church.

Textbooks

The following texts are required and are to be read in their entirety prior to the seminar.

Kennemur, Karen, Donna Peavey, Shelly Melia, and Kelly King, ed. *Children and Salvation: Biblical, Theological and Practical Considerations*. Nashville: B&H Academic, 2025.
ISBN: 979-8384510604

Lawson, Kevin. *Understanding Children's Spirituality: Theology, Research, and Practice*. Eugene, OR: Wipf and Stock, 2012. ISBN: 978-1610975254

Larson, Mimi, and Robert Keely. *Bridging Theory and Practice in Children's Spirituality: New Directions for Education, Ministry, and Discipleship*. Grand Rapids: Zondervan, 2020. ISBN: 978-0310104919

Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters*. London: Church House Publishing, 2009. ISBN: 978-0715140277

PDFs (posted on Canvas)

- Westerhoff, *Bringing Up Children in the Christian Faith*, "A Journey Together in Faith"
- Haywood, *Children and Worship*
- Kummer, *The Family Worship Handbook*

Select ONE of the following (for use in Assignment #6).

Submit your selection to dpeavey@nobts.edu no later than September 30. Books will be assigned on a first-come first-served basis. You may submit a book not on the list for approval if you desire.

Barna, George. *Revolutionary Parenting: Raising Your Kids to Become Spiritual Champions*. Tyndale House Publishers, 2010.

Haynes, Brian. *Shift*. Group Publishing, 2009.

Haynes, Brian. *The Legacy Path: Discover Intentional Spiritual Parenting*. Randall House, 2011.

Hess, Valerie. *Habits of a Child's Heart: Raising Your Kids with the Spiritual Disciplines*. Colorado Springs: NavPress, 2004.

Keely, Robert J. *Helping Our Children Grow in Faith*. Grand Rapids: Baker Books, 2008.

Sparkman, Temp. *The Salvation and Nurture of the Child of God*. Judson Press, 1983.

Stonehouse, Catherine, and Scottie May. *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture*. Baker Academic, 2010.

Murphy, Art. *The Faith of a Child: A Step-by-Step Guide to Salvation for Your Child*. Moody, 2000.

Westerhoff, John. *Will Our Children Have Faith?: Third Revised Edition*. Morehouse Publishing, 2012.

Yust, Karen. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. Jossey-Bass, 2004.

Course Teaching Methodology

Methodology

This seminar is designed to promote advanced scholarship, critical reflection, and professional engagement through individual research, participant presentations, scholarly discussions, and interaction with guest speakers. You are expected to engage deeply with assigned readings and independent research, contribute thoughtfully to seminar dialogue, and integrate research with professional practice. The seminar emphasizes active participation, collaborative inquiry, peer learning, and the development of doctoral-level research, communication, and leadership skills.

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Format

This seminar is taught in New Orleans with a NOLA2U option.

Course Requirements

Grading rubrics for the assignments are posted on Canvas. *You must submit all assignments to pass the seminar.*

Pre-Seminar

QQTP - Questions, Quotations & Talking Points (15%)

Due: Nov. 30

The purpose of this assignment is to foster critical engagement with key texts on childhood spiritual formation by encouraging thoughtful interaction with the material. Through structured reflection, you should demonstrate an understanding of the theological, developmental, and ministry issues related to the spiritual formation of children. By formulating analytical questions, selecting significant quotations, and developing detailed talking points, you will synthesize ideas, evaluate implications for ministry, and connect the readings to broader biblical, theological, and practical frameworks. This process is intended to deepen your understanding of how children grow spiritually and how parents, churches, and ministry leaders can intentionally nurture faith development in ways that are biblically grounded, developmentally appropriate, and ministry focused. *This assignment is related to Student Learning Outcome #1.*

Write a one-page response to each text (4), including each of the following:

- **Question:**
 - Write one thoughtful, open-ended question that invites analysis, synthesis, or evaluation of reading.
 - The question should connect the text to broader issues in family life education or previous readings.
 - Avoid yes/no or factual questions.
- **Quotation:**
 - Select one significant quotation from the text – ideally 2-6 lines.
 - Provide Turabian citation
 - Choose a quotation that captures a key idea or theme relevant to family ministry concerns.
- **Talking Points:**
 - Develop at least five detailed talking points that reflect critical engagement with the reading.
 - Cover multiple aspects of the text (theoretical insights, practical implications, theological connections.)
 - You may reference your question here but do not answer it fully.

Submission Requirements:

- Submit a Word document or PDF to Canvas before the start of the seminar.

Evaluation Criteria

- Depth and originality of the question.
- Relevance and significance of the quotation.
- Quality and critical thinking demonstrated in talking points.
- Formatting and adherence to Turabian.

Theorist Paper and Presentation (10% each = 20%)

Paper Due: Nov. 20

The purpose of this assignment is to develop a deeper understanding of major developmental and spiritual formation theories that influence ministry to children. Through research, analysis, and biblical evaluation of a selected theorist, you will examine the strengths and limitations of the theory, assess its congruency with Scripture, and consider its implications for the spiritual formation of children. This assignment is designed to strengthen your ability to critically engage scholarly perspectives and apply theoretical insights to ministry with children and their families. *This assignment is related to Student Learning Outcome #1.*

Write a 7 to 9-page paper about the theory of development/spiritual formation proposed by one of the following theorists: Jerome Berryman, Sophia Cavaletti, David Elkind, James Fowler, Lawrence Kohlberg, Jean Piaget, Erik Erikson, Albert Bandura, Lev Vygotsky. Email your selection to dpeavey@nobts.edu. Theorists are assigned on a first-come first-served basis. Requests should be submitted no later than August 28.

Include the sections presented below.

- Section I – A brief biography of the theorist (1 page)
- Section II – A description of the selected theory (2 to 3 pages)
- Section III– A critique of the theory. Present points of agreement and disagreement (Research this!); Determine congruency with Scripture (2 to 3 pages)
- Section IV – A description of impact upon ministry. Present how an understanding of the selected theory has or may impact ministry to children and their parents (2 pages) *This assignment is related to SLO 1.*

Theorist Presentation

Due: Nov. 30

The purpose of this presentation is to communicate and critically evaluate a major developmental or spiritual formation theory relevant to ministry with children. Through visual presentation and guided discussion, you will demonstrate an understanding of the theorist's contributions, assess the theory's strengths and limitations, examine its relationship to biblical principles, and explore its implications for the spiritual formation of children and ministry practice. The discussion component is intended to foster scholarly dialogue, critical reflection, and collaborative learning among seminar participants. *This assignment is related to Student Learning Outcome #1.*

Develop a 15 to 20-minute visual presentation on your assigned theorist that addresses all sections of the paper. Guide a 10 to 15-minute discussion responding to questions from other members of the seminar during your 30 minutes of assigned time. A presentation schedule will be made by the professor and communicated to seminar participants prior to the seminar meeting. All presentation materials must be submitted to the designated discussion board on Canvas by end of day of presentation. *This assignment is related to SLO 1.*

Analytical Research Paper (20%)

Due: Nov. 20

The purpose of this assignment is to develop advanced research and analytical skills through the examination of a significant issue related to the spiritual formation of children. By engaging scholarly literature, evaluating diverse perspectives, and analyzing relevant theological, developmental, and ministry implications, you will deepen your understanding of factors that influence children's spiritual growth. This assignment is designed to strengthen your ability to conduct doctoral-level research, think critically about issues in childhood spiritual formation, and contribute thoughtfully to scholarly and ministry conversations in the field.

Write a 12 to 15-page *analytical* research paper (excluding front and back matter). Support your research with a minimum of 12 resources. Submit the paper to the assigned discussion board and to Assignments on Canvas one week prior to the seminar meeting. You are required to read each paper prior to the seminar meeting and complete the *Doctoral Paper Evaluation* for the one to which you are assigned. The form is in Canvas.

Select a topic from the list provided and send to dpeavey@nobts.edu no later than August 28. Topics will be assigned on a first-come first-served basis and approved by the professor. A list of all assigned topics will be provided by the professor.

Biblical and Theological Foundations

- How do biblical models of discipleship inform contemporary approaches to childhood spiritual formation?
- How do various theological perspectives explain the process of spiritual transformation in children?
- What role does the Holy Spirit play in childhood spiritual formation according to Scripture and contemporary theology?

Family and Home Influences

- How do patterns of family worship influence children's spiritual development?
- What impact do parent-child spiritual conversations have on faith formation?
- How do grandparents contribute to the spiritual development of children?

Church and Ministry Contexts

- What relationship exists between participation in children's ministry programs and long-term faith retention?
- What role do mentoring relationships play in childhood spiritual formation?
- How does participation in corporate worship influence a child's developing faith?

Developmental and Educational Perspectives

- How does cognitive development influence children's understanding of spiritual concepts?
- In what ways do developmental theories contribute to contemporary models of childhood spiritual formation?
- How does attachment theory contribute to understanding children's relationship with God?

Spiritual Disciplines and Practices

- How do spiritual disciplines contribute to childhood faith formation?
- Which spiritual practices are most effective in fostering spiritual growth among elementary-age children?

- How does storytelling function as a tool for spiritual formation?

Evangelism, Conversion, and Baptism

- How do children understand and respond to the gospel message at various developmental stages?
- How do theological and developmental perspectives shape views of the age of accountability?
- How do childhood professions of faith relate to long-term spiritual commitment?

Contemporary Cultural Influences

- How does digital media influence children's spiritual beliefs and practices?
- What impact does technology have on children's engagement with spiritual disciplines?
- In what ways are Generation Alpha's spiritual experiences different from those of previous generations?

Special Populations and Contexts

- How can children's ministries effectively support the spiritual formation of children with special needs?
- What role does faith play in fostering resilience among children who have experienced trauma?
- How do foster and adoptive family contexts influence children's spiritual development?

Emerging and Integrative Topics

- How does participation in missions and service activities contribute to children's spiritual development?
- What relationship exists between play and spiritual formation?
- How do Christian educational environments influence children's faith development?
- What factors contribute most significantly to faith retention from childhood into adulthood?

Analytical Paper:

Ask a research question, *upon which you have taken no stance*, although the topic may be debatable and controversial. Your intent is not to persuade the reader that your ideas are right while those of others are wrong but is to offer a critical interpretation of primary and secondary sources throughout the paper--sources that should, ultimately, support your analysis of the topic. An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the reader.

Example of an analytical thesis statement:

An analysis of worship practices with children in the local church reveals a challenge facing children's ministers: to provide children's worship/church or have children attend corporate worship with parents and the faith community.

The paper that follows should:

- Explain the analysis of worship practices with children in the local church.
- Explain the challenge(s) facing children's ministers. *This assignment is related to SLOs 1 and 2.*

Research Paper Presentation (10%)

Due: Nov. 30

The purpose of this assignment is to provide an opportunity to communicate the findings of your doctoral research, engage colleagues in scholarly dialogue, and explore the implications of your topic for the spiritual formation of children. Through a creative visual presentation and guided discussion, you will demonstrate your ability to synthesize research, analyze key issues, and facilitate meaningful conversation regarding theology, child development, and ministry practice. *This assignment is related to Student Learning Outcomes #1, #2, and #3.*

Develop and present a 45-minute creative visual presentation based on your research paper topic. The presentation should communicate the major findings of your research, engage seminar participants in thoughtful discussion, and demonstrate the significance of the topic for the spiritual formation of children.

Presentation Requirements

Your presentation should address the following:

- Introduction to the topic and research question
- Importance of the topic for childhood spiritual formation
- Overview of relevant literature and major perspectives
- Analysis of key findings from your research
- Biblical and theological implications
- Ministry implications for children, parents, and churches
- Conclusions and recommendations for practice and/or future research

Submission Requirements

- Submit all presentation materials to the designated Canvas Discussion Board by the end of the day of your presentation.

A presentation schedule will be made by the professor and communicated to seminar participants via email.

Book Talk (10%)

Due: Nov. 30

The purpose of this assignment is to critically engage a significant resource related to the spiritual formation of children and communicate its value to others in a compelling and creative manner. Through a brief visual presentation and annotated bibliography, you will evaluate the book's contributions and demonstrate its relevance for childhood spiritual formation and ministry practice. *This assignment is related to Student Learning Outcomes #2 and #3.*

Develop a 5 to 7-minute Book Talk *with a visual presentation* on the text selected. A book talk should make listeners care enough about the content of the book to want to read it. Be creative. (Search the web for ideas if you are unfamiliar with book talks). Submit an annotated bibliography to Assignments and the designated Discussion Board on Canvas. *This assignment is related to SLOs 2 and 3.*

Seminar Assignments

Theorist Presentation

Lead the visual presentation on your assigned theorist and guide a 10 to 15-minute discussion responding to questions from other members of the seminar.

Book Talk

Present the Book Talk with a visual presentation on the selected text.

Research Topic Presentation

Present the creative visual presentation of the research paper topic (45 minutes), including group discussion. *This assignment is related to SLO #1 and #2.*

Post-Seminar Assignments

Spiritual Formation Plan (25%)

Due: December 9

The purpose of this summative assignment is to integrate the theological, developmental, and ministry concepts explored throughout the seminar into a practical plan for fostering the spiritual formation of children and their parents within a local church context. Through research, observation, analysis, and strategic planning, you will demonstrate an understanding of children's spirituality and develop biblically grounded, contextually relevant recommendations that support faith formation in both the home and the church. This assignment is designed to strengthen your ability to apply scholarly research to ministry practice and provide leadership in developing effective approaches to spiritual formation. *This assignment is related to Student Learning Outcome #4.*

The educational leadership of your current church are exploring contemporary approaches to spiritual formation of children in children's ministry. (You may gain significant insights through observation and interviewing church staff, children's ministry leaders, and parents of preschoolers and children.) They have requested that you:

- help them understand children's spirituality/spiritual formation.
- recommend and describe at least three ways to foster the spiritual formation of the preschoolers and children of their church.
- recommend and describe at least three ways to foster the spiritual formation of the parents of preschoolers and children of their church.

Develop a spiritual formation plan (10-12 pages with a minimum of 10 sources) for the church in the following manner:

- Introduce the topic (½ - 1 page)
- Explain/define children's spirituality/spiritual formation. (2-3 pages)
- Describe the selected church - size, number of preschoolers and school-age children, and their current approaches to spiritual formation of preschoolers, children, and parents. (1-2 pages)
- Make at least three recommendations for fostering spiritual formation of preschoolers and children in the church. (3 pages) For each recommendation:
 - Describe what it might look like in this church context.
 - Provide a rationale, citing sources.

- Provide support from current literature.
- Make at least three recommendations for fostering spiritual formation of parents of preschoolers and children in the church. (3 pages each) For each recommendation:
 - Describe what it might look like in this church context.
 - Provide a rationale, citing sources.
 - Provide support from current literature.
- Conclusion (1 page) *This assignment is related to SLO 4.*

Evaluation

QQTP (4)	15%
Theorist Paper	10%
Theorist Presentation	10%
Research Paper	20%
Research Presentation	10%
Book Talk	10%
Spiritual Formation Plan	25%

Course Schedule

A detailed agenda for each day will be provided by the professor.

Course Policies

The following policies will serve to govern both the student and professor for the duration of this seminar.

Absences: Absences in doctoral seminars are not permitted.

Academic Honesty Policy: All doctoral, graduate, and undergraduate NOBTS students, whether on campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty.

This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. Assignments must be Word documents or PDFs, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font.

Assignment Submission: Assignments are to be submitted to Canvas by 11:59 p.m. on the due date unless otherwise indicated. Do not send files as attachments via email to the professor.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Disability Accommodations

Accommodation for students with disabilities is determined and approved by the Assistant Dean of Students for Student Affairs. If you, as a student, believe you are eligible for accommodations

but have not obtained approval please contact Conner Hinton immediately at chinton@nobts.edu or 504-816-8246. Students must complete the [Accommodation Request Form](#) and provide documentation of their disability. The Assistant Dean of Students notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. The seminary reserves the right to consider each request for special accommodation on a case-by-case basis pursuant to the criteria enumerated above.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the current NOBTS catalog.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed with an initial 10 percent penalty and 1 percent for each day after the due date (i.e., 10/1 points for a 100-point assignment, 3/.3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is always expected in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Professor's Absence or Tardiness: If the professor is late arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Only official NOBTS recordings of class (CIV, Teams, Flex, etc.) are permitted. Student recordings, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible for handling withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Canvas and CampusNexus Student (CNS): You are responsible for maintaining current information regarding contact information on Canvas and CNS. The professor will utilize both to communicate with the class. Canvas and CNS do not share information so you must update each. Assignment grades will be posted to Canvas.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any questions you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

WBSN FM-89.1 -- WWL Channel 4 -- WWL AM-870 -- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

Office Hours: Office hours are posted outside the professor's office. If necessary, contact the professor to schedule an appointment.

Student Wellness: Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Spiritual Formation and Student Life Office is here to help and may be contacted at 282-4455, ext.8246 or deansec@nobts.edu. The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or lmccc@nobts.edu. Consider reaching out to a friend, faculty, or family member you trust for help, getting connected to the support that can help.

Technical Assistance Here is the contact information for the ITC support team, who are to help you with your NOBTS/LC technical questions/issues/support requests:

1. ITCSupport@nobts.edu - Email general technical questions/support requests. If you are not sure who to contact, use this email address!
2. Selfserve@nobts.edu - Email technical questions/support requests with the Selfserve.nobts.edu or My.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
3. Canvas@nobts.edu - Email technical questions/support requests with the NOBTS Canvas Learning Management System, Canvas.nobts.edu site. / nobts.instructure.com.
4. VCHelpDesk@nobts.edu - Email technical questions/support requests with NOBTS Microsoft Teams (Flex & Live classes)
5. 504.816.8180 - Call for any technical questions/support requests. (Currently available Mon, Tues & Thurs 7:30am-7:00pm, Wed 7:30am-6:00pm & Fri 7:30-12:00pm Central Time)

6. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website

Selected Bibliography

- Allen, Holly Catterton, ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade Books, 2008
- _____, and Christine Ross. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. IVP Academic, 2012.
- Barna, George. *Revolutionary Parenting: Raising Your Kids to Become Spiritual Champions*. Tyndale House Publishers, 2010.
- Bunge, Marcia, ed. *The Child in Christian Thought*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2001.
- Bushnell, Horace. *Christian Nurture*. Memphis, TN: C. Scribner's Sons, 1916.
- Anthony, Michael, ed. Carlson, Greg, Tim Ellis, Trisha Graves, and Scottie May. *Perspectives on Children's Spiritual Formation: 4 Views*. Nashville: Broadman and Holman, 2006.
- Caldwell, Elizabeth. *Making a Home for Faith: Nurturing the Spiritual Life of Your Children*. Cleveland: Pilgrim, 2000.
- Coffey, Kathy. *Experiencing God with Your Children*. New York: Crossroad, 1997.
- Coles, Robert. *The Spiritual Life of Children*. Boston, MA: Houghton-Mifflin, 1991.
- Davis, Cos H. *Children and the Christian Faith*. Nashville: Broadman Press, 1990.
- Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper and Row, 1981.
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- _____. *The Legacy Path: Discover Intentional Spiritual Parenting*. Randall House, 2011.
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- Water, Mark. *What the Bible Has to Say About Children*. Nashville: Dimensions for Living, 2003.
- Westerhoff, John. *Bringing Up Children in the Christian Faith*. Minneapolis: Winston, 1980.
- Yust, Karen. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. Jossey-Bass, 2004.