



Clearinghouse on Supervised Visitation Phone Conference Agenda



September 19, 2018
12PM/11CT

Discussion

- Welcome and Announcements – Everyone is invited!
- Reminder to enter Access and Visitation Data
- Check the listings on the website to ensure your program information is up to date and correct for the quarterly report. If you need to add or change anything email Lyndi Bradley at lbradley2@fsu.edu
- This is a reminder to turn in your program narratives. We need them submitted ASAP. If you would like examples to go by, check this link with last year's narratives <https://familyvio.csw.fsu.edu/wp-content/uploads/2012/01/Final-Narratives-2017-12-12.pdf>.
- Questions from Directors
- Training: Having multiple ages at visits
- Video: Through Our Eyes: <https://www.youtube.com/watch?v=z8vZxDa2KPM>
- Training: Are you truly Trauma Informed?

Director News

Dr. Mark Roseman, CEO and Founder of The Toby Center, has published a new book, available on Amazon and at Barnes and Nobles, about divorce and custody disputes. It's entitled PRESERVING FAMILY TIES, AN AUTHORITATIVE GUIDE TO UNDERSTANDING DIVORCE AND CHILD CUSTODY, FOR PARENTS AND FAMILY PROFESSIONALS. Dr. Roseman is a mentor of David Levy, Esq., considered founder of joint custody and former Board Member of the Supervised Visitation Network. Levy led the Children's Rights Council in Washington DC from 1985-2010.



Reminder—The New Supervised Visitation Manual is available through the Clearinghouse and can be downloaded through this link:

<https://familyvio.csw.fsu.edu/clearinghouse/manuals-and-materials/supervised-visitation/>

Reminder—The New 2018 Child Sexual Abuse Referrals Manual is available through the Clearinghouse and can be downloaded through this link:

<https://familyvio.csw.fsu.edu/new-2018-child-sexual-abuse-referrals-manual-for-providers/>

Time's Up!

It's time for you to enter all your final data into the Database, to get your final program narratives to us, and to let us know if you have any changes to report on your program listing.

Please call Lyndi ASAP if you have any trouble at all, 850-644-1715.

Engaging Children in Different Age Groups during Supervised Visitation

By: Rose Antoine



Introduction

Having age-appropriate interactions with children is an important component of supervised visitation. When a parent has two or more children varying in ages, it can be difficult to come to a common ground with all the children. An activity that may be pleasing and productive for one child may be too advanced or remedial for another child. This can hinder their confidence, esteem, and trust in the parent. Parents need to know where children are developmentally, and how to incorporate that into their visits so that they can provide a productive visit for the children. This will also prepare parents for spending time with their children beyond supervised visitation. They will be able to learn and develop the skills needed to provide appropriate activities and interactions for their children while in a supervised space. So when the time for supervised visits comes to an end, they will be able to accommodate those skills and activities to different settings.

Objectives

Parents will be able to:

- Understand where their children are developmentally and what activities/play is most appropriate for them.
- How to modify interactions and activities to make them appropriate across different age groups.
- How to deal with common issues that may arise during a visitation with more than one child.

Playing in Stages

As children get older the way they play changes. Parents need to be knowledgeable of the developmental stages of play and how they will change as their child gets older. Knowing where their child is developmentally and what a parent can do to assist them in play will also help them find common ground between children in different age groups, without hindering the other child. Supervised visitation monitors can encourage parents to take active roles in interacting with their children by understanding where they are developmentally.

- **0-2 Years Old:** At this stage, children are learning how to understand the world through play. Parents play a huge role in their child's play. Interacting with their child will assist them in developing communication skills, confidence, learning about cause and effect, developing ideas and concepts, and more.
 - Parents can interact with children at this point by following their lead in playtime.
 - Children often need help knowing how toys work, so show them how the toy works and let them try. Provide enough help to motivate them, but do not do it for them.
 - They may not do it the "right way," and that is okay for them to do it their way. They will use sounds and body language to show you when it's okay to step in.
 - Towards the end of this stage, children imitate common things they see other people do. This will lead them to role play and use objects as symbols for larger and more complex objects.
 - Children like to play with the same toy often so that they can master the skill.
- **3-5 Years Old:** This is the time most children start going to daycare or school, so they are learning and experiencing things outside the family home. Children will also move between make-believe and reality. Parents can support their play by encouraging their transitions between make-believe and reality.
 - Parents should be sure to encourage their children to utilize the skills they have learned in school. Playing games that incorporate what the child has learned will give them an appreciation for what

they are learning in school and make them confident in mastering the skill.

- Parents should participate in make-believe play with their children and have the child assist in simple tasks to realign them with reality.
- At this age, the child will begin to play with other children actively. Children can take the lead in their play but will accept "advice" on how to conduct certain aspects.
- It is important for children to remain active at this stage, so parents can encourage their child to perform physical tasks if it safe to do so (i.e., singing, dancing, hopping, etc.)



- **6-9 Years Old:** Children at the age are curious, they like new information, challenges, and experiences. Children at this age will begin to understand rules and can play games that involve winners and losers. They are more social and willing to play games where they are not necessarily the center of attention.
 - Parents should continue to encourage their children to incorporate subjects and skills they learned in school in activities they do together.
 - Coordination and memory are important skills to develop at this age, so supervised visitation monitors can encourage parents to incorporate games and activities that require these skills.
 - Children will have new information and ideas so they will have a continuous flow of questions about things they have witnessed and a desire to act out those ideas.

- Children at this age want to please important adults in their life, so they may become focused on completing tasks the “right” way. Parents can encourage them to complete the task to their best of their ability and help them to reach their desired goal while providing affirmations.
- **10-14 years old:** This is the age where most children go through puberty, so they will be dealing with a roller coaster of emotions and phases, trying to figure out their identity. They can generate an attitude at this age and often oppose most things. They may also become silly, and develop a strange sense of humor.
 - Children in this age group enjoy active games that have rules and winners/losers. They can think more critically and enjoy showing competence, so games that play on those skills are ideal.
 - They may like to be in charge of the game or certain aspects of the game to show their independence.
 - They will also enjoy games that play to their hobbies; it will motivate them to follow their passions, and develop skills that they find useful.
- **15-18 years old:** Children at this age are interested in the “grey area,” they like to be challenged and come up with their solutions and ideas. They may not be eager to spend time with their parents and may seem more focused on their social relations and plans for the future.
 - Children may be uninterested in playing games; they may think they’re too old.
 - They will want to play games that might mimic their time with their friends. Games that are social and complex are a good way to go.
 - They might also be more interested in helping parent the other children or run the games then actually playing them. It is fine to let them help, but be sure to set up clear boundaries about roles and responsibilities when helping.



Plan it Out

It can be a hassle for parents to engage more than one child in supervised visitation. Supervised visitation monitors can assist parents in coming up with activities that are compatible across multiple age groups so that each child's needs are getting met and the visit

contributes to a healthy family bond. Parents may want to pay more attention to one child, because they may see that child's needs as more immediate. Supervised visitation monitors should emphasize the importance and benefit of interacting with both children. It is important to plan out activities that can be done with children of different ages. Having a plan will make it easier for the parent to control the visit and anticipate things like diaper changes/restroom breaks, tantrums, and other issues that may arise.

Scenario:

Janice, Nathan, and Abigail are seeing their father, Johnathan for 2 hours of supervised visitation. Johnathan is having a difficult time figuring out how he is going to manage the visit with all three children. Janice is four years old and in the process of being potty trained. She has recently started preschool, she has started reading and counting, and has a lot of questions to ask and energy to burn. Abigail is eight years old; she is in the 3rd grade. She loves to sing and dance but feels self-conscious about dancing by herself. Nathan is 15 years old, in middle school, and doesn't want to be bothered during the visit. He would rather play on his phone and listen to music. Johnathan has expressed his dilemma with the visitation monitor, and they have decided to come up with some ideas of what Johnathan can do with the kids during the visit.

Rules

1. No phones or electronics during the visit.
2. Potty time is when the visit starts, an hour in, and before the end.
3. Use kind words and soft hands. If you don't want to participate, then use your words.
4. We have to do something everyone likes.
5. Listening ears on at all times.

Activities

- Dance party!
- Uno, Go Fish!, other easy card games
- Sorry, snakes and ladders, other easy board games
- Catch
- How was your day?
- Karaoke
- Arts and crafts project
- Playing pretend
- Guess Who, Heads Up, Charades



Mishaps and Solutions

Children in different age groups won't react to activities the same way, each child is unique and has a specific set of needs. During visitation, certain unplanned instances can happen. It is normal for children to have an unplanned reaction.

Many things can cause a child to act up or be distant during a visit: things