**Developmentally Related Visitation Activities**

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| **Age** | **Developmental tasks** | **Developmentally Related visitation activities** |
| Infancy (0–2) | Develop primary attachment | * Meet basic needs (feeding, changing, holding, cuddling)
 |
| Develop object permanence | * Play peek-a-boo games
 |
| Basic motor development (sit, reach, stand, crawl, walk) | * Help with standing, walking, etc. by holding hand
* Play “come to me”
 |
| Word recognition | * Name objects
* Repeat name games
* Read picture books
 |
| Begin exploration and mastery of the environment | * Encourage exploration
* Take walks
* Play together with colorful, noisy moving items
 |
| Toddler (2–4) | Develop impulse control | * Make and consistently enforce rules
 |
| Language development | * Read simple stories
* Play word games
 |
| Imitation, fantasy, play | * Play “let’s pretend” games
* Encourage imitative play by doing things together such as “clean house,” “go to the store”
 |
| Small motor coordination | * Play together at park
* Assist in learning to ride tricycle
* Dance together to music
* Draw together
* String beans together
 |
| Develop basic sense of time | * Discuss visits and activities in terms of “after breakfast,” “after lunch,” “before supper,” etc.
 |
| Identify and assert preferences | * Allow choices in activities
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| **Age** | **Developmental tasks** | **Developmentally Related visitation activities** |
| Preschool/ Early school (5–7) | Gender identification | * Be open to discussing boy/girl physical differences
* Be open to discussing the child’s perception of gender roles
 |
|  | Continuing development of conscience | * Read books about heroes and heroines together
* Make and enforce consistent rules
* Discuss consequences of behavior
 |
|  | Develop ability to solve problems | * Listen attentively to child’s concerns
* Model effective problem-solving and engage child in the process
 |
|  | Learning cause-effect relationships | * Encourage choices in activities
* Point out cause-effect and logical consequences of actions
 |
|  | Task completion and order | * Plan activities with beginning, middle, and end (as prepare, make cake, clean up)
* Play simple games such as Candyland, Go Fish
 |
|  | School entry and adjustment | * Shop for school clothes together
* Go with child to visit school playground prior to first day
* Accompany child to school
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| **Age** | **Developmental Tasks** | **Developmentally Related Visitation Activities** |
| School age (8–12) | Skill development (school, sports, special interests) | * Help with homework
* Practice sports together
* Demonstrate support of special interest, such as help with collections
* Attend school
 |
|  | Peer group development and team play | * Involve peers in visitation activities
* Attend team activities with child (child’s team or observe team together)
 |
|  | Development of self-awareness | * Be open to talking with the child
 |
|  | Preparation for puberty | * Discuss physical changes and answer questions openly
 |
| Early teens (13–15) | Need for competence and achievement | * Help with homework
* Practice sports together
* Demonstrate support of special interests such as music or art
* Play games together
 |
|  | Increased need for acceptance from peers | * Involve peers in visitation activities
 |
|  | Development of identity separate from family’s | * Work together on projects and activities that foster youth’s emerging sense of identity
 |
|  | Increased concern about physical changes and emerging sexuality | * Be open to talking with youth
* Discuss physical changes and answer questions openly
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| **Age** | **Developmental Tasks** | **Developmentally Related Visitation Activities** |
| Late teens (16–18) | Better able to make decisions and act independently | * Demonstrate support for self- directed, youth-led activities such as hikes or other outings
 |
|  | Need time with peers and with adults; one-on-one relationships increasingly important | * Allow time for peers and family members individually
 |
|  | Movement from self-centeredness to sharing | * Allow opportunities for youth to share with siblings and others
 |
|  | Greater capacity to set goals and consider career options | * Initiate activities related to youth’s future goals
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