

## WELL CHILD CARE AT 8-9 YEARS

### **At Today's Visit**

- Your child's health care provider will ask for an update on your child's health.
- We will discuss your child's growth and development.
- You will complete a questionnaire to determine if your child has risk factors for high cholesterol and a cholesterol level will be obtained if your child is at risk.
- We will check your child's vision if he/she has not had or does not have access to a screening exam.
- We will check your child's hearing if he/she has not had or does not have access to a screening exam.
- Your child will have a physical examination.
- Your child may receive a second chicken pox vaccination if she has received only one to date (assuming she has not had the disease itself).
- We will discuss beginning the Hepatitis A vaccination series (if it has not already been given).

### **Things to Keep in Mind Between Now and the Next Visit**

- **Growth**
  - ▷ Middle childhood (ages 5-10) is characterized by slow, steady physical growth. Children gain an average of 7 pounds and grow an average of 2½ inches per year. Head circumference increases an average of an inch per year. Body composition and body shape remain relatively constant. Growth spurts, accompanied by increased appetite and food intake are common. Conversely, appetite and food intake decrease during periods of slower growth.
- **Promotion of Healthy and Safe Habits**
  - ▷ Be a role model for your child by living a healthy life.
  - ▷ Supervise your child's activities with peers.
  - ▷ Be sure that your child gets adequate sleep. For children 6-10 years of age, the suggested bedtime is 8-9 p.m. (This may vary depending on families' schedules.)
  - ▷ Encourage regular physical activity.
  - ▷ The elementary school years are a period which parents and children can enjoy reading together. Reading will promote learning in school, too. Make reading a part of the pre-bedtime ritual.

- ▷ Limit television viewing to an average of 1 hour per day. Check television ratings and choose appropriate programs. Watch programs together and discuss them.
  - ▷ Supervise your child's personal care and hygiene. Continue to emphasize the importance of hand washing.
  - ▷ Counsel your child about avoiding the use of alcohol, tobacco, drugs, and inhalants. Be sure that your child's school curriculum includes information on substance abuse.
- **Injury Prevention**
- ▷ Continue to use a belt-positioning booster seat with lap and shoulder belt as long as needed (until your child can sit upright against the back seat cushion and bend her knees over the edge of the seat without slouching).
  - ▷ Be sure the safety belt fits correctly. The lap belt should fit low and snugly across your child's thighs and the shoulder belt should rest across the center of her chest.
  - ▷ Never place your child in the front seat of a vehicle with a passenger side air bag. The back seat is the safest place for children of any age to ride.
  - ▷ Continue to emphasize the importance of safety and injury prevention. Anticipate that your child may make errors in judgment because she is trying to imitate peers.
  - ▷ Anticipate providing less direct supervision as your child demonstrates more maturity.
  - ▷ Teach your child how to swim and reinforce water safety rules. Children should be supervised by an adult whenever they are near water.
  - ▷ Be sure that swimming pools in your community, apartment complex, or home have a four-sided fence with a self-closing, self-latching gate.
  - ▷ Be sure that your child puts on sunscreen (SPF15 or higher) before going outside.
  - ▷ Continue to keep your child's environment free of smoke.
  - ▷ Test smoke alarms to be sure that they work properly. Change batteries twice a year (e.g., with the time change in the spring and fall). Conduct fire drills at home. Keep a fire extinguisher in or near the kitchen.
  - ▷ Be sure your child understands safety rules for the home, including the use of emergency phone numbers and what to do in case of fire or other emergencies. Lock up poisons, matches, and electrical tools.
  - ▷ Be sure that guns, if kept in the home, are unloaded and locked up and that ammunition is stored separately. A trigger lock is an additional important precaution.
  - ▷ Review neighborhood safety rules with your child.
  - ▷ Reinforce safety rules for biking and in-line skating, including correct use of hand signals in traffic. Be sure that your child always wears a helmet when riding a bicycle or skating.

- ▷ Be sure that your child is supervised before and after school in a safe environment.
- ▷ Review with your child the rules for how to be safe around strangers (e.g., never opening the door to strangers, never getting into a stranger's car). Be sure that your child's school curriculum includes information on how to be safe when interacting with strangers.
- ▷ Reinforce the importance of safety in sports and other physical activities, emphasizing the need for wearing protective gear (mouth guard, helmet, knee or elbow pads).
- ▷ Do not allow your child to operate power tools or machinery (e.g., lawn mower or motorized farm equipment).
- ▷ Make sure that windows are closed or have screens that cannot be pushed out.
- ▷ Do not allow play in areas where a fall could lead to a serious injury.
- ▷ Do not allow your child to play on a trampoline unsupervised. Ideally, the use of outdoor trampolines should be avoided.

▪ **Nutrition**

- ▷ Model and encourage healthy eating habits.
- ▷ Encourage your child to eat three nutritious meals a day, including a variety of healthy foods. Share family meals together regularly.
- ▷ Make mealtimes pleasant and companionable. Encourage conversation.
- ▷ Teach your child the importance of eating a balanced diet. Help her choose plenty of fruits and vegetables; breads, cereals, and other grain products; low-fat dairy products; lean meats, chicken, fish, and other sources of protein; and foods prepared with little or no fat.
- ▷ Serve your child a balanced breakfast or be sure that the school provides one.
- ▷ Be sure that your child eats a nutritious lunch at school by packing a balanced lunch or participating in the school lunch program.
- ▷ Help your child choose nutritious snacks that are rich in complex carbohydrates. Limit high-fat or low-nutrient foods and beverages, such as candy, chips, or soft drinks.

▪ **Oral Health**

- ▷ Be sure that your child brushes her teeth twice a day with a pea-size amount of fluoridated toothpaste. Ask the oral health professional when and how to teach your child to floss her teeth.
- ▷ Give your child fluoride supplements as recommended by your dentist, based on the level of fluoride in your drinking water.
- ▷ Schedule a dental appointment for your child every six months or as indicated by your child's individual needs or susceptibility to disease.
- ▷ As your child's permanent molars erupt, be sure that your dentist evaluates them for placement of dental sealants.

- ▷ Teach your child how to handle dental emergencies, especially the loss or fracture of a tooth.
  - ▷ Counsel your child not to smoke or use smokeless tobacco.
- **Sexuality Education**
    - ▷ Have age-appropriate sex education books in the home that will answer some questions, and encourage your child to ask additional questions.
    - ▷ If your child receives family life education at school or in the community, discuss the information with her.
    - ▷ Answer questions at a level appropriate to your child's understanding.
    - ▷ For parents of girls: Prepare your daughter for menstruation.
- **Promotion of Social Competence**
    - ▷ Praise your child for personal efforts and accomplishments, especially in school.
    - ▷ Encourage your child to talk with you about his school, friends, or feelings.
    - ▷ Encourage your child to read and to develop hobbies.
    - ▷ Spend individual time with your child, doing something you both enjoy.
    - ▷ Expand your child's experiences through family trips and outings (e.g., parks, museums, libraries).
    - ▷ Promote your child's interactions with peers through participation in social activities, community groups, and team sports.
    - ▷ Help your child learn how to get along with his peers. Discuss awareness of and respect for differences among peers.
    - ▷ Finding compatible friends is very important. Children at this age are imaginative and get along well with friends their own age. They are becoming very concerned about what others think about them. They are beginning to understand that the emotions others experience are similar to their own.
    - ▷ Talk to your child about both enjoyable and difficult aspects of friendships.
    - ▷ Teach your child about helping people "save face" when they are angry or embarrassed.
    - ▷ Be sure your child has the opportunity to learn about leadership. Group activities allow your child the chance to learn leadership skills.
    - ▷ Try to keep rules to a minimum. The role of peers in the life of children at this age increases, and children may resist adult authority at times.
    - ▷ Teach your child to apologize and require that your child help people who they have hurt.
    - ▷ Help your child learn appropriate and reasonable behavior.
    - ▷ Use more encouraging than discouraging words when speaking with your child. Kids have a need to feel like they are valued in the family and with their friends.
    - ▷ Tell your child everyday that you love him.

- ▷ Find words that encourage schoolwork and friendships. Tell your child when you notice that he is on time or getting her work done on schedule.
  - ▷ Keep rules that are fair and consistently enforced.
  - ▷ Help your child develop a strong sense of right and wrong.
  - ▷ Don't make demands upon your child that are above his ability.
  - ▷ Allow your child to make some choice when alternatives exist.
  - ▷ Don't allow competition to get out of hand. Allow a child to compete against himself and set personal best records.
  - ▷ The ingredients to build a strong conscience include a warm and caring family, a strict code of conduct, and consistent and firm enforcement of the rules. Model how you wish your child to behave.
  - ▷ Continue to set limits and establish consequences for unacceptable behavior (e.g., grounding, limited television viewing time, less time with friends).
  - ▷ Expect your child to follow family rules, such as those for bedtime, homework, and chores.
  - ▷ Assign age-appropriate chores and explain the importance of each family member contributing to family life.
  - ▷ Promote positive interactions between your child and her teachers and other adults.
  - ▷ Help your child develop an ability to deal constructively with conflict and anger in the family, at school, and in the neighborhood.
  - ▷ Provide personal space (even if limited) for your child at home.
- **Promotion of Constructive Family Relationships and Parental Health**
    - ▷ Serve as a positive ethical and behavioral role model.
    - ▷ Show affection in your family.
    - ▷ Contribute to your child's self-esteem by being affectionate and by praising her efforts and accomplishments.
    - ▷ Show interest in your child's school and after-school activities.
    - ▷ Set reasonable but challenging expectations.
    - ▷ Promote self-responsibility.
    - ▷ Spend some individual time with each child in your family.
    - ▷ Participate in games and other activities with your child.
    - ▷ Create opportunities for your family to share time together.
    - ▷ Handle anger constructively in the family.
    - ▷ Acknowledge conflicts between siblings. Whenever possible, attempt to resolve conflicts without taking sides. Do not allow violence.
    - ▷ Become acquainted with your child's friends and their families.
    - ▷ Talk with the health professional about your own preventive and health-promoting practices.

- **Promotion of Community Interactions**

- ▷ Discuss with the health professional possible programs for your child: before- and after-school programs, recreational programs, or other community programs.
- ▷ Participate as a family in school and community activities.
- ▷ Volunteer regularly for school or community activities that require adult supervision.
- ▷ Explore or continue to participate in social, religious, cultural, volunteer, and recreational organizations or programs.
- ▷ Advocate for community programs and facilities for children (recreational, athletic, artistic, and educational activities).
- ▷ Encourage your child to participate in organized groups.
- ▷ Discuss current events and social responsibility with your child.
- ▷ Promote social connections with neighbors and ties with extended family members.
- ▷ Participate in activities that reflect cultural diversity.
- ▷ Find out what you can do to make your community safer.
- ▷ Encourage peer-mediated conflict management in schools from third grade through high school.
- ▷ Recommend that schools provide early and regular comprehensive health education and services that encourage healthy living.

### **Normal Development: 8 Years Old**

- These guidelines are offered as a way of showing a general progression through the developmental stages rather than as fixed requirements for normal development at specific ages. It is perfectly natural for a child to attain some milestones earlier and other milestones later than the general trend.
- *If you have any concerns related to your child's own pattern of development, check with your child's pediatric healthcare provider.*
  - ▷ **Physical Development**
    - ◆ continues to be accident prone, especially on the playground
    - ◆ has more control over small muscles, and therefore writes and draws with more skill
    - ◆ displays a casual attitude toward clothing and appearance
    - ◆ seems to be all hands and arms
    - ◆ may be concerned about height and weight
    - ◆ seems to possess boundless energy
  - ▷ **Emotional Development**
    - ◆ begins to realize others experience similar feelings of anger, fear and sadness
    - ◆ is easily embarrassed
    - ◆ becomes discouraged easily
    - ◆ is often self-deprecating

- ▷ **Social Development**
  - ◆ can be argumentative and bossy
  - ◆ can be generous and responsive
  - ◆ shows increasing ability to understand the needs and opinions of others
  - ◆ is preoccupied with finding compatible friends
  - ◆ especially likes to belong to informal "clubs" formed by children themselves
  - ◆ also likes to belong to more structured adult-led groups such as Scouts
  - ◆ begins to display a sense of loyalty
  - ◆ enjoys secrets
  - ◆ shows some hostility toward the opposite sex
  - ◆ may question duty to participate in household chores
- ▷ **Mental Development**
  - ◆ is often idealistic
  - ◆ is keenly interested in projects and collections
  - ◆ is proud of completing tasks
  - ◆ resists adult guidance at times

### **Normal Development: 9 Years Old**

- *Each child is unique.* It is therefore difficult to describe exactly what should be expected at each stage of a child's development. While certain attitudes, behaviors, and physical milestones tend to occur at certain ages, a wide spectrum of growth and behavior for each age is normal. Consequently, these guidelines are offered as a way of showing a general progression through the developmental stages rather than as fixed requirements for normal development at specific ages. It is perfectly natural for a child to attain some milestones earlier and other milestones later than the general trend. Keep this in mind as you review these milestones.
- *If you have any concerns related to your child's own pattern of development, check with your child's pediatric provider.*
  - ▷ **Physical Development**
    - ◆ acquires greater small muscle coordination
    - ◆ has increasing dexterity
    - ◆ favors active, highly-charged games and sports
    - ◆ wants to excel in sports and recreational skills
    - ◆ becomes more interested in clothing and appearance
    - ◆ laughs at bathroom humor
  - ▷ **Emotional Development**
    - ◆ becomes self-absorbed and introspective
    - ◆ tends to be critical of self
    - ◆ takes comfort in knowing others experience similar troubling feelings

- ▷ **Social Development**
  - ◆ has ideas and interests independent from parents
  - ◆ does not like anything "different"
  - ◆ wants to talk, dress, and act just like friends
  - ◆ is involved in informal clubs and small groups of the same sex
  - ◆ begins to just sit and talk with friends
- ▷ **Mental Development**
  - ◆ uses reference books with increasing skill
  - ◆ becomes immersed in a hobby or project, then drops it for another
  - ◆ may be a perfectionist
  - ◆ generally follows instructions
  - ◆ is developing personal standards of right and wrong
  - ◆ is highly concerned about fairness

### **How to Prepare for the Next Visit**

- Please bring in questions and/or observations about your child that you would like to discuss.
- Keep tract of any illnesses, including visits to other health care facilities and the ER.
- Please fill out and bring in any school health forms that you need completed.
- **If entering 5<sup>th</sup> grade, please bring in a first morning urine sample.**
- Encourage your child to think about things they may want to talk about next time.
- Please bring in your vaccine record.

### **What to Expect at the Next Visit**

- Your child should return when she is **10 years** old unless you or your health care provider has ongoing concerns that require an earlier well visit at 9.
- Your child will have a physical examination.
- If returning for a well child visit at 10:
  - ▷ Your child may receive her second chicken pox immunization if she has only received only one to date (assuming she has not had the disease itself).
  - ▷ Your child may receive a combination vaccine against pertussis (whooping cough) and tetanus (lock jaw).
  - ▷ We will discuss beginning the Hepatitis A vaccination series (if it has not already been given).
  - ▷ If entering 5<sup>th</sup> grade, your child will be asked to provide a urine sample for analysis and a blood sample to check for anemia (low red blood cell count).
  - ▷ We will ask you questions to determine if your child has had a possible exposure to tuberculosis.
  - ▷ If your child's body mass index (BMI= weight compared to total body surface area) is  $\geq$  the 85% for age and additional risk factors are present for diabetes or high cholesterol, a blood test will be performed to determine your child's blood sugar and cholesterol level.
  - ▷ Your child's blood pressure will be taken.
  - ▷ Your child's school health form will be completed.

**QUESTIONS FOR THE 8 YEAR VISIT**

PATIENT NAME: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

**NUTRITION**

Is your child drinking milk?  Yes  No

If so, what type?  
 whole  1%  2%  skim  soy  rice  other

HOW MUCH MILK DOES YOUR CHILD DRINK?  
 < 8 ounces  8 to < 16 ounces  16 to 24 ounces  24 to 32 ounces  >32 ounces

HOW MUCH JUICE, GATORADE, SPORTS DRINKS AND SODA POP DOES YOUR CHILD DRINK?  
 0 to 4 ounces  4 to 8 ounces  8 to 16 ounces  >16 ounces

HOW MUCH WATER DOES YOUR CHILD DRINK?  
 < 8 ounces  8 to 16 ounces  16 to 24 ounces  >24 ounces

WHAT TYPE OF WATER SOURCE DO YOU HAVE?  
 city  well  bottled with fluoride  bottled without fluoride

HOW MANY SOLID MEALS DOES YOUR CHILD EAT IN A DAY?  
 1-2  2-3  3-4  4-5  5-6

HOW MANY SNACKS DOES YOUR CHILD EAT IN A DAY?  
 0  1  1-2  2-3  >3

HAS YOUR CHILD COMPLETELY ELIMINATED ANY OF THE FOLLOWING FOOD GROUPS?  
 meats  vegetables  fruits  breads

**ELIMINATION**

**STOOL**  
 Is your child continent of stool by day and night?  Yes  No

DOES YOUR CHILD HAVE ANY OF THE FOLLOWING REGARDING HIS/HER BOWEL MOVEMENTS?  
 pain  fear  holding  large size or hard  diarrhea  blood in stool

FREQUENCY:  
 every 3-4 days  every other day  every day  1-2 times per day  > 3 times per day

**URINE**  
 Is your child continent of urine during the day?  Yes  No  
 Is your child continent of urine at night?  Yes  No  
 Is your child having any problems with urination?  Yes  No

**SLEEP**

Does your child have a fairly consistent bedtime?  Yes  No

HOW MANY HOURS DOES YOUR CHILD SLEEP AT NIGHT?  
 < 8  8-10  10-12  > 12

DOES YOUR CHILD HAVE ANY OF THE FOLLOWING REGARDING SLEEP?  
 snoring  restless sleep  is poorly rested after a night of sleep  night terrors  difficulty falling asleep  
 frequent nighttime awakenings  pausing or startled breathing during sleep  teeth grinding  nightmares

M.A.R. 2.2008 SIGNATURE OF PROVIDER: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

## QUESTIONS FOR THE 8 YEAR VISIT

PATIENT NAME: \_\_\_\_\_

### VISION

Do you have any concerns about your child's vision?  Yes  No

### HEARING

Do you have any concerns about your child's hearing?  Yes  No

### SAFETY

Does your child ride in the car using booster seat or a seat belt?  Yes  No

#### DO YOU HAVE A POOL?

NO  YES, IT IS AN:

- Above ground without a fence  Above ground with fence around pool  Above ground with fence around yard  
 In ground without a fence  In ground with fence around pool  In ground with fence around yard

### SOCIAL & SCHOOL ADJUSTMENT

PLEASE CHECK ALL THAT APPLY TO YOUR CHILD:

- Plays well with other children  Yes  No
- Has good friendships  Yes  No
- Gets along well with others at school  Yes  No  n/a
- Is adjusting well to school  Yes  No  n/a
- Is doing well in school  Yes  No  n/a
- Is maintaining good school attendance  Yes  No  n/a
- Generally follows rules at home  Yes  No
- Generally follows rules at school  Yes  No  n/a
- Is having disciplinary problems at school  Yes  No  n/a
- Is having problems with the law  Yes  No
- Uses a computer at home  Yes  No  n/a
- If yes, where is the computer located?
- in the child's bedroom  in another bedroom  in the den  in the study  
 in the family room  in the living room  in the kitchen  portable
- Number of hours of TV per day  
 does not watch TV  half an hour  1 hour  1-2 hours  3-4 hours  >4 hours
- Number of hours of video games per day  
 does not play videogames  half an hour  1 hour  1-2 hours  3-4 hours  >4 hours

## QUESTIONS FOR THE 8 YEAR VISIT

PATIENT NAME: \_\_\_\_\_

### DEVELOPMENT

Has age appropriate fine and gross motor skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has age appropriate handwriting	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has age appropriate reading skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Knows good dental hygiene	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Brushes teeth independently	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Flosses	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Maintains adequate personal hygiene	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Exercises	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is learning to think independently and critically	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is beginning to feel competent in own skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Has interest in play and activities outside of school	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is willing to work at school work or a skill in order to become more proficient	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is learning to cooperate in group activities for the success of the group	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is learning to accept the consequences of own actions	<input type="checkbox"/> Yes	<input type="checkbox"/> No

M.A.R. 2.2008 SIGNATURE OF PROVIDER: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

**TUBERCULOSIS RISK  
 ASSESSMENT QUESTIONNAIRE**

PATIENT NAME: \_\_\_\_\_

BIRTHDATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

AGE: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

In order to determine whether or not a TB test is indicated for your child, we need you to answer the following questions. Because exposure risks can change, we will ask you to update this questionnaire at the 6, 12, 18, and 24 month well child visits and then annually until 21 years of age.

**Respond to the following questions by checking the appropriate answer.**

Has a member of your family or a person who has contact with your child had tuberculosis disease?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Has a family member had a positive tuberculin skin (TB) test?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Was your child born in a country with a high rate of tuberculosis (places other than the United States, Canada, Australia, New Zealand, or Western European countries)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Has your child traveled (had contact with resident populations) to a high risk country for more than 1 week?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown

MAR 2.2008

SIGNATURE OF PROVIDER: \_\_\_\_\_ DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

# Cholesterol Screening Questionnaire



PATIENT NAME: \_\_\_\_\_

BIRTHDATE: \_\_\_ / \_\_\_ / \_\_\_ AGE: \_\_\_\_\_ DATE: \_\_\_ / \_\_\_ / \_\_\_

Increasing evidence suggests that atherosclerosis (hardening of the arteries) and coronary heart disease (CHD) involve processes that begin in childhood and adolescence. Depending on family history, children at risk for hyperlipidemia (high fats in the blood) should be screened with a blood test (measuring either a cholesterol or LDL-C level depending on the risk factor) beginning at age two. Please complete this questionnaire to determine if your child has any of these risk factors. Screening can prevent complications by early recognition and treatment.

Respond to the following questions by circling the appropriate answer.

1.	Does your child have a parent or grandparent who was diagnosed with coronary atherosclerosis (based on coronary angiography), including those who have had balloon angioplasty or coronary artery bypass surgery $\leq$ <b>55 years of age</b> ?	Yes	No	Unknown
2.	Does your child have a parent or grandparent who has had a documented myocardial infarction (heart attack), angina pectoris (heart related chest pain), peripheral vascular disease (narrowing of the blood vessels within the body), cerebrovascular disease (narrowing of the blood vessels within the brain or having had a stroke), or sudden cardiac death $\leq$ 55 years of age?	Yes	No	Unknown
3.	Does your child have a parent with a cholesterol level $\geq$ <b>240 mg/dl</b> ?	Yes	No	Unknown

\_\_\_\_\_  
Signature of Provider

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date