

Deaden	Numb, make sleepy
Fix	Make better
Take (as in “take your temperature”)	See how warm you are
Take (as in “take your blood pressure”)	Check your pressure; hug your arm
Put to sleep, anesthesia	Special sleep so you won't feel anything
Catheter	Tube
Monitor	Television screen
Electrodes	Stickers, ticklers
Specimen	Sample

- Clarify all unfamiliar words (e.g., “Anesthesia is a *special* sleep”).
- Emphasize sensory aspects of procedure—what child will feel, see, hear, smell, and touch and what child can do during procedure (e.g., lie still, count out loud, squeeze a hand, hug a doll).
- Allow child to practice procedures that will require cooperation (e.g., turning, deep breathing, using an incentive spirometry).
- Introduce anxiety-inducing information last (e.g., starting an intravenous [IV] line).
- Be honest with child about unpleasant aspects of a procedure but avoid creating undue concern. When discussing that a procedure may be uncomfortable, state that it feels differently to different people.
- Emphasize end of procedure and any pleasurable events afterward (e.g., going home, seeing parents).
- Stress positive benefits of procedure (e.g., “After your tonsils are fixed, you won't have as many sore throats”).
- Provide a positive ending, praising efforts at cooperation and coping.

*Soft-sculptured dolls and customized adapters and overlays for preparing children and families about procedures and as teaching models for technical care are available from Legacy Products, Inc., 508 S. Green St., PO Box 267, Cambridge City, IN 47327; 800-238-7951; email: