PEDIATRIC SELF-MANAGEMENT GUIDELINES

As your child gets older, he or she will be able to take more responsibility for their daily activities, including management of disease. And the way this works best is when parents or adult helpers support the child as he or she takes on this increased responsibility. We have found that as your child takes on more responsibility, it should be appropriate for their age and abilities and we also know it may be difficult at times to find the right balance of support and responsibility.

Here are some helpful guidelines to determine appropriate self-management responsibilities. You can use the guidelines as a worksheet. Expectations for children and parents are divided into three levels: preschool, school age and adolescent. At the youngest age, the child's tasks are simple, with the adult helper taking the lead. With increasing age, the older child and adolescent will take on more responsibility and the adult will move into more of a guidance role.

You can use the boxes to check off the expectations that your child has completed. Your child may want to help you do this. Using this worksheet can give you ideas of areas you can work on with your child. If you have questions or would like additional information about self-management, ask your health care provider.

Note: This information is provided to you as an educational service of National Jewish. It is not meant to be a substitute for consulting with your own physician.

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<table>
<thead>
<tr>
<th>CHILD'S/ADOLESCENT'S Expectations</th>
<th>PARENT'S/ADULT HELPER'S Expectations</th>
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<td><strong>PRESCHOOL - COOPERATION</strong></td>
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<tr>
<td>Medications:</td>
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<tr>
<td>□ 1. Cooperate with medicines and therapies.</td>
<td>□ 1. Plan and give routine medicines and therapies.</td>
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<td>□ 2. Use correct technique when taking medicines and therapies.</td>
<td>□ 2. Recognize correct technique when giving child medicines and therapies.</td>
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<td>🟢 3. Learn the action of the medicine, dose, time taken, and side effects to watch for.</td>
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<td>□ 4. Use techniques to remember medicines and therapies:</td>
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<td>□ 5. Provide support to the child.</td>
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<td>Self-Assessment and Peak Flow:</td>
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<td>□ 3. Respond to adult guidance when symptoms occur.</td>
<td>□ 6. Assess severity of symptoms.</td>
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<td>□ 4. Begin to learn to identify symptoms and tell an adult helper.</td>
<td>□ 7. Treat symptoms promptly and appropriately.</td>
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<td>□ 5. Begin to use correct technique when using peak flow meter.</td>
<td>□ 8. Identify when to contact the health care provider.</td>
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<td>□ 9. Supervise correct technique and record peak flow numbers.</td>
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<td>□ 10. Provide support to the child.</td>
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<td>Triggers:</td>
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<td>□ 6. Begin to respond to adult guidance to avoid triggers.</td>
<td>□ 11. Identify triggers.</td>
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<td>□ 12. Control triggers, especially in the home environment.</td>
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<td>SCHOOL AGE - LEARNING</td>
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<td>In addition to preschool responsibilities:</td>
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### Medications:

1. Learn the action of the medicine, dose and time taken.
2. Ask for daytime medicine and therapies at routine times.
3. Ask for pre-treatments (if prescribed).
4. Use techniques to remember medicines and therapies with adult helper.

### Medications:

1. Plan and oversee routine medicines and therapies.
2. Involve the child in routine medicines and therapies.
3. Involve the child in techniques to remember medicines and therapies.
4. Refill medicines from pharmacy.
5. Provide additional help and support during times of illness or stress.

### Peak Flow and Self-Assessment:

5. Use correct technique when using peak flow meter.
6. With adult helper, read and record peak flow numbers.
7. Identify symptoms and tell an adult helper. It is important to identify symptoms early.
8. Discuss treatment of symptoms with adult helper.

### Peak Flow and Self-Assessment:

6. Oversee peak flow technique and recording of peak flow numbers.
7. Involve child in assessing symptoms, stressing the importance of identifying symptoms early.
8. Involve the child in treatment decisions but make the ultimate decision. Make decisions based on the use of peak flow numbers and symptoms.
9. Provide additional help and support during times of illness or stress.

### Triggers:

9. Identify things that make asthma worse.
10. Begin to avoid or control things that make asthma worse, without reminders.

### Triggers:

10. Involve child in identifying and controlling things that make asthma worse.
11. Provide additional help and support during times of illness or stress.
**ADOLESCENT - DECISION MAKING**

In addition to preschool and school age responsibilities:

### Medications:
- **1.** Plan and take routine medicines and therapies
- **2.** Learn medicine side effects to watch for.
- **3.** Use techniques to remember medicines and therapies;
  - routine for taking medicines
  - written medicine schedule
  - packing medicines
  - ______________________
- **4.** Identify and tell adult helper when medicine needs to be refilled from pharmacy.
- **5.** Meet with adult helper on a routine basis to discuss how the treatment plan is going.

### Peak Flow and Self-Assessment:
- **6.** Use peak flow meter correctly and record numbers.
- **7.** Assess severity of symptoms. Identify symptoms early.
- **8.** Treat symptoms appropriately.
- **9.** Identify when to contact the health care provider and discuss this with adult helper.
- **10.** Meet with adult helper on a routine basis to watch for trends in peak flow numbers and symptom recognition.

### Triggers:
- **11.** Avoid and control things that make asthma worse, at home and school.

### Medications:
- **1.** Do spot checks of routine medicines and therapies.
- **2.** Responsibility for care may shift to the adult helper during times of illness or stress.
- **3.** Meet with adolescent on a routine basis to discuss how the treatment plan is going.

### Peak Flow and Self-Assessment:
- **4.** Do spot checks of peak flow technique and recording numbers.
- **5.** Meet with adolescent on a routine basis to watch for trends in peak flow numbers and symptom recognition.
- **6.** Responsibility for care may shift to the adult helper during times of illness or stress.

### Triggers:
- **7.** Support adolescent in efforts to avoid and control things that make asthma worse.