

adhesive bandages) to avoid delays.

Tell child when procedure is completed.

Striving for Independence

Allow choices whenever possible but realize that child may still be resistant and negative.

Allow child to participate in care and to help whenever possible (e.g., drink medicine from a cup, hold a dressing).

Preschooler: Developing Initiative and Preoperational Thought

Egocentric

Explain procedure in simple terms and in relation to how it affects child (as with toddler, stress sensory aspects).

Demonstrate use of equipment.

Allow child to play with miniature or actual equipment.

Encourage “playing out” experience on a doll both before and after procedure to clarify misconceptions.

Use neutral words to describe the procedure (see [Table 20-1](#)).

Increased Language Skills

Use verbal explanation but avoid overestimating child's comprehension of words.

Encourage child to verbalize ideas and feelings.

Limited Concept of Time and Frustration Tolerance

Implement same approaches as for toddler but may plan longer teaching session (10 to 15 minutes); may divide information into more than one session.