



medfacts

AN EDUCATIONAL HEALTH SERIES FROM NATIONAL JEWISH HEALTH™

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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PTE.080

CHILD'S/ADOLESCENT'S Expectations	PARENT'S/ADULT HELPER'S Expectations
PRESCHOOL - COOPERATION	
<p>Medications:</p> <p><input type="checkbox"/> 1. Cooperate with medicines and therapies.</p> <p><input type="checkbox"/> 2. Use correct technique when taking medicines and therapies.</p>	<p>Medications:</p> <p><input type="checkbox"/> 1. Plan and give routine medicines and therapies.</p> <p><input type="checkbox"/> 2. Recognize correct technique when giving child medicines and therapies.</p> <p><input type="checkbox"/> 3. Learn the action of the medicine, dose, time taken, and side effects to watch for.</p> <p><input type="checkbox"/> 4. Use techniques to remember medicines and therapies:</p> <ul style="list-style-type: none"> • routine for taking medicines • written medicine schedule • packing medicines • _____ <p><input type="checkbox"/> 5. Provide support to the child.</p>
<p>Self-Assessment and Peak Flow:</p> <p><input type="checkbox"/> 3. Respond to adult guidance when symptoms occur.</p> <p><input type="checkbox"/> 4. Begin to learn to identify symptoms and tell an adult helper.</p> <p><input type="checkbox"/> 5. Begin to use correct technique when using peak flow meter.</p>	<p>Self-Assessment and Peak Flow:</p> <p><input type="checkbox"/> 6. Assess severity of symptoms.</p> <p><input type="checkbox"/> 7. Treat symptoms promptly and appropriately.</p> <p><input type="checkbox"/> 8. Identify when to contact the health care provider.</p> <p><input type="checkbox"/> 9. Supervise correct technique and record peak flow numbers.</p> <p><input type="checkbox"/> 10. Provide support to the child.</p>
<p>Triggers:</p> <p><input type="checkbox"/> 6. Begin to respond to adult guidance to avoid triggers.</p>	<p>Triggers:</p> <p><input type="checkbox"/> 11. Identify triggers.</p> <p><input type="checkbox"/> 12. Control triggers, especially in the home environment.</p>

SCHOOL AGE - LEARNING
In addition to preschool responsibilities:

<p>Medications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Learn the action of the medicine, dose and time taken. <input type="checkbox"/> 2. Ask for daytime medicine and therapies at routine times. <input type="checkbox"/> 3. Ask for pre-treatments (if prescribed). <input type="checkbox"/> 4. Use techniques to remember medicines and therapies with adult helper. 	<p>Medications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Plan and oversee routine medicines and therapies. <input type="checkbox"/> 2. Involve the child in routine medicines and therapies. <input type="checkbox"/> 3. Involve the child in techniques to remember medicines and therapies. <input type="checkbox"/> 4. Refill medicines from pharmacy. <input type="checkbox"/> 5. Provide additional help and support during times of illness or stress.
<p>Peak Flow and Self-Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5. Use correct technique when using peak flow meter. <input type="checkbox"/> 6. With adult helper, read and record peak flow numbers. <input type="checkbox"/> 7. Identify symptoms and tell an adult helper. It is important to identify symptoms early. <input type="checkbox"/> 8. Discuss treatment of symptoms with adult helper. 	<p>Peak Flow and Self-Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6. Oversee peak flow technique and recording of peak flow numbers. <input type="checkbox"/> 7. Involve child in assessing symptoms, stressing the importance of identifying symptoms early. <input type="checkbox"/> 8. Involve the child in treatment decisions but make the ultimate decision. Make decisions based on the use of peak flow numbers and symptoms. <input type="checkbox"/> 9. Provide additional help and support during times of illness or stress.
<p>Triggers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9. Identify things that make asthma worse. <input type="checkbox"/> 10. Begin to avoid or control things that make asthma worse, without reminders. 	<p>Triggers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10. Involve child in identifying and controlling things that make asthma worse. <input type="checkbox"/> 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.

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:

- 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.

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:

- 11. Avoid and control things that make asthma worse, at home and school.

Triggers:

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