

DEVELOPMENTALLY RELATED VISIT ACTIVITIES

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

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Preschool/Early School (5-7)	<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.</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>
School age (8-12)	<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 interests, 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 child.</p> <p>Discuss physical changes expected; answer questions openly.</p>

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Early Adolescence (13-16)	<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, makeup.</p> <p>Plan for and discuss future, discuss “What if?”</p> <p>Be open to discussing relationships, problems with friends,</p> <p>Help learn to drive, assist in finding part-time job and handling</p> <p>Transport to peer activities, include peers in visits.</p>
Late Adolescence (17-22)	<p>Changes in peer group associations</p> <p>Separation form 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>

