

### DEVELOPMENTALLY APPROPRIATE VISITATION ACTIVITIES

Age	Developmental Tasks	Developmentally Appropriate Visit Activities
<b>Infancy (0-2 years)</b>	Develop primary attachment  Develop object permanence  Basic motor development (sit, reach, stand, crawl, walk)  Word recognition  Begin exploration and master of the environment	Meet basic needs (feeding, changing, holding, cuddling)  Play peek-a-boo, patty-cake, encourage frequent eye contact  Help with standing, walking, etc., by holding hand, play “come to me” games  Name objects, repeat name games, read picture books  Encourage exploration: take walks; play together with colorful, noisy, moving items
<b>Toddler (2-4 years)</b>	Develop impulse control  Language development  Imitation, fantasy play  Small motor coordination  Develop basic sense of time  Identify and assert preferences	Give clear and simple rules during the visit  Read simple stories; play work games  Play “let’s pretend” games; encourage imitative play by doing things together such as “clean house” or “go to store”  Play together at park; assist in learning to ride tricycle; dance together to music  Draw together; string beads together  Discuss visits and visit activities in term of “after breakfast,” “after lunch,” “before supper” etc.  Allow choices in activities, clothes worn, foods eaten

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<b>Preschool/Early School (5-7 years)</b>	<p>Gender Identification</p> <p>Continuing development of conscience</p> <p>Develop ability to solve problems</p> <p>Learning cause-effect relationships</p> <p>Task completion and order</p> <p>School entry and adjustment</p>	<p>Be open to discussing boy-girl physical differences</p> <p>Be open to discussing child's perception of gender roles; read books about heroes and heroines together</p> <p>Make and enforce consistent rules, discuss consequences of behavior</p> <p>Encourage choices in activities; child chooses which game to play</p> <p>Point out cause-effect and logical consequences of actions</p> <p>Plan activities with beginning middle, end (as prepare, make cake, clean up)</p> <p>Shop for school clothes together; provide birth certificate, medical record required for school entry; go with child to visit school, playground prior to first day; accompany child to school</p>
<b>School Age (8-12 years)</b>	<p>Skill development (school, sports, special interests)</p> <p>Peer group development and team play</p> <p>Development of self-awareness</p> <p>Preparation for puberty</p>	<p>Help with homework; practice sports together; demonstrate support of special interest, such as help with collections; attend school conferences and activities; work together on household tasks</p> <p>Involve peers in visit activities</p> <p>Attend team activities with child (child's team or observe team together)</p> <p>Be open to talking with and listening to child</p> <p>Discuss physical changes expected; answer questions openly</p>

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<b>Late Adolescence( 17-22 years)</b>	<p>Cope with physical changes</p> <p>Develop abstract thinking</p> <p>Development of relationship skills</p> <p>Become more independent of parents</p>	<p>Provide information regarding physical changes, be positive, such as teaching about shaving, make-up</p> <p>Plan for and discuss future, discuss “What if” scenarios</p> <p>Be open to discussing relationships, problems with friends</p> <p>Help learn to drive, assist in finding part-time job and handling application process</p> <p>Transport to peer activities, included peers in visit</p>
	<p>Changes in peer group associations</p> <p>Separation from family</p> <p>Develop life goals; rework identity</p> <p>Develop intimate relationships</p>	<p>Encourage independence through helping find apartment, apply for jobs, think through choices, and tolerate mixed feelings about separation</p> <p>Be open to discuss options, “think through” together; share own experiences as young adult, both successes and mistakes</p> <p>Be open to discuss feelings, problems and plans</p>

Hess, P. & Proch, K. (1988). *Family Visiting in Out of Home Care: A guide to practice*

Wentz, R. (National Resource Center for Family-Centered Practice and Permanency Planning) *Visitation-The Key to Children’s Safety, Permanency and Wellbeing*