

Family Skill Builder

Parent-child Interactions for Healthy Child Development at Supervised Visitation



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Family Skill Builder

Supervised visitation programs can build parental capacity and motivation by using this tool. It's as easy as 1,2,3! The Clearinghouse has combined information on:

1 Child Development Milestones (**Typical Development**)

2 Suggested Interactions to Meet Children's Needs (**Caregiver/Child Interaction**)

3 Goals for Interaction at Visits (**Goals of Visitation**)



Feel free to print this entire E-booklet (or a selection of pages for clients), talk about it with caregivers at intake and before and after visits, and use it to train staff and volunteers.



BIRTH TO TWO MONTHS

- **Example 1: Typical Development:** Baby cries 2-3 hours per day, off-and-on, and sometimes is difficult to calm down.
- **Caregiver/Child Interaction:** Quickly react when baby cries. Try to calm baby down by picking them up, changing their diaper, or feeding. Be patient if baby will not calm down right away.
- **Goals of Visitation:** Let baby know they will be helped when they are in need. Learn patience and understanding. Realize that babies cannot always be calmed down immediately.
- **Example 2: Typical Development:** Baby sleeps up to 20 hours daily, without any recognizable pattern.
- **Caregiver/Child Interaction:** Put baby to sleep when they get tired. Ensure baby is sleeping on back, away from toys or pillows. Hold, cuddle, talk, sing to and rock baby often. A baby's growth is stimulated by **interaction and attention**.
- **Goals of Visitation:** Help baby learn that needs will be met. Build healthy sleep habits. Prevent Sudden Infant Death Syndrome (visit www.sids.org for more information).
- **Example 3: Typical Development:** A baby drinks breast milk or formula every 2-4 hours.
- **Caregiver/Child Interaction:** Feed baby when they seem hungry. Babies often open mouths wide or make smacking noises when hungry.
- **Goals of Visitation:** Build trust between baby and caregiver by feeding them when they are hungry.
- **Example 4: Typical Development:** Child sees objects 30-40 inches away from face.
- **Caregiver/Child Interaction:** Talk to baby where they can see. Being too close to baby's face may upset them.
- **Goals of Visitation:** Let baby explore their surroundings and make sure they can see a familiar person talking to them.



BIRTH TO TWO MONTHS

(continued)

- **Example 5: Typical Development:** Baby tries to lift head and look around.
- **Caregiver/Child Interaction:** Let baby explore the world, but make sure to support their head. Just because they can lift their head does not mean they don't need support.
- **Goals of Visitation:** Let baby explore their surroundings and make sure they have physical support.

- **Example 6: Typical Development:** Baby recognizes voice of parents, familiar caregivers.
- **Caregiver/Child Interaction:** Allow baby to meet all caregivers and give them a chance to get used to caregivers.
- **Goals of Visitation:** Respect baby's need to feel safe with new people. Talk with baby so they can recognize voices.

- **Example 7: Typical Development:** Baby looks at caregiver when they talk.
- **Caregiver/Child Interaction:** Speak to baby and watch them respond to voices.
- **Goals of Visitation:** Build trust with baby as they react in a special way.



BIRTH TO TWO MONTHS

(continued)

- **Example 8: Typical Development:** Baby gets quiet when a voice is heard.
- **Caregiver/Child Interaction:** Try talking to baby to comfort them when crying. Try telling stories, reading books, or singing.
- **Goals of Visitation:** Build comfort with baby. Bond with them by speaking and communicating.

- **Example 9: Typical Development:** Baby has reflexivity and grasps objects placed in hand.
- **Caregiver/Child Interaction:** Hold hands with baby.
- **Goals of Visitation:** Bond with baby, and see how much baby relies on others by feeling their grip.

- **Example 10: Typical Development:** Baby pulls arms and legs inward in response to loud noise.
- **Caregiver/Child Interaction:** Comfort baby when they are scared.
- **Goals of Visitation:** Build trust and bond with baby by showing that when they are scared, they will be cared for.



TWO TO FOUR MONTHS

- **Example 1: Typical Development:** Baby may sleep in regular 4-6 hour periods of time.
 - **Caregiver/Child Interaction:** Play during the day. Have quiet time and activities at night with less excitement and noise.
 - **Goals of Visitation:** Help baby know when to be awake and when to be asleep.
- **Example 2: Typical Development:** Baby drinks breast milk or formula every 3-6 hours.
 - **Caregiver/Child Interaction:** Feed baby when they are hungry. Babies often open mouths wide or make smacking noises when hungry.
 - **Goals of Visitation:** Build trust and bond with baby by feeding them when they are hungry.
- **Example 3: Typical Development:** Baby wiggles and uses body language to tell you how they feel.
 - **Caregiver/Child Interaction:** Have fun copying baby's wiggles. Encourage them to share their feelings, make eye contact and talk to baby.
 - **Goals of Visitation:** Strengthen bonding by sharing happiness with baby.
- **Example 4: Typical Development:** Baby grabs or kicks toys and people.
 - **Caregiver/Child Interaction:** Give baby time to play with toys alone. Watch as they learn about shapes and how objects move. Comfort baby if they become frustrated while playing.
 - **Goals of Visitation:** Builds baby's confidence while playing or being around others. Shows them that they can trust their caregiver to take care of them.

TWO TO FOUR MONTHS

(continued)

- **Example 5: Typical Development:** Baby holds head up on their own.
- **Caregiver/Child Interaction:** Let baby play while they lay on their belly and join them.
- **Goals of Visitation:** Give baby confidence by giving them their freedom. Build trust and worth by showing that the caregiver likes to play with them.

- **Example 6: Typical Development:** Baby smiles at caregiver when they are happy or want to play.
- **Caregiver/Child Interaction:** Smile back at baby, talk and laugh with them and encourage play. Bring them their favorite toy.
- **Goals of Visitation:** Build communication by showing them group play.

- **Example 7: Typical Development:** Baby frowns or cries when they are sad.
- **Caregiver/Child Interaction:** Respond to sadness quickly, comfort the baby and try to find what is making them feel this way.
- **Goals of Visitation:** Build trust by showing baby they will be comforted.

- **Example 8: Typical Development:** Baby recognizes primary caregiver and shows pleasure when primary caregiver arrives.
- **Caregiver/Child Interaction:** Praise baby when they recognize you and show excitement to see them. Hold baby close and tell them how much you missed them.
- **Goals of Visitation:** Bonding with frequent visits.

it's okay to feel



your feelings

TWO TO FOUR MONTHS

(continued)

- **Example 9: Typical Development:** Baby copies movements and facial expressions.
 - **Caregiver/Child Interaction:** Make faces at baby and praise them when they copy correctly.
 - **Goals of Visitation:** Encourage learning and development. Bond by playing.
- **Example 10: Typical Development:** Baby uses their senses to learn about the environment.
 - **Caregiver/Child Interaction:** Give baby age- appropriate toys that they can see, hear, touch and move. Talk to them about what they are experiencing.
 - **Goals of Visitation:** Foster learning about the world and the kinds of things in it. Bond by sharing experiences in the world.
- **Example 11: Typical Development:** Baby makes cooing noises to get attention and in response to positive interactions.
 - **Caregiver/Child Interaction:** Respond quickly to requests for attention. Praise the baby when expressing enjoyment of attention.
 - **Goals of Visitation:** Foster communication and show baby that their needs will be met. Encourage baby to keep making noises when in need or wanting attention.



TWO TO FOUR MONTHS

(continued)

- **Example 12: Typical Development:** Baby makes different sounds to tell if they are hungry, wet, tired, or want to move.
- **Caregiver/Child Interaction:** Learn what need each sound is associated with. Tell baby “Oh! You must be wet” and quickly respond with a clean diaper.
- **Goals of Visitation:** Foster communication, and show baby that their needs will be met. Encourage baby to keep making noises when in need.
- **Example 13: Typical Development:** Baby follows moving objects with their eyes.
- **Caregiver/Child Interaction:** Play with baby by pointing out things that move. Watch them watch cars and animals and other people and talk to them about these objects.
- **Goals of Visitation:** Foster learning about the world and the kinds of things in it. Bond by sharing experiences in the world.



FOUR TO SIX MONTHS

- **Example 1: Typical Development:** Baby may develop interests in other foods besides milk or formula.
- **Caregiver/Child Interaction:** Discuss baby's nutrition with their medical provider or social worker and feed baby appropriate foods when they indicate they are hungry.
- **Goals of Visitation:** Allow baby to explore new foods and tastes one at a time, beginning with very simple foods such as baby cereal.
- **Example 2: Typical Development:** Baby may roll over from tummy to back and from back to tummy.
- **Caregiver/Child Interaction:** Continue to encourage tummy time during the day and placing baby on their back to sleep. If baby rolls over during the night, that is okay. Congratulate them on rolling over during the day. Always provide a safe space for them to move around.
- **Goals of Visitation:** Bonding with baby. Improving muscles and development.
- **Example 3: Typical Development:** Baby begins to reach for objects and tries to grab objects with hands.
- **Caregiver/Child Interaction:** Offer hands, face, and toys for baby to grasp and touch, placing some items far away so baby has to reach for them. Congratulate baby when they grab something, and calm baby if frustrated. Be firm but calm when baby grabs something they shouldn't.
- **Goals of Visitation:** Foster communication, and show baby that their needs will be met. Encourage baby to keep making noises when in need.
- **Example 4: Typical Development:** Baby opens and closes hands, brings hands to mouth, explores objects with mouth.
- **Caregiver/Child Interaction:** Play with toys that baby can safely put in their mouth.
- **Goals of Visitation:** Bonding with baby and helping baby explore safe toys.



FOUR TO SIX MONTHS

(continued)

- **Example 5: Typical Development:** Baby wiggles arms and kicks legs.
- **Caregiver/Child Interaction:** Share in baby's development by copying their funny movements and praising wiggles. If they kick or hit you, calmly redirect baby's movements.
- **Goals of Visitation:** Bonding with baby. Improving muscles and development.

- **Example 6: Typical Development:** Baby may sit with support.
- **Caregiver/Child Interaction:** Occasionally hold baby in a sitting position. Be sure to maintain support and protect their head from falls.
- **Goals of Visitation:** Bonding with baby. Improving muscles and development.

- **Example 7: Typical Development:** Baby begins to cut teeth and drool.
- **Caregiver/Child Interaction:** Be sympathetic and comfort baby in pain. Provide safe teething toys to help soothe the pain and talk to their medical provider or social worker if these toys do not seem to be sufficient.
- **Goals of Visitation:** Bond by recognizing baby's discomfort and show them that they will be taken care of.

- **Example 8: Typical Development:** Baby enjoys social play and will try hard to get attention.
- **Caregiver/Child Interaction:** Reward baby's desire for attention by playing actively with them. Remember to play at their level and to avoid hard games.
- **Goals of Visitation:** Bonding with baby. Learning by playing.



FOUR TO SIX MONTHS

(continued)

- **Example 9: Typical Development:** Baby responds differently to the voice of someone they know than to the voice of a stranger.
- **Caregiver/Child Interaction:** Speak to baby positively to make sure they can recognize voices and enjoy how baby responds when hearing the voice of someone they know. Sing or tell stories.
- **Goals of Visitation:** Bonding with baby.

- **Example 10: Typical Development:** Baby shows interest in and smiles at mirrors.
- **Caregiver/Child Interaction:** Play with baby in front of a mirror. Point out the baby in the mirror and tell baby that it is their own reflection. Ask baby if they see other objects in the mirror. Point out other things in the mirror.
- **Goals of Visitation:** Let baby see self and learn about the world around them.

- **Example 11: Typical Development:** Baby uses eyes and hands together.
- **Caregiver/Child Interaction:** Encourage baby to touch things they see. Give baby toys that they must look at to play with.
- **Goals of Visitation:** Help baby work on hand-eye coordination.

- **Example 12: Typical Development:**
Baby uses verbal and nonverbal signs to communicate needs.
- **Caregiver/Child Interaction:**
Learn what baby needs by sounds or movement. Teach them the words that describe those needs, objects, or actions.
- **Goals of Visitation:** Encourage bonding and learning by adding more words.



SIX MONTHS TO ONE YEAR

- **Example 1: Typical Development:** Baby may sleep in up to 12 hour stretches or may still wake for a night feeding. Still needs 2-3 daytime naps.
 - **Caregiver/Child Interaction:** Continue to respond to baby's cues when they seem tired.
 - **Goals of Visitation:** Create bonds and trust between caregiver and baby. Enable baby to realize that their needs will be met.
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- **Example 2: Typical Development:** Baby begins to speak single (hard) consonants, like "ma," "da," "ba."
 - **Caregiver/Child Interaction:** React to baby's speech and make eye contact. Talk to baby often.
 - **Goals of Visitation:** Increase communication between baby and caregiver. Encourage them to learn to talk.
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- **Example 3: Typical Development:** Baby will begin to look for a toy dropped out of sight.
 - **Caregiver/Child Interaction:** Encourage baby to look around, and know the name of their toy. Say things like, "Where did Mr. Bear go? Where is he?" Help baby find the toy.
 - **Goals of Visitation:** Recognize baby's needs. Help them attach words to objects. Show that they have help. Assist baby when they struggle.
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- **Example 4: Typical Development:** Baby's appetite increases.
 - **Caregiver/Child Interaction:** Most babies double their birth weight in the first 5 to 6 months. Growth rate slows around 6 months. Allow baby to eat when they are hungry.
 - **Goals of Visitation:** Respond when baby is hungry. Be patient with their appetite.



SIX MONTHS TO ONE YEAR

(continued)

- **Example 5: Typical Development:** Baby may be ready to eat solid foods.
- **Caregiver/Child Interaction:** Introduce new solid foods, starting with fruits, yellow vegetables, green vegetables and then meats. Baby will let you know when and how much they want to eat.
- **Goals of Visitation:** Allow sharing of favorite baby safe foods with baby, and allow them to learn what foods they like and dislike, as well as self-feeding.

- **Example 6: Typical Development:** Babies decrease the length and/or frequency of naps.
- **Caregiver/Child Interaction:** Put baby to sleep when they indicates sleepiness, and encourage napping and self-soothing.
- **Goals of Visitation:** Allow baby to realize it is okay to calm down and nap.

- **Example 7: Typical Development:** Baby may begin pulling on objects and becoming more mobile, including crawling.
- **Caregiver/Child Interaction:** Be sure to keep an eye on baby. Do not allow baby to pull things down on themselves, like tables, phones, or other household objects. Childproof any areas where baby may be crawling around. If baby falls or gets hurt, respond immediately but do not panic. Encourage and congratulate baby on crawling.
- **Goals of Visitation:** Allow baby to be mobile and explore, but also ensure their safety in different environments. Show baby you care about them when they gets hurt, but assure baby they will be okay.



SIX MONTHS TO ONE YEAR

(continued)

- **Example 8: Typical Development:** Disciplining baby may become necessary in order to keep them safe.
- **Caregiver/Child Interaction:** Be firm with child, and say “No” to set boundaries. Always communicate why what they are doing is not okay. Do not use violence to discipline baby.
- **Goals of Visitation:** Set boundaries for baby. Let baby know that there are things they cannot do.

- **Example 9: Typical Development:** Baby responds to their own name.
- **Caregiver/Child Interaction:** Use baby’s name often, when talking, feeding, or changing them. Point out baby’s face in pictures and repeat their name.
- **Goals of Visitation:** Reinforce baby’s recognition of their own name.

- **Example 10: Typical Development:** Baby's coordination increases.
- **Caregiver/Child Interaction:** Allow baby to begin using a cup, and teach them how to use it by modeling and helping them.
- **Goals of Visitation:** Show baby how to drink, help to wean off of bottles, and develop better coordination.

- **Example 11: Typical Development:** Increased interest in pictures, improved vision.
- **Caregiver/Child Interaction:** Read to baby. Let them see the book and touch and interact with pictures in the book.
- **Goals of Visitation:** Read to baby. Let them see the book and touch and interact with pictures in the book.

- **Example 12: Typical Development:** Baby will begin picking up objects.
- **Caregiver/Child Interaction:** Say the names of the objects baby picks up, and encourage them to interact with safe objects, such as toys, stuffed animals, and plastic cups and utensils for babies.
- **Goals of Visitation:** Help baby tie a word to an object, allow them to gain dexterity in their fingers, and explore the world.

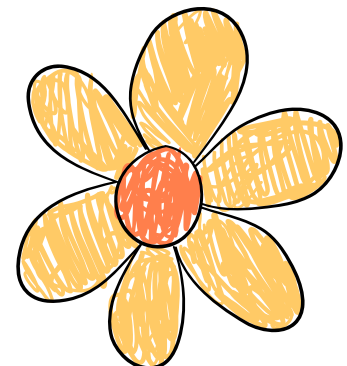
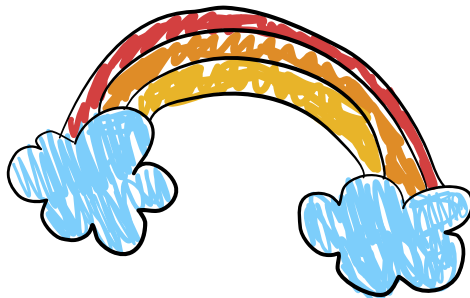
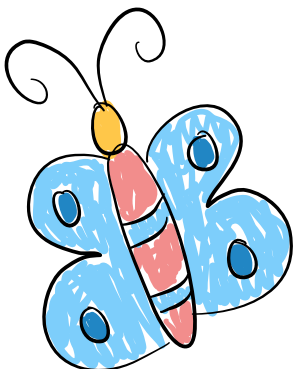
SIX MONTHS TO ONE YEAR

(continued)

- **Example 13: Typical Development:** Babies may be wary of others or fear being alone.
- **Caregiver/Child Interaction:** Encourage baby to play alone or with other toddlers while being supervised. Let them know you will return and are watching, but let baby play on their own sometimes.
- **Goals of Visitation:** Allow baby to develop social skills, learn to play with others, and realize they will not be abandoned.

- **Example 14: Typical Development:** Baby begins walking.
- **Caregiver/Child Interaction:** Encourage baby to walk. Ask them to walk from one person to another, or across a room. Congratulate them. Make sure they are safe and there is nothing around to hurt them if they fall.
- **Goals of Visitation:** Encourage baby to keep walking, show them that they are doing a great job and are growing up.

- **Example 15: Typical Development:** Hand dexterity continues.
- **Caregiver/Child Interaction:** Give baby crayons and allow them to draw on paper. Teach baby to only use crayons on paper, and supervise drawing time. Praise them for new artwork.
- **Goals of Visitation:** Allow baby to create and express themselves, increase hand/eye coordination, and develop a creative side.



SIX MONTHS TO ONE YEAR

(continued)

- **Example 16: Typical Development:** Baby may be afraid of baths.
- **Caregiver/Child Interaction:** Teach baby how to wash themselves and how to have fun in the water. Be sure baby is safe and always supervised when in or near water.
- **Goals of Visitation:** Show baby that bath time can be fun, and introduce them to personal hygiene and self-reliance.

- **Example 17: Typical Development:** Baby's personality develops and is very apparent.
- **Caregiver/Child Interaction:** Value baby for their personality, likes, dislikes, and positive attitude. Play with them, and do activities they enjoy.
- **Goals of Visitation:** Learning about individuality of baby. Every child is different, and pride in differences is important.

- **Example 18: Typical Development:** Cooperates with dressing, helps with small daily activities.
- **Caregiver/Child Interaction:** Help baby learn to get dressed, eat, play with toys that are more advanced, and put away toys.
- **Goals of Visitation:** Teach baby responsibility and give them a sense of empowerment by being helpful.

- **Example 19: Typical Development:** Begins to completely spoon feed and drink from cup.
- **Caregiver/Child Interaction:** Experiment with eating different foods, praise baby for being adventurous with new foods and eating
- **Goals of Visitation:** Teach baby responsibility and give them a sense of empowerment by being helpful.



SIX MONTHS TO ONE YEAR

(continued)

- **Example 20: Typical Development:** Ready to potty train between 22 and 30 months of age.
- **Caregiver/Child Interaction:** Use enthusiasm and a positive attitude when beginning to potty train. Signs of control are having bowel movements around the same time each day, not having bowel movements at night, and having a dry diaper after a nap or for at least 2 hours at a time.
- **Goals of Visitation:** Help baby learn responsibility and how to care for themselves.
- **Example 21: Typical Development:** Listens to and enjoys hearing stories for longer periods of time.
- **Caregiver/Child Interaction:** Read to baby and explain things around them in more detail than before. Allow baby to ask questions and talk about it.
- **Goals of Visitation:** Help to learn about different things in books, bond by spending time together, and get excited about reading.
- **Example 22: Typical Development:** Baby sings and dances.
- **Caregiver/Child Interaction:** Sing songs to baby and encourage them to dance.
- **Goals of Visitation:** Having fun together, expressing themselves.
- **Example 23: Typical Development:** Begins to say a few words, identify a few objects.
- **Caregiver/Child Interaction:** Say the names of things when you show them to baby so they can learn more words. Respond to baby when they talk to you.
- **Goals of Visitation:** Teach baby more words; communicate so they know they are being listened to.



ONE YEAR OLD

- **Example 1: Typical Development:** Babies may be wary of others or being alone.

- **Caregiver/Child Interaction:** Encourage baby to play alone briefly while supervised. Let baby know that even if you take a step back, you will return and you are watching.

- **Goals of Visitation:** Allow baby to develop social skills and realize that they will not be abandoned.

- **Example 2: Typical Development:** Baby begins walking.

- **Caregiver/Child Interaction:** Encourage baby to walk. Ask them to walk from one person to another, or across a room. Congratulate baby. Make sure baby is safe and there is nothing around to hurt them when they fall.

- **Goals of Visitation:** Encourage baby to keep walking, show baby that they are doing a great job, and is growing up.

- **Example 3: Typical Development:** Dexterity in baby's hands continues.

- **Caregiver/Child Interaction:** Give baby crayons and allow them to draw on paper. Teach baby to use crayons on paper, and supervise drawing time. Praise baby for new artwork.

- **Goals of Visitation:** Allow baby to create and express themselves, increase hand/eye coordination, and develop a creative side.

- **Example 4: Typical Development:** May be afraid of baths.

- **Caregiver/Child Interaction:** Teach baby how to wash themselves and how to have fun in the water. Be sure baby is safe and always supervised when in or near water.

- **Goals of Visitation:** Show baby that water play can be fun, and introduce baby to personal hygiene and self reliance. Keep baby safe around water. Always supervise baby closely.



ONE YEAR OLD

(continued)

- **Example 5: Typical Development:** Baby's personality develops and is very apparent.
- **Caregiver/Child Interaction:** Value baby for their personality, likes, dislikes, and positive attitude. Play with them, and do activities baby enjoys.
- **Goals of Visitation:** Learning about individuality of baby. Every child is different, and pride in differences is important.

- **Example 6: Typical Development:** Baby cooperates with dressing, and helps with small daily activities.
- **Caregiver/Child Interaction:** Help baby learn to button or zip a sweater or shirt. Encourage baby to put away toys.
- **Goals of Visitation:** Teach baby responsibility and give them a sense of empowerment by being helpful.

- **Example 7: Typical Development:** Baby begins to completely spoon feed and drink from cup.
- **Caregiver/Child Interaction:** Experiment with eating different foods, and praise baby for being so grown up and feeding themselves.
- **Goals of Visitation:** Teach baby responsibility and give them a sense of empowerment by being helpful.



ONE YEAR OLD

(continued)

- **Example 9: Typical Development:** Listens to and enjoys hearing stories for longer periods of time.
 - **Caregiver/Child Interaction:** Read to baby and explain things around them in more detail than before. Allow baby to ask questions and talk about it.
 - **Goals of Visitation:** Help to learn about different things in books, bond by spending time, and get excited about reading
- **Example 10: Typical Development:** Baby sings and dances.
 - **Caregiver/Child Interaction:** Sing songs to baby and encourage them to dance. Dance together.
 - **Goals of Visitation:** Having fun together, expressing themselves.
- **Example 11: Typical Development:** Baby begins to say a few words, identify a few objects.
 - **Caregiver/Child Interaction:** Say the names of things when you show them to baby so they can learn more words. Respond to baby when they talk to you.
 - **Goals of Visitation:** Teach baby more words; show them you are listening.



TWO YEARS OLD

- **Example 1: Typical Development:** Experiments with touching, tasting, and feeling. Toddler has the ability to stack two to four objects at a time.
- **Caregiver/Child Interaction:** Give toddlers clear and simple choices when eating or playing with toys: “Do you want to drink milk or juice? Do you want to play with green or blue blocks?”
- **Goals of Visitation:** Provide choices for toddler when in play. Enhance developing motor skills.
- **Example 2: Typical Development:** Toddler can turn pages in book and has the ability to scribble with crayon or markers.
- **Caregiver/Child Interaction:** Offer toddler coloring books and crayons for artistic exercises during play. Encourage drawing.
- **Goals of Visitation:** Have fun and enjoy toddler in the exploration of art, drawing, painting and coloring.
- **Example 3: Typical Development:** Toddler enjoys simple stories, rhymes, and songs and has developed the ability to use two to three word sentences.
- **Caregiver/Child Interaction:** Read books that encourage toddler to use new words and recalling skills.
- **Goals of Visitation:** Helping toddler in word/sound development.
- **Example 4: Typical Development:** Toddler can toss or roll a large ball and can bend to pick up objects without falling.
- **Caregiver/Child Interaction:** Do not expect toddlers to share or take turns. Right now they are focused on learning how to physically handle themselves and on learning to talk. Learning to share will come later.
- **Goals of Visitation:** Help toddler to enhance hand-eye coordination by using physical activities like roll and catch with a large beach ball.



THREE YEARS OLD

- **Example 1: Typical Development:** Begins engaging in play that involves more fantasy and imagination, problem solving, and playing with other children.
- **Caregiver/Child Interaction:** As play begins to involve others, praise good behaviors through examples and explain things clearly and simply.
- **Goals of Visitation:** Show child how to play with others.

- **Example 2: Typical Development:** May show resistance to sleep and nap times.
- **Caregiver/Child Interaction:** Stick with a bedtime routine, provide security with blankets, lights, or soft toys, and make bedtime easier by encouraging child to make choices by picking a book or choosing pajamas.
- **Goals of Visitation:** Build independence and create a comfortable schedule for child.

- **Example 3: Typical Development:** Eats similar foods as adults at regular meal times with some difficulty with chewing and swallowing.
- **Caregiver/Child Interaction:** Avoid small and hard foods. Cut, slice, and serve foods in small portions to prevent choking. Show child how to chew enough, safe eating, utensil use, and healthy eating.
- **Goals of Visitation:** Reinforce proper eating behaviors and safety.

- **Example 4: Typical Development:** Engages in physical activities like throwing and kicking, jumping in place, riding a tricycle.
- **Caregiver/Child Interaction:** Encourage active play and offer support and guidance when child expresses fear or frustration in trying to do something new. When feeling emotions, help identify, validate, and manage those emotions.
- **Goals of Visitation:** Foster a love for physical activity. Help establish self-control.



THREE YEARS OLD

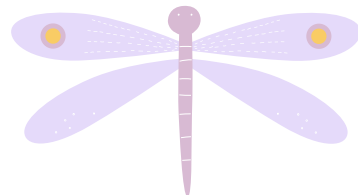
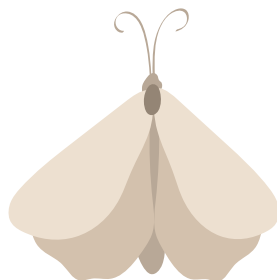
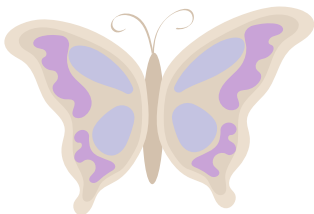
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- **Example 5: Typical Development:** Begins to establish some drawing and handwriting abilities, usually by copying.
- **Caregiver/Child Interaction:** Practice writing the alphabet with the child, congratulate them for their writing. Encourage drawing.
- **Goals of Visitation:** Teach and strengthen new vital skills.

- **Example 6: Typical Development:** Establishes independence by self-grooming.
- **Caregiver/Child Interaction:** Show child how things are done, and allow them to do small tasks – eat with a child utensil, dress/undress, and make minor decisions.
- **Goals of Visitation:** Help develop age appropriate maturity and understanding for daily necessities.

- **Example 7: Typical Development:** Developing memory and understanding differences.
- **Caregiver/Child Interaction:** When child understands or remembers something, praise and congratulate them.
- **Goals of Visitation:** Help brain development and learning.

- **Example 8: Typical Development:** Develops ability to tell right from wrong; understands rules.
- **Caregiver/Child Interaction:** Use these skills to help explain more “right and wrong” types of behavior. Ask child how toys or clothing should be arranged, and ask if things are “right or wrong.”
- **Goals of Visitation:** Help child to make good choices, and understand how day to day activities should go. Have fun and be silly.



THREE YEARS OLD (continued)

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- **Goals of Visitation:** Help develop age appropriate maturity and understanding for daily necessities.

- **Example 11: Typical Development:** Developing memory and understanding differences.
- **Caregiver/Child Interaction:** When child understands or remembers something, praise and congratulate them.
- **Goals of Visitation:** Help brain development and learning.

- **Example 12: Typical Development:** Develops ability to tell right from wrong; understands rules.
- **Caregiver/Child Interaction:** Use these skills to help explain more “right and wrong” types of behavior. Ask child how toys or clothing should be arranged, and ask if things are “right or wrong.”
- **Goals of Visitation:** Help child to make good choices, and understand how day to day activities should go. Have fun and be silly.







THREE YEARS OLD

(continued)

- **Example 13: Typical Development:** Starts to form full sentences, and uses words like “I”, “you.”
- **Caregiver/Child Interaction:** Engage child, and try to get them to talk even more. Answer questions and restate what they says as positive reinforcement.
- **Goals of Visitation:** Help child learn to speak even better, and with more words.
- **Example 14: Typical Development:** Begins to name colors and maybe some letters.
- **Caregiver/Child Interaction:** Ask child what color their clothes are. Have child point out cars or buildings that are a certain color. Point out letters in signs and books.
- **Goals of Visitation:** Build a basic foundation of learning about colors and letters. Bond with child by teaching.
- **Example 15: Typical Development:** Potty trained, at least during the day
- **Caregiver/Child Interaction:** Encourage and reward child for knowing when they need to use the bathroom. Don't embarrass child when they have an accident, but praise them when using the “big kid potty.”
- **Goals of Visitation:** Teach child to recognize when they needs to go to the restroom, and encourage them by letting them feel grown up.





FOUR TO FIVE YEARS OLD


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- **Example 1: Typical Development:** More regular sleep patterns, with or without naps. May still show resistance to sleep.
 - **Caregiver/Child Interaction:** Stick to established routine and calmly address nighttime interruptions by recognizing it is bedtime.
 - **Goals of Visitation:** Create routine behaviors and healthy sleep patterns.
- 
- **Example 2: Typical Development:** Capable of walking backwards, jumping, using stairs, and doing somersaults.
 - **Caregiver/Child Interaction:** Encourage developing physical abilities. Be safe and look out for danger to prevent accidents. Participate in some activities with child.
 - **Goals of Visitation:** Prevent accidents and foster growth in physical development and caregiver-child relationship.
- 
- **Example 3: Typical Development:** Drawing and handwriting abilities develop further with less reliance on copying for a few shapes and letters.
 - **Caregiver/Child Interaction:** Continue to encourage child and model good behavior. Sit and draw or write with the child praising their art and handwriting. Begin teaching the child to write their name.
 - **Goals of Visitation:** Build confidence and further strengthen vital skills still new to them.
- 
- **Example 4: Typical Development:** Play becomes even more socialized with taking turns, sharing, obeying rules (or changing rules), carrying on a conversation, and seeking approval.
 - **Caregiver/Child Interaction:** Teach behaviors like sharing, saying “please” and “thank you,” and other ways to be polite. Encourage self-control and staying calm while angry. Give approval for positive actions and encouragement to do better where needed.
 - **Goals of Visitation:** Create standards for people and peer interaction.


FOUR TO FIVE YEARS OLD

(continued)

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- **Example 5: Typical Development:** Imagination grows and becomes difficult to separate from reality. Child may have imaginary friends and pretend often. The imagination may also trigger fear of the dark.
 - **Caregiver/Child Interaction:** Encourage imagination and time to pretend. Eliminate some fear by softly reminding the child the difference between reality and fantasy. Offer support and security to relieve stress and anxiety.
 - **Goals of Visitation:** Build creativity and comfort with reality. Show child difference between fantasy and reality.

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- **Example 6: Typical Development:** Has more of an understanding about emotions like jealousy, anger, and frustration.
 - **Caregiver/Child Interaction:** Label emotions and show child it is okay to feel that way. Explain why rules are important, and help control tantrums.
 - **Goals of Visitation:** Reinforce healthy coping and self-control.

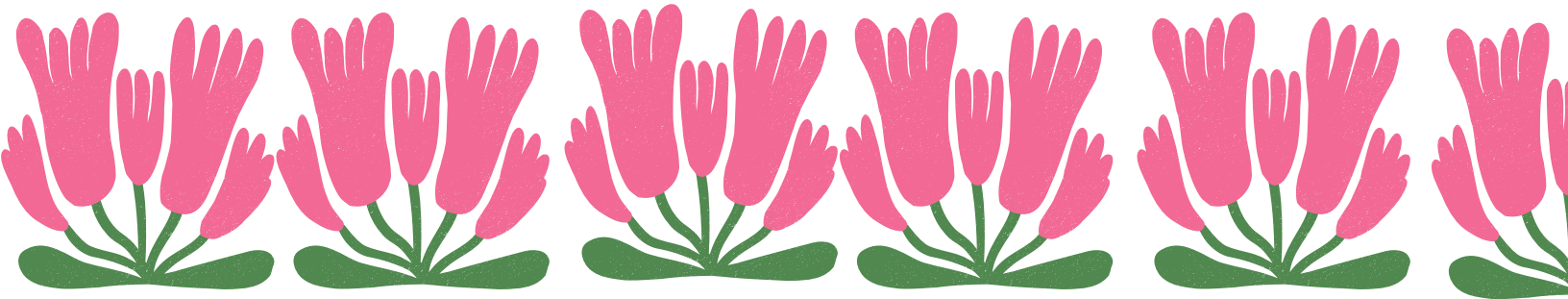
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- **Example 7: Typical Development:** Can share name and age, may misuse words, count to five, identify colors, and know the street of their house.
 - **Caregiver/Child Interaction:** Praise progress in identifying colors, numbers, personal information, and new vocabulary. Correct child if incorrect, kindly, using proper words. Give safety tips for sharing street name or personal information.
 - **Goals of Visitation:** Inspire more learning and clear up any misunderstandings.

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- **Example 8: Typical Development:** Follows some direction, may ask many questions.
 - **Caregiver/Child Interaction:** Assign small, specific chores to complete routinely each day. Answer their questions.
 - **Goals of Visitation:** Establish habits and listening skills. During visitation, ask about chores or tasks and encourage them for being responsible.





FOUR TO FIVE YEARS OLD

(continued)

- **Example 9: Typical Development:** Organizes things sometimes making groups or matching objects. Understands ordered processes.
 - **Caregiver/Child Interaction:** Praise willingness to organize, sort, and do chores. Offer to participate in small tasks, or daily chores together to encourage continued organization.
 - **Goals of Visitation:** Encourage growth and exploration. Show child that their help is appreciated. During visitation, ask about chores or tasks and encourage them for being responsible.
-
- **Example 10: Typical Development:** Learns through demonstration and instruction, may pay attention for longer periods of time.
 - **Caregiver/Child Interaction:** Set examples and congratulate child for finishing a task all the way through.
 - **Goals of Visitation:** Reinforce a greater attention span and learning through listening and seeing.
-
- **Example 11: Typical Development:** Feelings of responsibility, pride and guilt grow.
 - **Caregiver/Child Interaction:** When child finishes a task or reaches a goal, praise them. Let them take on more tasks (cleaning up after themselves.) When they do something wrong or break a rule, communicate why it is wrong and what they should have done.
 - **Goals of Visitation:** Help build self-esteem, teach responsibility, and understand why rules are in place.



ELEMENTARY SCHOOL (6-11 YEARS)

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- **Example 1: Typical Development:** Organizes things sometimes making groups or matching objects. Understands ordered processes.
 - **Caregiver/Child Interaction:** Praise willingness to organize, sort, and do chores. Offer to participate in small tasks, or chores together to encourage continued organization.
 - **Goals of Visitation:** Encourage growth and exploration. Show child that their help is appreciated. During visitation, ask about chores or tasks and encourages them for being responsible.
- 
- **Example 2: Typical Development:** Learns through demonstration and instruction, may pay attention for longer periods.
 - **Caregiver/Child Interaction:** Set examples and congratulate child for finishing a task all the way through.
 - **Goals of Visitation:** Reinforce a greater attention span and learning through listening and seeing.
- 
- **Example 3: Typical Development:** Begins to develop coarser skin, gain adult teeth (lose baby teeth), and grow very slowly.
 - **Caregiver/Child Interaction:** From first grade onward, have a professional check eyes, ears, and teeth. Explain healthy habits and set examples by wearing sun protection or seeing the doctor without resistance.
 - **Goals of Visitation:** Help build good health and form healthy attitude towards regular check-ups and maintaining health.
- 
- **Example 4: Typical Development:** More understanding of themselves and their roles at home, in class, and in public.
 - **Caregiver/Child Interaction:** Continue to explain, act out, and encourage roles by adding responsibilities and praising good behavior. Set goals to look forward to with fitting rewards.
 - **Goals of Visitation:** Set achievable standards for child to live by, and encourage child to continue behaving appropriately and growing.

ELEMENTARY SCHOOL (6-11 YEARS)

(continued)

- **Example 5: Typical Development:** Fears and emotions are under greater control of the child.
 - **Caregiver/Child Interaction:** Fewer incidents of acting out should occur. When they do, talk openly with child about social problems they may be experiencing. Set limits and consequences with the child when dealing with other issues.
 - **Goals of Visitation:** Validate feelings and form self-control and coping skills.
-
- **Example 6: Typical Development:** Worries about mistakes and things that follow such as failure, criticism, or bullying.
 - **Caregiver/Child Interaction:** Allow the child to help out and become more confident and feel important. Use words and actions that help the child build self-confidence and feel they are doing a good job. Visit <http://life.familyeducation.com/self-esteem/parenting/34401.html> for more tips on building self- esteem.
 - **Goals of Visitation:** Build a sense of belonging and self-esteem.
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- **Example 7: Typical Development:** Establishes more relationships with more give-and-take than before.
 - **Caregiver/Child Interaction:** Continue to listen to and nurture the child with a give-and-take relationship. Monitor, support, and become involved with child's activities like school or sports.
 - **Goals of Visitation:** Reinforce appropriate caregiver-child relationship.



ELEMENTARY SCHOOL (6-11 YEARS)

(continued)

- **Example 8: Typical Development:** Surrounds self with outgoing and supportive friends.
- **Caregiver/Child Interaction:** Support healthy relationships with peers. Serve as an example with own relationships.
- **Goals of Visitation:** Encourage relationships with others and with other caregiver.
- **Example 9: Typical Development:** Works harder when encouraged and shown affection. Struggles when stressed.
- **Caregiver/Child Interaction:** Offer warmth and acceptance, yet set firm standards. Don't take out stress on child. Calmly handle stressful events.
- **Goals of Visitation:** Provide support and foster positive caregiver-child relationship.
- **Example 10: Typical Development:** Understands direction when the directions are clear and obvious.
- **Caregiver/Child Interaction:** Provide clear, step-by-step direction. When directions are not followed, establish logical consequences. Have cheerful conversation with child at visitation, instead of focusing on the negatives.
- **Goals of Visitation:** Teach self-discipline and greater understanding of reason and consequences.
- **Example 11: Typical Development:** Concrete memories are developing.
- **Caregiver/Child Interaction:** Invite child to have experiences that are challenging, achievable, educational, fun, and memorable in a positive way.
- **Goals of Visitation:** Maintain a positive caregiver-child relationship.



ELEMENTARY SCHOOL (6-11 YEARS)

(continued)

- **Example 12: Typical Development:** Uses pictures to better understand and solve problems. Can tell reality from imagination.
- **Caregiver/Child Interaction:** Monitor social media use, television time, and video games. Make sure appropriate visuals are a part of the child's life to demonstrate positive problem solving.
- **Goals of Visitation:** Help with developing problem solving skills.

- **Example 13: Typical Development:** Understands actions and events have consequences.
- **Caregiver/Child Interaction:** Provide more details in explanations about expectations and consequences for not meeting them.
- **Goals of Visitation:** Help child learn what happens when they do not follow the rules. Acknowledge them positively when they do follow the rules.



ELEMENTARY SCHOOL (6-11 YEARS)

(continued)

- **Example 14: Typical Development:** Child becomes very aware of gender differences, and may have been exposed to sexual health issues.
- **Caregiver/Child Interaction:** Explain sexual health and sexual information with child in an age- appropriate manner. Children hear information (and misinformation) very early once in school. Start early and have an ongoing dialog so they can ask questions as they come up. Clear up wrong information child may have heard. Also explain puberty to children, as it can start at age 8 or younger in some children. Visit http://kidshealth.org/kid/grow/body_stuff/puberty.html and <http://www.mayoclinic.com/health/sex-education/CC00076> for more information.
- **Goals of Visitation:** Help strengthen trust between caregiver and child, as well as clearing up misconceptions children may have from hearing information from classmates. It may be difficult to have these conversations during visitation, especially in the group visitation setting.



MIDDLE/HIGH SCHOOL (12-14 YEARS)

- **Example 1: Typical Development:** Experiences puberty and body growth. Girls may begin to grow breasts, pubic and underarm hair, and start to menstruate. Boys may begin to notice growth of testes, penis, underarm and facial hair, as well as a change in voice. May sleep more because of rapid growth.
- **Caregiver/Child Interaction:** Remain sensitive to the developmental changes the child is experiencing. Talk about sexual behavior with child. Be honest and talk openly. Discuss expectations and limits. Schedule regular doctor and dentist visits, or ensure they are attending these visits if not set yourself. Visit http://kidshealth.org/kid/grow/body_stuff/puberty.html for more information.
- **Goals of Visitation:** Develop understanding of sexuality and help maintain nurturing and supportive caregiver-child relationship.
- **Example 2: Typical Development:** May have thoughts of suicide/depression, sexuality, and abuse of substances, and may suffer from eating disorders.
- **Caregiver/Child Interaction:** Understand that teens may become angry easily and act out and say hurtful things. Try not to take things personally and still offer guidance and support. Be aware of any mental health issues like depression or eating disorders and be open with child.
- **Goals of Visitation:** Build parental abilities to calmly handle drastic mood changes in adolescence. Keep trust between child and caregiver strong.
- **Example 3: Typical Development:** Thinks more independently and creatively, finding solutions, finding information, and making judgments about actions.
- **Caregiver/Child Interaction:** Allow teenagers to make some decisions and think independently. Keep track of their decisions, and respond to the decisions.
- **Goals of Visitation:** Limit risk-taking behaviors by enforcing consequences.



MIDDLE/HIGH SCHOOL (12-14 YEARS)

(continued)

- **Example 4: Typical Development:** Tends to judge others, challenge authority, dramatize or ignore important issues, become rebellious, and struggle to make decisions.
- **Caregiver/Child Interaction:** Remain aware, sensitive, and supportive. Make sure communication remains open between caregiver and child.
- **Goals of Visitation:** Help transition through the stage of adolescence.
- **Example 5: Typical Development:** Confusion about puberty, sexual identity and attraction, and body changes.
- **Caregiver/Child Interaction:** Answer questions child has, and support them and their identity. Help them feel good about their body by not making negative comments. Encourage healthy life choices, and realize that they are very confused during this time. Visit http://kidshealth.org/kid/grow/body_stuff/puberty.html for more information.
- **Goals of Visitation:** Build confidence and self-esteem, as well as a sense of understanding between caregiver and child.
- **Example 6: Typical Development:** Hormones tend to affect emotions and mood.
- **Caregiver/Child Interaction:** Understand child is experiencing new feelings and hormones, but also encourage them to be aware of emotions and be positive.
- **Goals of Visitation:** Help child to feel better about their changes, and help caregiver-child relationship.

MIDDLE/HIGH SCHOOL (12-14 YEARS)

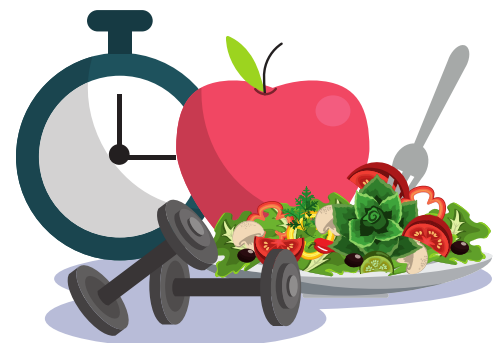
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- **Example 7: Typical Development:** Beginning high school.
- **Caregiver/Child Interaction:** This may be a hard time for many teenagers, with more responsibility, and more people and personality types to deal with. Encourage child to be themselves and work hard to get good grades and make good, supportive friends. Visit <http://www.stopbullying.gov/> if there are concerns or questions about bullying.
- **Goals of Visitation:** Help child develop positive bonds, work ethic, and feel comfortable in their own skin, as well as show them that they are supported and loved unconditionally.
- **Example 8: Typical Development:** More access to social media, TV, movies, and other forms of media.
- **Caregiver/Child Interaction:** Teach child what is appropriate to view. Let them know what they can and cannot watch, when supervised and when with friends. Teach them safety tips for the Internet (Facebook, etc). Visit <http://www.safekids.com/kids-rules-for-online-safety/> for more information.
- **Goals of Visitation:** Teach child boundaries, and safety when navigating the internet.
- **Example 9: Typical Development:** May resist family time, preferring to be with friends.
- **Caregiver/Child Interaction:** Encourage family time, but also give child time to be with friends. Encourage positive behavior. If child is always on time for curfew and is honest, let them know it is appreciated. http://www.kidshealth.org/kid/grow/body_stuff/puberty.html for more information.
- **Goals of Visitation:** Encourage good, safe behavior, and time with family. Give child a certain amount of freedom in their life.

MIDDLE/HIGH SCHOOL (12-14 YEARS)

(continued)

- **Example 10: Typical Development:** Child becomes aware of drugs, alcohol, and other illicit activities.
- **Caregiver/Child Interaction:** Explain to child why these activities aren't appropriate; don't just say "Don't do drugs". Explain the consequences, legally, physically, and socially. Visit <http://life.familyeducation.com/teen/drugs-and-alcohol/36544.html> for more information.
- **Goals of Visitation:** Teach boundaries to child, and help to ensure safety.
- **Example 11: Typical Development:** Maintaining good health becomes a priority.
- **Caregiver/Child Interaction:** Teach child how to clean their face (acne is a big part of growing up), how to eat healthy, and exercise. Be positive with child. Do not make them feel like something is wrong with them.
- **Goals of Visitation:** Encourage good grooming and health habits, as well as maintaining self-esteem.
- **Example 12: Typical Development:** Child becomes very aware of sex differences, and may have been exposed to sexual health issues.
- **Caregiver/Child Interaction:** Explain sexual health and sexual information with child when appropriate. Children hear information (and misinformation) very early once in school. Have a trusting relationship so child can ask questions as they come up. Answer questions. Visit <http://www.mayoclinic.com/health/sex-education/CC00076> for more information.
- **Goals of Visitation:** Helps strengthen trust between caregiver and child, as well as clearing up incorrect information children may have heard from classmates.



HIGH SCHOOL (15-17 YEARS)

- **Example 1: Typical Development:** Likely to know other kids who use alcohol or drugs, and to have friends who drive.
- **Caregiver/Child Interaction:** Explain to teen why these activities aren't appropriate; don't just say "Don't do drugs". Explain the consequences, legally, physically, and socially. Visit <http://life.familyeducation.com/teen/drugs-and-alcohol/36544.html> for more information.
- **Goals of Visitation:** Teach boundaries to teen, and helps to ensure safety. Talk openly about this with teen to keep trust and caretaker/child role strong.
- **Example 2: Typical Development:** Begins to drive and wants more freedom.
- **Caregiver/Child Interaction:** Make sure teen knows how to drive safely, discuss rules for when and where they can drive.
- **Goals of Visitation:** Teach boundaries to teen, and help to ensure safety.
- **Example 3: Typical Development:** Confusion about "what to do with their life" and questions about life after high school.
- **Caregiver/Child Interaction:** Allow teen to explain their desires and where they would like to be after high school. Encourage getting good grades, and preparing for college. Support their career goals positively, and give input, not demands.
- **Goals of Visitation:** Help teen realize that they have support. Help to career plan and prepare for further education.
- **Example 4: Typical Development:** Continues to question identity, values, sexuality, etc.
- **Caregiver/Child Interaction:** Listen to teen, and offer support. If teen seems too upset, or their needs aren't addressed, speak to guidance counselors, teachers, administrators, or coaches.
- **Goals of Visitation:** Show teen that you support and believe in them.



HIGH SCHOOL (15-17 YEARS)

(continued)

- **Example 5: Typical Development:** Teens may get jobs to save money or have spending money.
- **Caregiver/Child Interaction:** Encourage positive spending and saving habits. Help teen set up a bank account to save money and learn about finances. Teach them about credit cards.
- **Goals of Visitation:** Teach positive money skills, encourage hard work and savings.
- **Example 6: Typical Development:** Teens begin applying to colleges or jobs.
- **Caregiver/Child Interaction:** Help teen with paperwork needed (Social Security card, birth certificates, etc) and support them through the process. Workforce Plus centers may be able to provide resume training for teens and adults. Visit <http://www.floridajobs.org/> for more information.
- **Goals of Visitation:** Help prepare teen for college or a career, and teach him/her to learn how to take on new tasks.
- **Example 7: Typical Development:** Teen may buy or use a cell phone.
- **Caregiver/Child Interaction:** Explain limits on cell phone use. Explain limits on minutes and text messages enforced by the provider. Make sure teen knows not to text while driving.
- **Goals of Visitation:** Keep teens safe and set boundaries. (Most visitation programs do not allow cell phone use on site. However, caregivers can discuss the phone and proper use with the teen at visits.)
- **Example 8: Typical Development:** Teens take on many responsibilities, and can handle work, school, and social life.
- **Caregiver/Child Interaction:** Let teen take on responsibility reasonably. Let him/her know when he/she does a good job to show caring feelings. Teen is growing up, and wants to feel grown up, but still wants and needs emotional support.
- **Goals of Visitation:** Help with homework. Give emotional support to teens, while letting them feel grown up and take on responsibility.



REFERENCES

- Children's Advocacy Center materials (www.fnccac.org)
- http://kidshealth.org/kid/grow/body_stuff/puberty.html
- <http://kidshealth.org/parent/general/teeth/teething.html>
- <http://kidshealth.org/parent/growth/growing/adolescence.html#>
- <http://life.familyeducation.com/self-esteem/parenting/34401.html>
- <http://life.familyeducation.com/teen/drugs-and-alcohol/36544.html>
- <http://wondertime.go.com/learning/child-development/stages-toddler-2years.html>
- <http://www.asha.org/public/speech/development/parent-stim-activities.htm>
- http://www.babycenter.com/0_milestone-chart-25-to-30-months_1496593.bc
- <http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/toddlers.html>
- <http://www.child-development-guide.com/child-development-milestone.html>
- <http://www.childdevelopmentinfo.com/development/normaldevelopment.shtml>
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- <http://www.kidsgrowth.com/resources/articledetail.cfm?id=1124>
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- <http://www.mayoclinic.com/health/sex-education/CC00076>
- <http://www.safekids.com/kids-rules-for-online-safety/>
- http://www.surfnetparents.com/tips_for_parenting_boys_during_puberty-6225.html
- <https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/Disciplining-Your-Child.aspx>
- <https://raisingchildren.net.au/toddlers/connecting-communicating/communicating/communicating-well-with-children>
- <https://www.cdc.gov/parents/essentials/consequences/rewards.html#:~:text=E%20examples%20of%20Social%20Rewards,exactly%20what%20behavior%20you%20liked.>
- <https://childmind.org/article/how-to-help-children-calm-down/>