**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 |