

- Assess reason for uncooperative behavior; consider that a child who is unduly afraid may have had a traumatic experience.
- Try to involve child and parent in process.
- Avoid prolonged explanations about examining procedure.
- Use a firm, direct approach regarding expected behavior.
- Perform examination as quickly as possible.
- Have attendant gently restrain child.
- Minimize any disruptions or stimulation.
- Limit number of people in room.
- Use isolated room.
- Use quiet, calm, confident voice.

Begin the examination in a nonthreatening manner for young children or children who are fearful:

- Use activities that can be presented as games, such as test for cranial nerves (see [Table 4-11](#)) or parts of developmental screening tests (see [Chapter 3](#)).
 - Use approaches such as Simon Says to encourage child to make a face, squeeze a hand, stand on one foot, and so on.
 - Use paper-doll technique:
1. Lay child supine on an examining table or floor that is covered with a large sheet of paper.
 2. Trace around child's body outline.
 3. Use body outline to demonstrate what will be examined, such as drawing a heart and listening