Play away the Pain: Helping Children Cope in the E.D

Bernadette Sanchez, CCLS
Certified Child Life Specialist
Emergency Department
2017
Acknowledgements

Adopted for:
Canadian Association of Paediatric Health Centres
Pain Community of Practice
by
Evelyne Trottier MD, FRCPC, Universite de Montreal
and
Samina Ali, MD, FRCPC, University of Alberta
Disclosures

No financial investment in the items, apps, or medications presented
Objectives

You will:

1. become familiar with psychosocial and cognitive-behavioural techniques that promote coping and comfort in order to mitigate pain and anxiety;

1. learn about developmentally appropriate tools for distraction and relaxation, including toys, apps and “coping kits”;

2. promote family-centered care by providing information (both pharmacological and non-pharmacological) to parents/caregivers on how to manage their child’s pain at home, with the ultimate goal of empowering families
What is a child life specialist?

- Therapeutic play
- Preparation
- Education

Reduce fear, anxiety, and pain for infants, children & youth
Meet the Pediatric Patient
Coping and Comfort

Universal coping & stress reduction concepts:

- Alternate Focus
- Relaxation/Deep Breathing
- Comfort
- Communication/Self-expression

Harrison & Hopley (2016)
Coping and Comfort

Universal coping & stress reduction concepts:

Alternate Focus
Balloonimals
Balloonimals
Fluidity
Coping and Comfort

Universal coping & stress reduction concepts:

- Alternate Focus
- Relaxation/Deep Breathing
- Comfort

Harrison & Hopley (2016)
Comfort Positioning for Procedures

Vander Ploeg & O’Kane, 2005. CHEO Positions for Comfort
Coping and Comfort

Universal coping & stress reduction concepts:

- Alternate Focus
- Relaxation/Deep Breathing
- Comfort
- Communication/Self-expression

Harrison & Hopley (2016)
“Research provides evidence for the effectiveness of therapeutic play in reducing psychological and physiological stress for children facing medical challenges.”

“Therapeutic play offers long-term benefits by fostering more positive behavioral responses to future medical experiences.”
Normalization through Play
What you say matters!

What is a band-aid for?
The kind of cut you have can’t be fixed with a regular band-aid

String band-aids to fix your cut
What you say matters!

An IV is a small plastic straw/tube that sits inside your vein.

There is a very tiny helper needle to get it in the right place.

It is the fastest way to get medicine in your body.
Building in Choices

- Flavoured lip balm
- Choice of scent
- Re-use or give away
Comfort: Parental presence

Self-expression

Alternative Focus

Child Life: Preparation

Entonox

Ametop

Putting it all together
Tips for Parents at Home

• Reinforce what worked
• EMLA + Glad press and seal
• Play doctor at home
• Create positive associations with the hospital
Tips for Parents at Home

• Let parents know what to expect for follow-up
“Strategies such as swaddling, oral sucrose, vibratory stimulation, breathing techniques, distraction, and visual imagery have been shown to decrease behavioural distress and pain experience in children during invasive medical procedures.”

“When combined with preparation and appropriate pharmacologic interventions, nonpharmacologic strategies for pain and distress management have proven successful in terms of patient/family experience, staff experience, and cost-effectiveness.”

References


Harrison, M., & Hopley, V. (May, 2016) *Fit Kit: A Program For Stress Reduction In The Emergency Department*. Presentation at the Child Life Council 34th annual conference on professional issues, Orlando, FL.


# Age Specific Coping Kits

<table>
<thead>
<tr>
<th>KIT COLOR</th>
<th>AGE</th>
<th>SUPPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS:</td>
<td>Birth-17 mos.</td>
<td>Parent Card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teddy bear or blanket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubbles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rattle or teething toy</td>
</tr>
<tr>
<td>TODDLER BOY:</td>
<td>18 mos. – 3 yrs.</td>
<td>Parent Card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toddler Car</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teddy Bear</td>
</tr>
<tr>
<td>TODDLER GIRL:</td>
<td>18 mos. – 3 yrs.</td>
<td>Parent Card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baby Bottle/Bib</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coping Sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baby Doll</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubbles</td>
</tr>
<tr>
<td>PRE-SCHOOL/</td>
<td>4, 5, 6 yrs.</td>
<td>Parent Card</td>
</tr>
<tr>
<td>EARLY SCHOOL AGE</td>
<td></td>
<td>Play Dough</td>
</tr>
<tr>
<td>BOY:</td>
<td></td>
<td>Pop Tube</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action Hero</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hot Wheel Car</td>
</tr>
<tr>
<td>PRE-SCHOOL/</td>
<td>4, 5, 6 yrs.</td>
<td>Parent Card</td>
</tr>
<tr>
<td>EARLY SCHOOL AGE</td>
<td></td>
<td>Crayons</td>
</tr>
<tr>
<td>GIRL:</td>
<td></td>
<td>Play Dough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simple Maze</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beanie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bubbles</td>
</tr>
<tr>
<td>SCHOOL-AGE BOY:</td>
<td></td>
<td>Coloring Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beanie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pop-Tube</td>
</tr>
</tbody>
</table>

Developed by the child life department at Emerson Hospital, Concord, MA, USA. Used with permission.
Contact Information

Thank you!

Bernadette Sanchez, CCLS
Certified Child Life Specialist
Emergency Department
BC Children’s Hospital

bsanchez@cw.bc.ca