



TAEG Meeting Agenda

- 6:30 to 7:00pm
 - Membership desk open to welcome attendees
 - Networking Time: Mix and Chat Sheet on social situations
- 7:00 to 7:15pm
 - Welcome
 - Updates for TAEG 2012/2013
- 7:15 to 8:55pm
 - Dr Audrey Huberman - The social-emotional side of anaphylaxis
- 8:55 to 9:00pm
 - Wrap up, Sign up for coffee groups if haven't earlier

Toronto Anaphylaxis Education Group

*The social-emotional side of
anaphylaxis*

Agenda

1. Social-emotional interventions

- What are social-emotional interventions
- Goals of social-emotional interventions

2. Interventions

- Script writing
- “Probable” vs. “possible” scenarios
- Proactive and creative interventions
- Stock responses
- Balancing social-emotional realities with physical realities

3. Question and answer period

What are social –emotional interventions:

Engage constructive thought, mood and behaviour to meet specific goals

Constructive

- Thought:
 - I have control, people care
 - I can reduce risk
- Mood:
 - Strength, resiliency,
 - Empowerment
- Behaviour:
 - Create scripts
 - Consider “probable” situation
 - Proactive & creative interventions
 - Stock responses
 - Balance social-emotional realities with physical reality

Destructive

- Thought:
 - Risk is everywhere
 - I am at the mercy of others who don't care/get it
 - I will panic/not recognize cues
- Mood:
 - Fear, panic
 - Inadequacy, helplessness
- Behaviour:
 - Isolate
 - Blame
 - Accuse

Goals of social-emotional interventions

- Goal:
 - Use premeditated and constructive thought, mood and behaviour to;
 - manage feelings of fear and engage emotions that effect positive outcomes
 - strength and resiliency vs. fear and avoidance
 - effect positive change/outcomes when advocating for children/family
 - promote reciprocity among individuals and groups
 - model thoughtful advocating skills for children/family
- Not the goal:
 - To identify and change irresponsible people

Script writing

- Carefully thought out and composed pieces of communication that aim to persuade others and fulfill a personal goal
- Prior to writing a script
 - Identify;
 - contexts that require scripts
 - effective format
 - significant information

Contexts

- Potential venues that may require a script
 - Schools/daycares/fieldtrips
 - Extra-curricular activities
 - Homes of friends and family
 - Doctors /tutors/specialists
 - Restaurants/coffee shops
 - Indoor/outdoor playgrounds
 - Pharmacy/stores
 - Birthday parties
 - Airplanes/buses/trains/taxis/carpools
 - Hotels

Effective format and significant information

- Oreo cookie format
 - Pleasant comment
 - Significant details
 - Pleasant comment
- Significant details
 - Description of allergy
 - Description of child
 - Description of allergic reaction
 - Description of plan of action

Sample birthday party script

- Thank you so much for having _____. This is a great place..... I love the _____.
- I am not sure if you know that _____ has a severe _____ allergy. Oh, s/he is the cute little one by the _____ in the blue t-shirt. S/he can't _____ and s/he can _____ . An allergic reaction looks like _____. If that happens _____ or I will stay and _____.
- Again, thanks for having _____. This really looks like a great place.

“Probable” vs. “possible” scenarios of child having an anaphylactic reaction

Possible

- Exposure
- Parental/adult inadequacy
- Panic
 - Confusion over use/timing of administering epipen/calling 911
 - Unnecessary administration
- Anaphylactic reaction
- Death

Probable

- Communication of scripts & distribution of;
 - pre packed food
 - letters/epipens
- Present adult who can;
 - supervise
 - Administer EpiPen®
 - Call 911
 - drive to closest hospital
- Child who knows,
 - which allergens to avoid
 - not to share or accept food
 - signs of a anaphylactic reaction
 - how to use an EpiPen®

Proactive and creative interventions

- Use previous exercises and past experiences to consider interventions that promote best probable scenarios
 - Laminated cue cards
 - Allergy details and picture of child
 - Warning signs
 - EpiPen instructions
 - 911 instruction
 - Contact people/numbers
 - Business card with allergy details and picture of child
 - Premade “binders” with relevant information
 - List of “close by” hospitals
 - Hospitals addresses entered into GPS

Stock responses to insensitive questions/comments

- Its not like that s/he will die
 - Thank you for asking. Yes, his allergy is life threatening, therefore I really appreciate
- There's only a little bit of _____ in it.
 - Well, thank you for that information. Actually, complete avoidance of _____ is required. , therefore I really appreciate
- Aren't you over reacting?
 - I understand that it may look like I am over reacting. I try my best to be proportionate and greatly appreciate your/any support.

Stock responses to insensitive questions con't

- Perhaps you should keep your child home.
 - I understand that I am asking you/people to adjust behaviour. It is very important to me and _____ that s/he attend. I will _____.
 - Please meet me half way by _____. I greatly appreciate your support.

Balancing social-emotional realities with child(ren)'s physical reality

Social emotional & physical realities

- Attendance at:
 - Schools/Daycares
 - Homes of friends & families
 - Birthday parties
 - Restaurants/coffee shops
 - Indoor/outdoor playgrounds
- Develop
 - Trust
 - Positive sense-of-self
 - Friendships
 - Independence
- Complete avoidance of specific food(s)

Enhance balance

- Do;
 - Decrease risk and isolation by;
 - using social –emotional interventions
 - providing appropriate supervision and instruction
 - Modeling and teaching
- Try not to;
 - Isolate child
 - Show intense emotion