

Supplement

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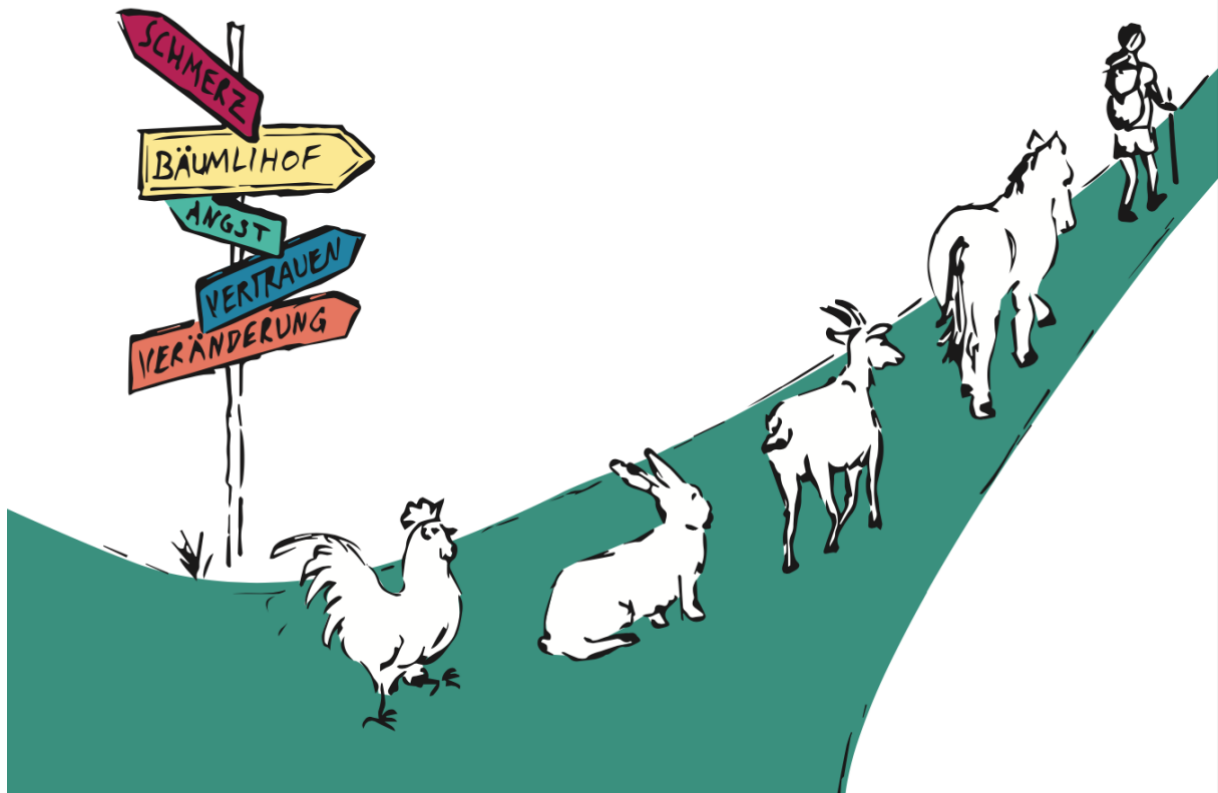
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Du hast den Schmerz im Griff!



Du hast den Schmerz im Griff!

„Du hast den Schmerz im Griff!“ ist unser Motto in den nächsten Tagen. Zusammen mit anderen Kindern und Jugendlichen, die an ähnlichen Schmerzen leiden wie du, lernst du Schritt für Schritt wie du deinen Schmerz in den Griff kriegst. Dieses Heft hilft dir, das Gelernte festzuhalten, sodass du auch zu späteren Zeitpunkten die verschiedenen Tricks und Tipps nachlesen und anwenden kannst.

Dieses Heft wurde zur Durchführung einer tiergestützten Gruppenpsychotherapie im Rahmen einer wissenschaftlichen Studie der Abteilung für Klinische Psychologie und Psychotherapie der Fakultät für Psychologie der Universität Basel konzipiert. Die Durchführung der tiergestützten Gruppenpsychotherapie fand in Kooperation der Abteilung für Klinische Psychologie und Psychotherapie und dem Zentrum für Psychotherapie (Fakultät für Psychologie, Universität Basel) sowie compas, dem Institut für natur- und tiergestützte Interventionen statt. Die Erklärungsmodelle und Übungen sind in Anlehnung an das Buch „Rote Karte für den Schmerz“ von Michael Dobe und Boris Zernikow. Eine Reproduktion dieses Heftes ohne Rücksprache mit der Abteilung für Klinische Psychologie und Psychotherapie der Fakultät für Psychologie der Universität Basel ist untersagt.

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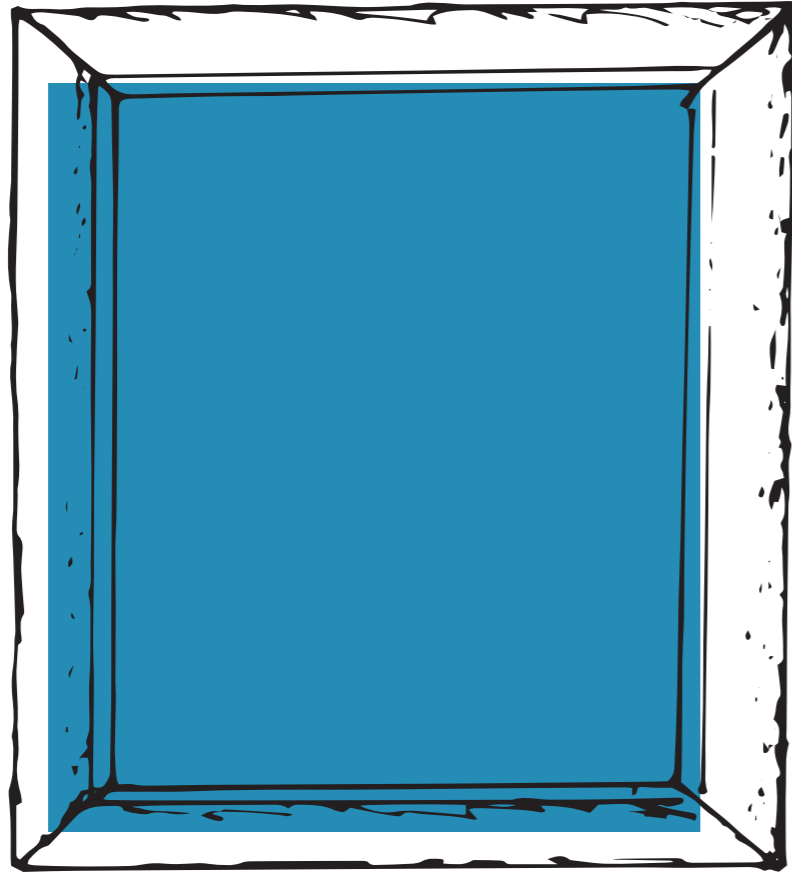
Auflage

1. Auflage

15 Exemplare



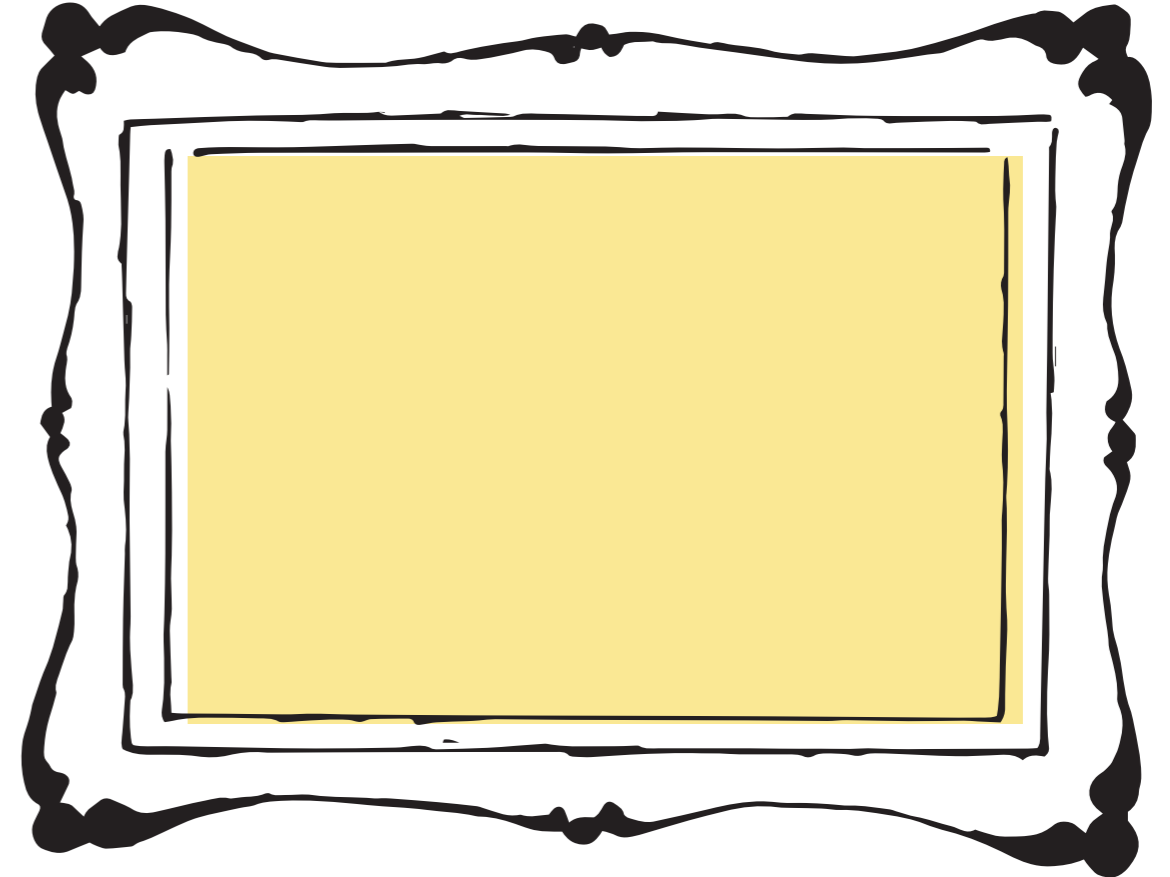
Das bin ich



Ich heiße

& ich habe den Schmerz im Griff!

Das ist meine Gruppe



Teufelskreis der chronischen Schmerzen

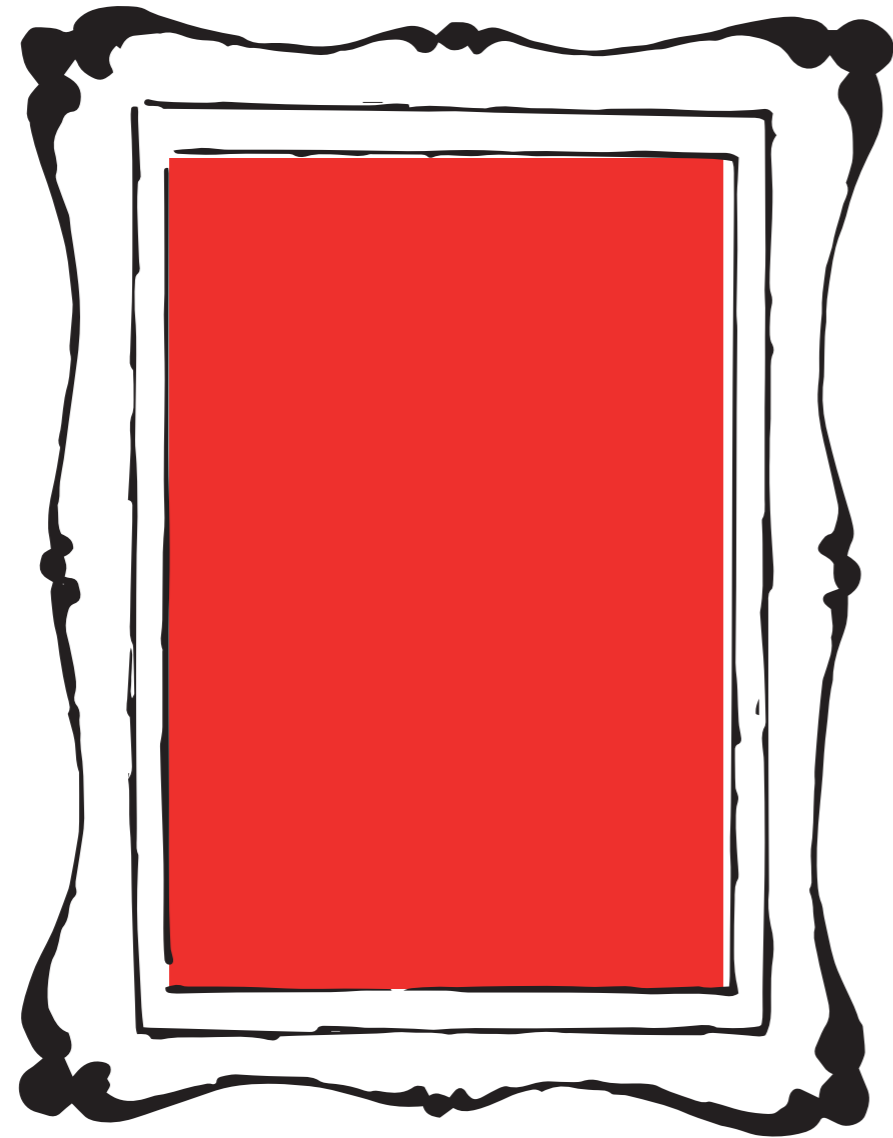
Jeder kennt Schmerzen. Meist spricht man vom akuten Schmerz, wenn man sich beispielsweise an einer Nadel sticht oder umfällt. Akuter Schmerz tut am Anfang sehr weh, verschwindet aber mit der Heilung der Verletzung. Es gibt allerdings noch einen anderen Schmerz, den chronischen Schmerz. Er ist lang andauernd und so komplex, dass er als eigene Erkrankung definiert wird. Ungefähr 5 von 100 Kindern und Jugendlichen leiden an chronischen Schmerzen.

Chronische Schmerzen führen zu den sogenannten düsteren Gedanken: „Geht der Schmerz jemals weg?“, „Was soll ich nur machen?“. Bestimmt hast auch du schon ganz unterschiedliche Dinge ausprobiert, um die chronischen Schmerzen zu stoppen. Wenn die Versuche den Schmerz zu stoppen nicht funktionieren, bleiben die düsteren Gedanken und es entstehen düstere Gefühle. Angst, Wut und Hilflosigkeit schütten Stresshormone in deinem Körper aus, wodurch deine körperliche Anspannung steigt. Die erhöhte körperliche Anspannung führt dazu, dass der Schmerz wiederum stärker wird. Der Schmerz bekommt immer mehr Aufmerksamkeit von dir und du bewertest dein Wohlbefinden immer negativer. So rückt der Schmerz in den Mittelpunkt deines Denkens, Fühlens und Verhaltens. Diese Verkettung von Gedanken, Gefühlen und Verhalten nennen wir den Teufelskreis der Schmerzen.

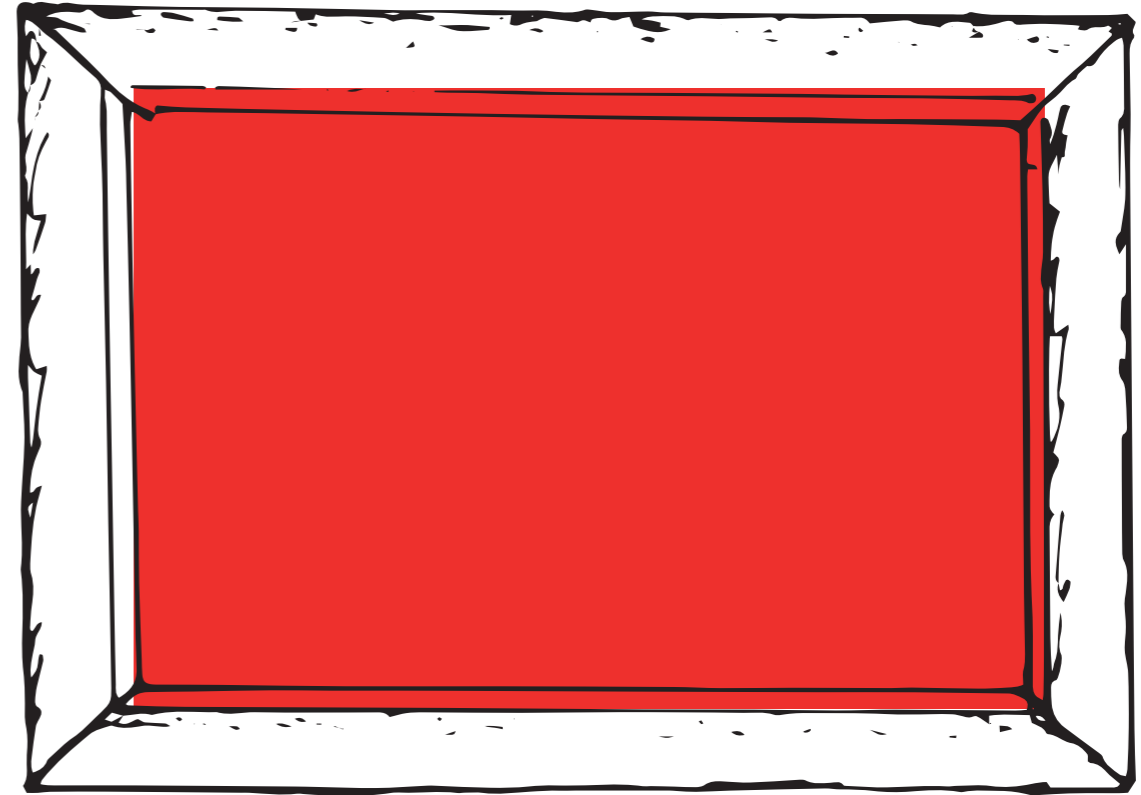
Zum Glück gibt es aber ganz viele Wege, wie du diesem Teufelskreis den Rücken zukehren kannst. Gemeinsam finden wir in den nächsten Tagen heraus, was dir dabei helfen kann, denn Du hast den Schmerz im Griff!



Den Schmerz in den Griff bekommen



6



7



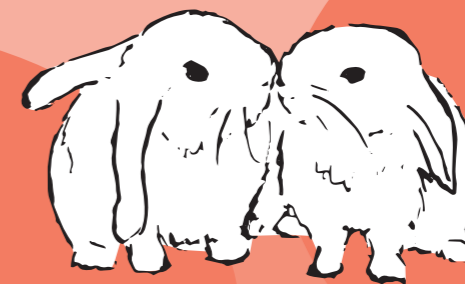
Ein ganz genauer Blick

Es passiert meist unbewusst und beinahe automatisch, dass du deinem Schmerz viel Aufmerksamkeit schenkst. Je mehr du dich auf deinen Schmerz fokussierst, desto weniger kannst du dich auf Schönes konzentrieren. Deswegen ist es wichtig, dass du deine Aufmerksamkeit ganz bewusst auf Positives richtest.

Oreo, Syu und Ayoko genießen ihr Leben in vollen Zügen. Besonders an warmen Tagen, liegen die drei Kaninchen gerne im kühlen Schatten und machen nichts. Doch ist das wirklich so? Machen sie wirklich nichts? Heute werfen wir einen ganz genauen Blick auf die drei Kaninchen und notieren uns alles was wir beobachten können. Wie viele verschiedene Aktivitäten konntest du finden?

Ein ganz genauer Blick

Einen ganz genauen Blick kannst du auf ganz unterschiedliche Dinge werfen. Vielleicht gibt es in der Nähe von deinem Zuhause eine Wiese auf welcher du Insekten und Schmetterlinge beobachten kannst, oder du hast ein eigenes Haustier, welches du genau unter die Lupe nehmen kannst!





Die Rosinenübung

Hast du dir schon einmal ausprobiert, welche Geräusche eine Rosine von sich gibt? Mit dieser Übung kannst du deine Sinne schulen und deine Aufmerksamkeit bündeln.

«Du magst keine Rosinen?
Diese Übung kannst du
genauso auch mit anderen
Lebensmitteln machen!»

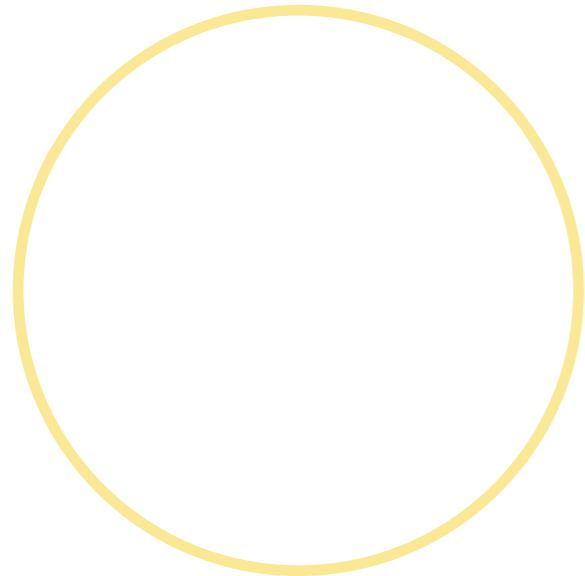


Stelle dir vor, du bist ein Alien von einem anderen Stern und heute siehst du zum ersten Mal eine Rosine. Lege die Rosine auf deine Handfläche und schau sie dir genau an. Welchen Eindruck macht die Rosine auf dich? Wie fühlt sich die Rosine an? Nimm nun die Rosine zwischen zwei Finger und schau sie dir genau an. Welche Farben erkennst du? Wie ist die Oberfläche beschaffen? Als nächstes riechst du an der Rosine. Beschreibe genau, wie die Rosine riecht. Nach dem du den Geruch genau beschreiben hast, bewegst du die Rosine etwas zwischen deinen Fingern. Wie hört sich das Geräusch der Rosine an? Danach darfst du die Rosine auf deine Zunge legen. Wie schmeckt die Rosine? Bewege die Rosine mit deiner Zunge in deinem Mund, ohne sie zu zerbeißen. Wie fühlt sich das an? Wo nimmst du den Geschmack der Rosine wahr? Zum Schluss darfst du auf die Rosine beißen und den vollen Geschmack wahrnehmen. Kannst du beschreiben, wie die Konsistenz im Innern der Rosine ist? Behalte die Rosine noch ein bisschen in deinem Mund, bevor du sie hinunterschluckst.



Besuch von meinem Lieblingstier

Für diese Aufgabe brauchst du etwas Unterstützung von einer erwachsenen Person. Diese liest den folgenden Text mit einer ruhigen, langsamen Stimme und hilft dir somit, dass du dich entspannen kannst und dich dein Lieblingstier besuchen kann.



«Wie sieht dein Lieblingstier aus?
Hier kannst du es zeichnen!»

Leg dich an einen gemütlichen Ort. Das könnte ein Sofa sein, oder auch eine warme Sommerwiese. Achte darauf, dass dich in den nächsten 5 Minuten an diesem Ort niemand stören kann, sodass du diese Übung ganz entspannt durchführen kannst.

Nun schliesse deine Augen und achte dich auf deinen Atem. Spüre gut, wie sich dein Bauch bei jedem einatmen hebt und beim Ausatmen senkt. Stelle dir vor, dein Lieblingstier kommt zu Besuch. Du weißt genau, dass dein Lieblingstier immer freundlich ist zu dir. Es will dir helfen und schaut dich mit lieben Augen an. Langsam kommt das Tier auf dich zu und schmiegt seinen Kopf behutsam an deine Hand. Dann legt sich dein Lieblingstier zu dir und du streichelst es.

Wie fühlt sich dein Lieblingstier an? Hat es ein feines Fell, weiche Federn, raue Borsten oder glatte Schuppen?

Der Körper deines Lieblingstiers wärmt dich und du spürst, wie gut dir die Nähe dieses Tieres tut. Du fühlst dich gestärkt und zuversichtlich.

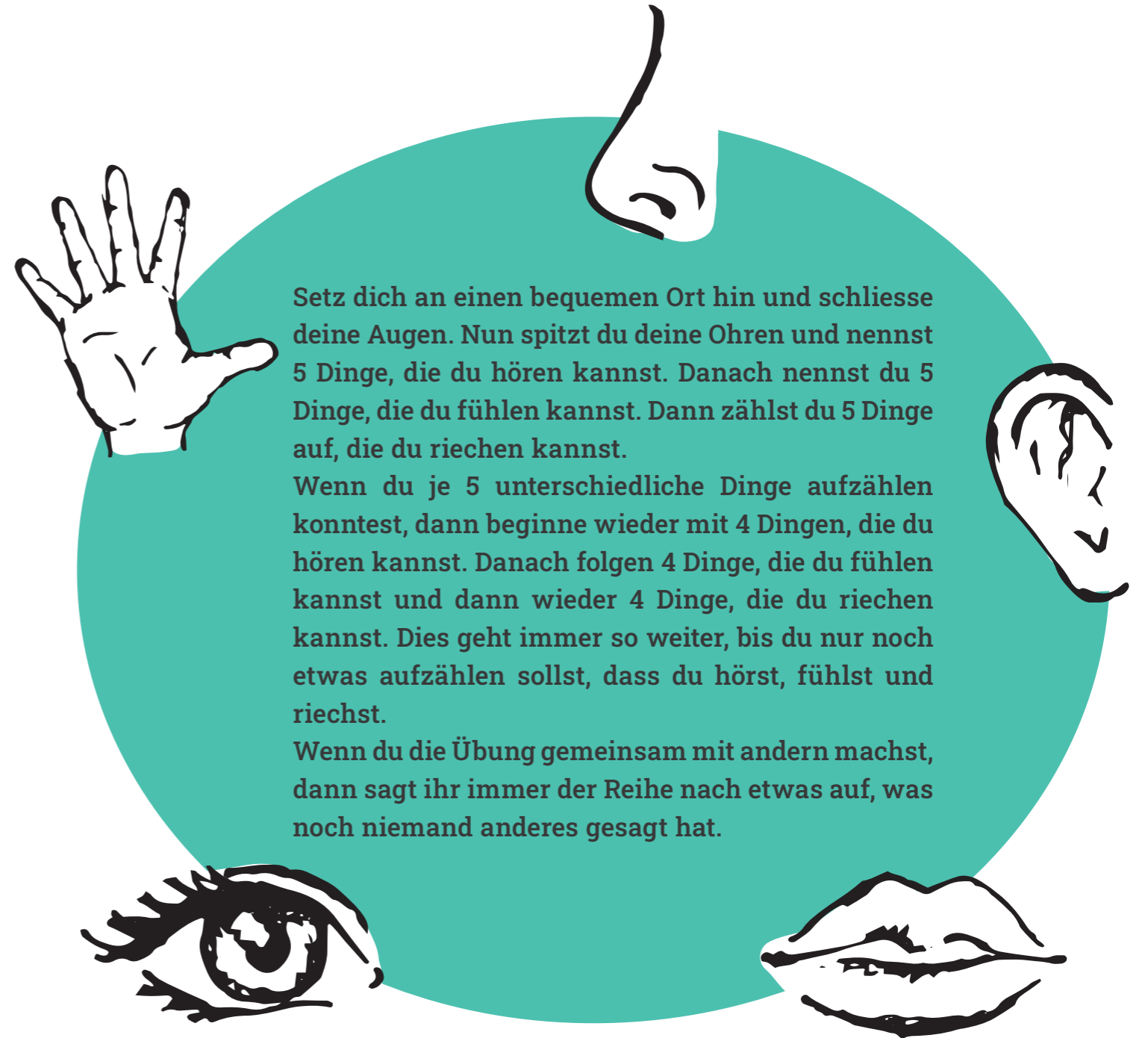
Dein Lieblingstier gibt dir einen Stubser mit seiner Nase. Zum Abschied sagt es dir, dass du es immer rufen kannst, wenn du es brauchst, es ist immer für dich da!

Wenn dein Lieblingstier weggelaufen, geflogen, gehüpft oder geschwommen ist, kannst du die Augen wieder öffnen.



54321 – Hören, Fühlen, Riechen

Diese Übung hilft dir dabei, deine düsteren Gedanken loszuwerden und macht ganz schön viel Spass! Du kannst sie alleine, mit deinen Geschwistern oder mit deinen Eltern machen. Du kannst sie drinnen oder auch draussen machen.



Setz dich an einen bequemen Ort hin und schliesse deine Augen. Nun spitzt du deine Ohren und nennst 5 Dinge, die du hören kannst. Danach nennst du 5 Dinge, die du fühlen kannst. Dann zählst du 5 Dinge auf, die du riechen kannst.

Wenn du je 5 unterschiedliche Dinge aufzählen könntest, dann beginne wieder mit 4 Dingen, die du hören kannst. Danach folgen 4 Dinge, die du fühlen kannst und dann wieder 4 Dinge, die du riechen kannst. Dies geht immer so weiter, bis du nur noch etwas aufzählen sollst, dass du hörst, fühlst und riechst.

Wenn du die Übung gemeinsam mit andern machst, dann sagt ihr immer der Reihe nach etwas auf, was noch niemand anderes gesagt hat.



Mein eigenes ABC

Nun ist deine Kreativität gefragt! „Mein eigenes ABC“ kannst du alleine oder auch mit anderen Personen machen und hilft dir dabei, deinen Fokus auf etwas Neues zu lenken. Wähle ein übergeordnetes Thema aus, für welches du dein ABC gestalten möchtest. Dies könnte beispielsweise das Thema Gemüse sein. Nun suchst du für jeden Buchstaben des Alphabetes ein Gemüse: Aubergine, Brokkoli, Chicorée ...



Ich geh auf eine Reise

Diese Übung kennst du bestimmt! Es ist eine Gruppenübung und du brauchst am besten 2 andere Personen, die mitmachen.

Setzt euch in einen Kreis. Die erste Person beginnt mit dem Satz: Ich gehe auf eine Reise und nehmen mit ... danach nennt sie einen Gegenstand, den sie mitnehmen möchte, zum Beispiel ein Furzkissen. Dann ist die nächste Person an der Reihe, sie wiederholt den Gegenstand, welchen die erste Person genannt hat und ergänzt mit einem neuen Gegenstand. Zum Beispiel so „Ich gehe auf eine Reise und nehmen mit: ein Furzkissen und ein Singbuch“. Danach ist die dritte Person an der Reihe, wiederholt die ersten Gegenstände und ergänzt mit einem neuen Gegenstand. So könnt ihr der Reihe nach immer mehr Gegenstände ergänzen, bis ihr euch nicht mehr alle merken könnt. Wie viele Gegenstände schafft ihr?



Die kunterbunte Welt

Diese Übung eignet sich gut, um sie alleine zu machen. Sie unterstützt dich dabei, deine Aufmerksamkeit auf die Dinge in deiner Umgebung zu richten und somit auf andere Gedanken zu kommen.



Für jede Farbe, die hier aufgelistet ist sollst du 10 Dinge aufschreiben, welche du sehen kannst. Gibt es nicht genügend Dinge in einer Farbe, so kannst du den Raum, oder den Ort wechseln und dich nochmals neu umsehen.

Rot
Blau
Grün
Gelb
Orange
Schwarz
Weiss
Violett
Rosarot
Türkis
Braun





Sinnesparcours

Ein Sinnesparcours ist eine wunderbare Möglichkeit, deine düsteren Gefühle loszuwerden und dich über Schönes zu freuen. Du kannst einen Sinnesparcours mit deiner Familie oder mit Freunden machen, dann bringt er noch mehr Freude.



Eine Person ist für die Vorbereitung des Parcours zuständig und sucht verschiedene Materialien aus, die sich unterschiedlich anfühlen. Die andere Person sollte am besten nicht sehen, welche Materialien bereitgestellt werden. Das könnte zum Beispiel Sand, kaltes Wasser, Holzspäne, Tannenzäpfen oder Kieselsteine sein. Fülle die Materialien in unterschiedliche Becken und positioniere die Becken an unterschiedlichen Orten. Sobald du fertig bist, verbindest du der anderen Person die Augen und führst sie zum ersten Becken. Die Person mit den verbundenen Augen muss nun erraten, welches Material sich im Becken befindet.

Es können verschiedene Varianten ausprobiert werden. Die Person mit den verbundenen Augen kann die Materialien mit den Händen ertasten, oder auch mit den Füßen. Die Materialien können nicht nur über den Tastsinn, sondern auch über den Riechsinn oder über das Hören erraten werden.

An das werde ich mich noch lange erinnern



Diese Feder ist von

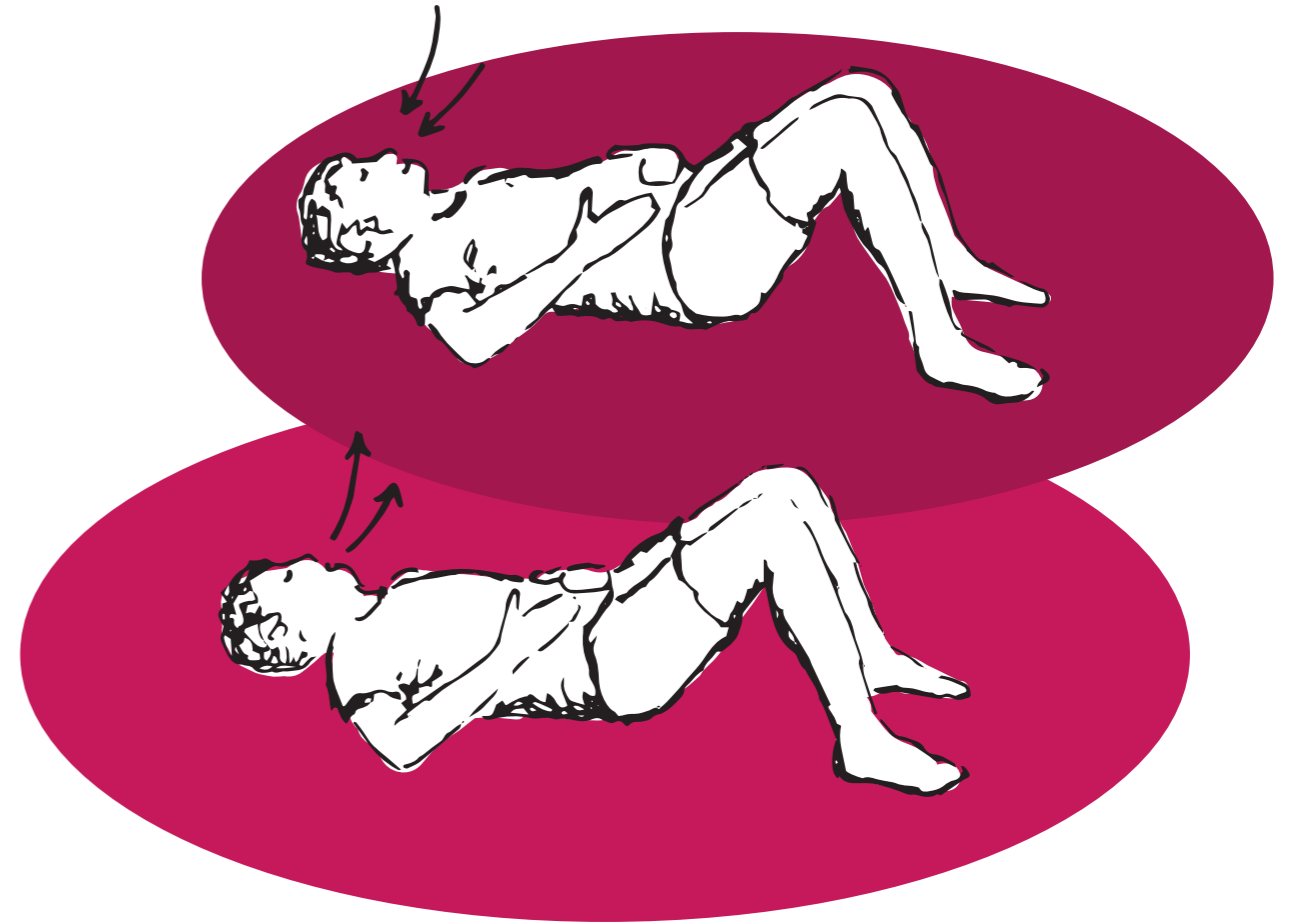
Meine Stärken



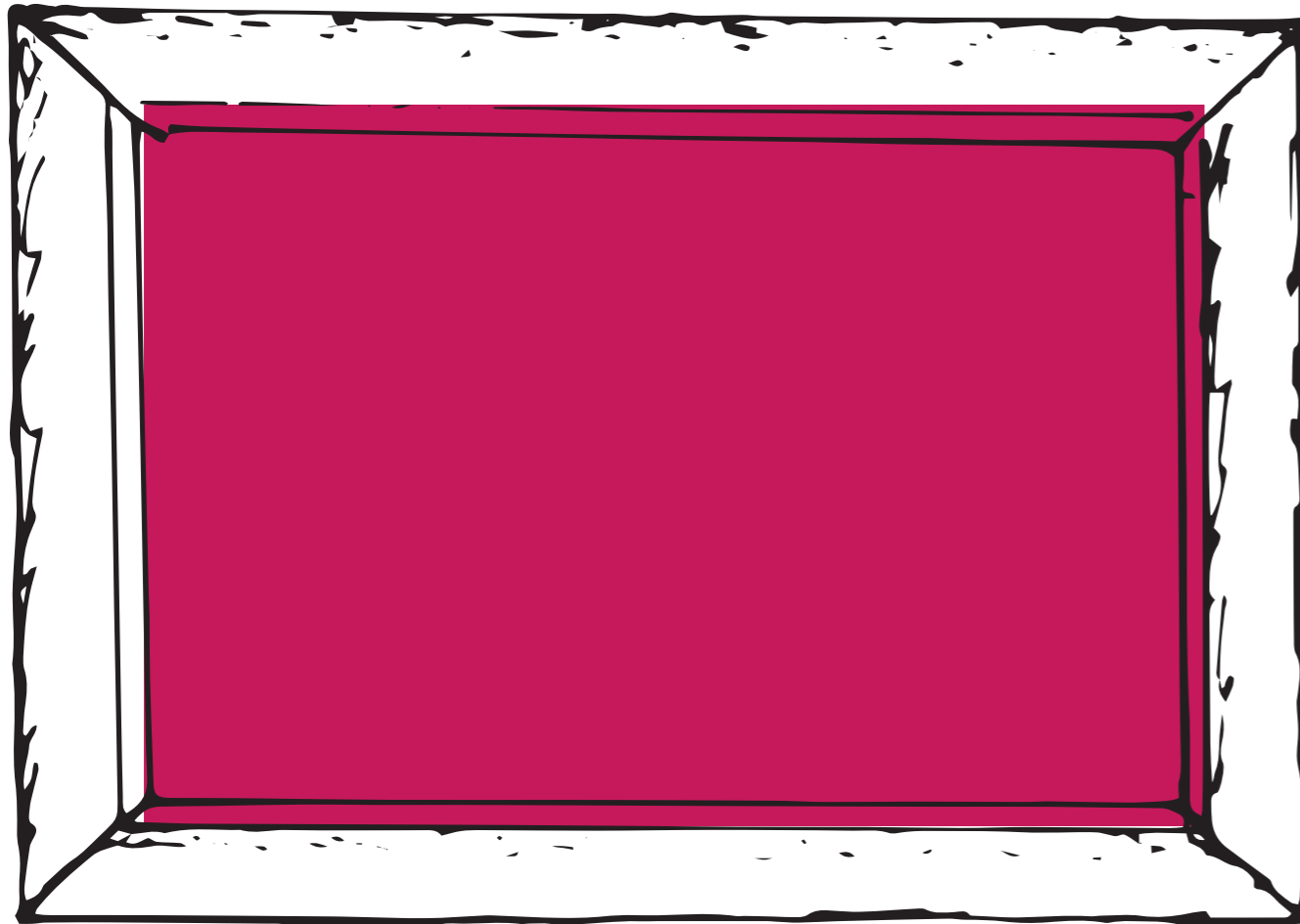
Zur Ruhe finden

Wenn wir nervös oder verspannt sind, wird unsere Atmung flach und unregelmässig. Durch diese unruhige Atmung verspannt sich unser Körper noch mehr und wir fühlen uns angespannt. Diese Übung hilft dir, dass du dich entspannen kannst und zur Ruhe findest.

Lege dich auf den Rücken und winkle die Beine so an, dass deine Füsse den Boden berühren. Danach legst du deine Hände auf deinen Bauch, damit du die Bewegungen beim Atmen spüren kannst. Wenn du einatmest wird dein Bauch rund, wie ein Luftballon. Beim Ausatmen wird dein Bauch wieder flach. Atme ganz ruhig und konzentriere dich auf die langsamen Bewegungen deines Bauches. Nach ein paar Minuten wirst du merken, wie sich dein Körper entspannt.



Wir haben den Schmerz im Griff!



«Heute bin ich gemeinsam mit meiner Gruppe und den Pferden 2 Stunden spazieren gegangen und wir hatten sehr viel Spass!»

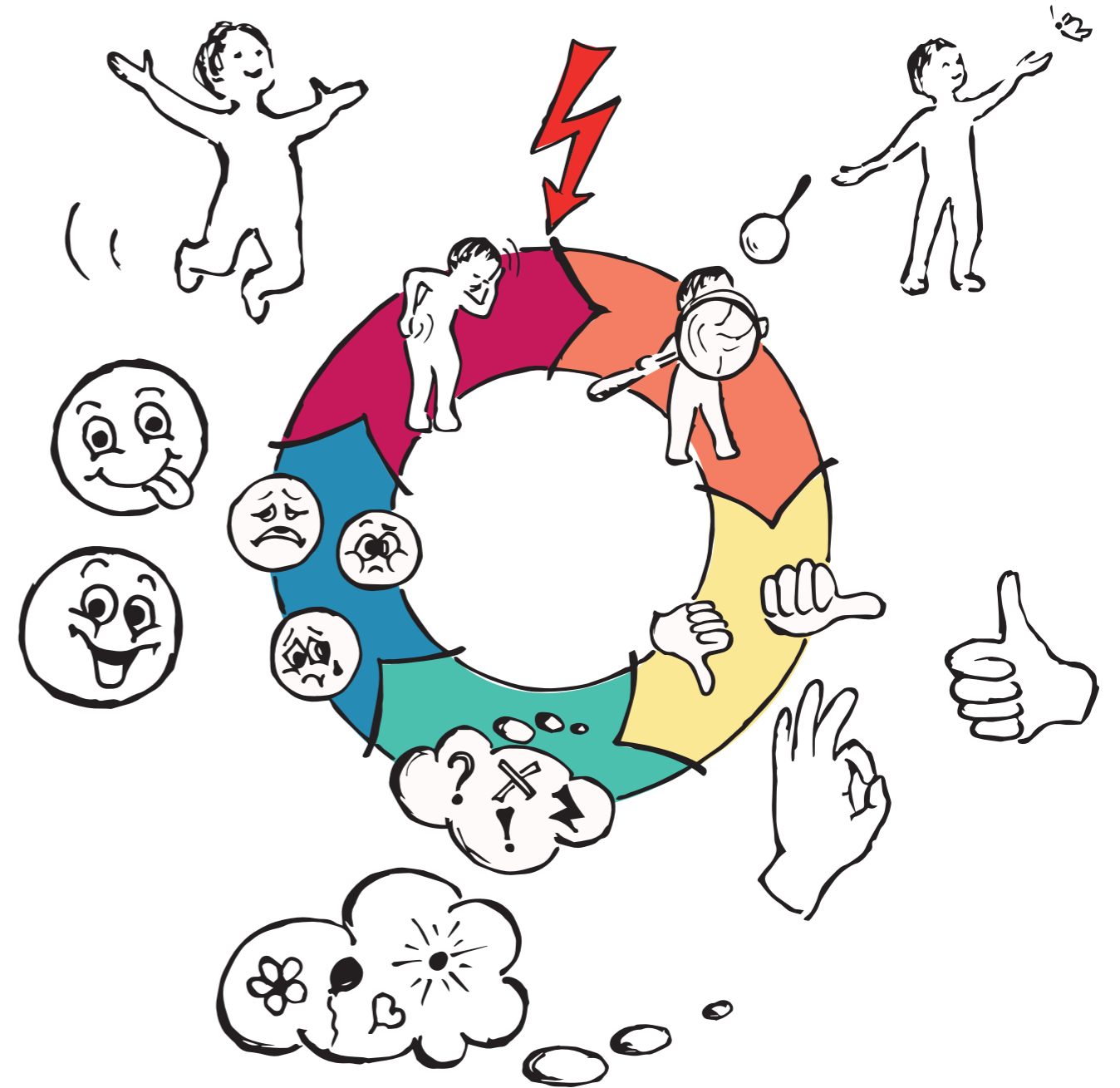
Wir haben den Schmerz im Griff!

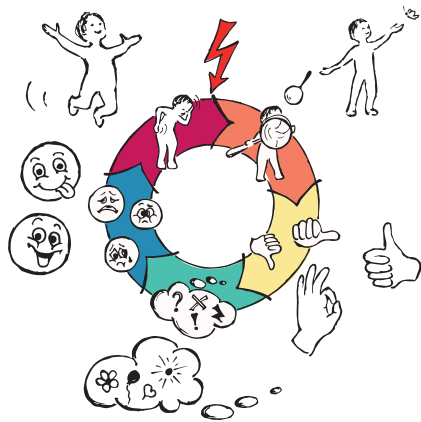
Wenn sich dein Körper wegen den Schmerzen verspannt, hast du keine Motivation um dich zu bewegen. Dein Schmerz sagt dir, dass du dich am besten nur sehr wenig bewegen sollst. Aber du weisst es besser, denn du hast den Schmerz im Griff! Bewegung tut gut und hilft dir, deinen Körper wieder besser wahrzunehmen. Diese verschiedenen Bewegungs-Aktivitäten kannst du Zuhause einfach umsetzen.

**Mach einen Spaziergang und höre dazu deine Lieblingsmusik.
Geh mit deiner Familie auf eine Fahrradtour durch dein Quartier.
Übe mit einer Freundin oder einem Freund Rollschuhlaufen.
Geh auf den Balkon oder in den Garten und pflege die Pflanzen.
Stelle dir einen Hindernis-Parcours auf, welchen du auf einem Bein hüpfend durchlaufen musst.
Frag deine Eltern ob sie mit dir einen Ausflug machen, vielleicht in den Zoo?**

Du bist grossartig!

In den letzten Tagen hast du ganz schön viel erreicht! Gemeinsam mit deiner Gruppe hast du deine Schmerzen genau unter die Lupe genommen. Du hast verstanden, wie der Teufelskreis der chronischen Schmerzen zustande kommt und wie du aus diesem Teufelskreis ausbrechen kannst. Du kennst nun viele verschiedene Übungen, die dich dabei unterstützen den Fokus deiner Gedanken und Gefühle auf die schönen Dinge im Leben zu richten. Es wird vielleicht Zeiten geben, in denen dein Schmerz stärker ist und du vergisst vielleicht, dass du noch viel stärker bist als dein Schmerz. Sollte dies vorkommen, dann kannst du dir dieses Heft ansehen und dich daran erinnern, wie stark du wirklich bist und dass du deinen Schmerz im Griff hast.





eAppendix 2. English translation of booklet

Cover

You are in control of your pain!

Inside cover

This booklet was designed for conducting animal-assisted group psychotherapy within the framework of a study by the Department of Clinical Psychology and Psychotherapy of the Faculty of Psychology at the University of Basel. The animal-assisted group psychotherapy took place as a collaboration between the Department of Clinical Psychology and Psychotherapy, the Center for Psychotherapy (Faculty of Psychology, University of Basel), and Compas: Institute for Nature-Based and Animal-Assisted Interventions. The explanatory models and exercises are based on the book *How to Stop Chronic Pain in Children: A Practical Guide* by Michael Dobe and Boris Zernikow. This English version of the booklet was translated from the first German printing. Reproducing this booklet without consent from the Department of Clinical Psychology and Psychotherapy of the Faculty of Psychology at the University of Basel is prohibited.

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Du hast den Schmerz im Griff! (2020)

Page 1

You are in control of your pain!

“You are in control of your pain!” is our motto for the coming days. Together with other kids and teenagers who suffer from pain like yours, you will learn how to get in control of your pain one step at a time. This booklet will help you remember what you learn by letting you read and apply the various tips and tricks in the future.

Page 2

This is me

My name is

and I am in control of my pain!

Page 3

This is my group

Page 4

The vicious circle of chronic pain

Everyone is familiar with pain. We you do something like prick yourself on a needle or fall over, we call that “acute” pain. Acute pain hurts a lot at first, but then it disappears as the injury heals. There is, however, another kind of pain: chronic pain. It lasts a long time and is so complex that it is viewed as its own disease. About five out of a hundred kids or teenagers suffer from chronic pain.

Chronic pains can lead to gloomy thoughts: “Will the pain ever go away?” “Is there anything I can do?” I’m sure you have tried all kinds of different things to stop your chronic pain.

When your attempts to stop the pain don’t work, such gloomy thoughts can linger, and you might start to feel downcast. Fear, anger, and helplessness release stress hormones in your body that make it tense up. The increased physical tension then causes the pain to become stronger. You pay more and more attention to the pain, and you have a worse and worse picture of your well-being. The pain thus becomes the focus of your thinking, feeling, and behavior. This chain of thoughts, feelings, and behavior is called the vicious circle of pain. Luckily, there are many ways you can escape this vicious circle. In the coming days together, we will figure out what can help you, because you are in control of your pain!

Page 6

Getting in control of your pain

Page 8

A very close look

Unconsciously and almost automatically, you often end up paying a lot of attention to your pain. The more you focus on it, the less you can focus on something good. That is why it is important for you to consciously focus your attention on positive things.

Oreo, Syu, and Ayoko enjoy their life to the fullest. Especially on warm days, the three rabbits like to lie in the cool shade and do nothing. But is that really the case? Are they really doing nothing? Today we will take a very close look at the three rabbits and note everything we can observe. How many different activities can you find?

Page 9

A very close look

You can take a very close look at very different things. Maybe there is a meadow near your home where you can observe insects and butterflies. Or maybe you have your own pet that you can take a close look at!

Page 10

The raisin exercise

Have you ever tried to hear what sounds a raisin makes? This exercise trains your senses and focuses your attention.

You don’t like raisins? You can also do the exercise with other foods!

Page 11

Imagine you are an alien from another planet and you are seeing a raisin for the first time. Put the raisin on the palm of your hand and look at it closely. What impression does the raisin make on you? How does the raisin feel? Now pick up the raisin with two fingers and look at it closely. What colors can you see? What is the surface like? Next smell the raisin. Describe exactly how the raisin smells. After you have described the smell, move the raisin a little between your fingers. What does the raisin sound like? Now you can put the raisin on your tongue. How does the raisin taste? Move the raisin around in your mouth with your tongue without biting into it. How does it feel? Where do you perceive the taste of the raisin? Now

you can bite into the raisin and taste the full flavor. Can you describe what the inside of the raisin feels like? Keep the raisin in your mouth for a while before swallowing it.

Page 12

A visit from your favorite animal

For this task you will need some help from an adult. This person will read the text on the facing page in a calm, slow voice and help you relax so that your favorite animal can visit you.

What does your favorite animal look like? You can draw it here!

Page 13

Lie down somewhere comfortable. This could be on a sofa or in a warm summer meadow. Make sure that no one can disturb you for the next five minutes so that you can relax for this exercise.

Now close your eyes and pay attention to your breathing. Feel how your stomach rises each time you inhale and lowers each time you exhale. Imagine that your favorite animal is coming to visit you. You know that your favorite animal is always nice to you. It wants to help you and looks at you with loving eyes. Slowly, the animal approaches you and nestles its head gently against your hand. Then your favorite animal lies down next to you, and you pet it.

What does your favorite animal feel like when you touch it? Does it have fine fur, soft feathers, rough bristles, or smooth scales?

The body of your favorite animal is warm, and you feel how good it is for you to be close to it. You feel strengthened and confident.

Your favorite animal gives you a nudge with its nose. To say goodbye, it tells you that you can call whenever you need it. It will always be there for you!

When your favorite animal has run, flown, hopped, or swum away, you can open your eyes again.

Page 14

5 4 3 2 1—Listen, touch, smell

This exercise will help you get rid of gloomy thoughts and is a lot of fun! You can do it alone, with your siblings, or with your parents. You can do it indoors or outdoors.

Page 15

Sit down somewhere comfortable and close your eyes. Now prick up your ears and name five things you can hear. After that, name five things you can touch. Then list five things you can smell.

If you were able to list five different things each time, then start again with four things you can hear. Then do four things you can touch, and then four things you can smell. Continue until you only have to list one thing you can hear, touch, and smell.

When you do this exercise together with others, always name something that no one else has said yet.

Page 16

My own ABC

It's time to be creative! "My own ABC" can be done alone or with others. It can help you focus on something new. Choose a theme for your ABC. For example, it could be vegetables.

Now find a vegetable for each letter of the alphabet: asparagus, broccoli, chicory ...

Page 17

I am going on a trip

You probably know this exercise! It is a group exercise, and it's best when you have at least two other people to join in.

Sit in a circle. The first person begins with the sentence: "I'm going on a trip, and I'm bringing" Then the first person names an item they want to take with them, for example, a whoopee cushion. Then it's the next person's turn. They repeat the item the first person named and add a new item, like this: "I'm going on a trip, and I'm bringing a whoopee cushion and a songbook." Then it's the third person's turn to repeat the first two items and add a new item. Taking turns, you can add more and more items until you can't remember them all. How many items can you manage?

Page 18

The colorful world

This exercise is good for doing alone. It helps you to focus your attention on the things around you and to think about other things.

Page 19

For each color listed below, write down ten things you can see with that color. If there are not enough things for one color, change the room or place where you are and look around again.

red

blue

green

yellow

orange

black

white

purple

pink

turquoise

brown

Page 20

Sensory parcourse

A sensory parcourse is a wonderful way to get rid of your gloomy feelings and to be happy about something positive. If you can do a sensory parcourse with your family or friends, then it is even more fun.

Page 21

One person is responsible for preparing the parcourse and should select different materials that feel different to the touch. For example, one could use sand, cold water, wood chips, pinecones, or pebbles. It's best if the other person does not see what the materials are. The person setting up the parcourse should put the materials into different buckets and put the buckets in different places. Once they're done, they should blindfold the other person and lead them to the first bucket. The blindfolded person should now guess what material is in each bucket.

You can try out different variations. The blindfolded person can feel the materials with their hands or with their feet. Instead of by touch, the blindfolded person can try to guess the materials by their smell or by their sound.

Page 22

I will remember this for a long time

This feather is from

Page 23

My strengths

Page 24

Finding peace

When we are nervous or tense, our breathing becomes shallow and irregular. This uneven breathing makes our body even more tense, and we feel stressed. This exercise will help you to relax and find peace.

Lie on your back and bend your legs so that your feet are flat on the floor. Then put your hands on your belly so that you can feel the movements of your breathing. When you inhale, your belly will become round like a balloon. When you exhale, your belly will become flat again. Breathe calmly and concentrate on the slow movements of your belly. After a few minutes, you will notice how your body relaxes.

Page 26

We are in control of our pain!

Today I went for a walk for two hours with my group and the horses, and we had a lot of fun!

Page 27

We are in control of our pain!

When your body tenses up because of pain, you do not want to move. Your pain tells you to stop moving. But you know better because you are in control of your pain! Movement is good for you and helps you become better at perceiving your body again. You can easily do these movement activities at home.

Take a walk while listening to your favorite music.

Go on a bike ride through your neighborhood with your family.

Practice roller-skating with a friend.

Go onto your balcony or into your yard and take care of the plants.

Set up an obstacle course and run through it by hopping on one leg.

Ask your parents to take you on a field trip, maybe to the zoo.

Page 28

You are amazing!

You've come a long way in the last few days! Together with your group, you have taken a close look at your pain. You understand the vicious circle of chronic pain and how you can break out of it. You now know many different exercises to help you focus your thoughts and feelings on positive things in life. There may be times when your pain is stronger and you forget that you are much stronger than your pain. If that happens, you can look at this booklet and remind yourself how strong you really are and that you are in control of your pain.

eAppendix 3. Qualitative interview

[Translated from German into English]

Baseline: Questions for parents

Pain related questions

- 1) What are the symptoms of your son/daughter?
2. What are you concerned about as a family regarding your child's chronic pain?

Questions about interest in animals

3. Do you and your family like animals?
4. How much time do you spend with animals (pets, zoo visits, nature walks)?
5. What effects do animals have on you and your family?

Questions about animal assisted therapy

6. What are your expectations and hopes for animal-assisted therapy?
7. Why could animal-assisted therapy be helpful?
8. Do you think there are advantages of animal-assisted therapy compared to other therapies? If yes, what are they? If no, why not?

Baseline: Questions for children

Pain related questions

1. When you think about your pain, where do you feel it?
2. Do you sometimes worry about your pain?
3. Are there any hobbies that you can no longer do because of your pain?

Questions about your interest in animals

4. Do you like animals?
5. Do you have a favorite animal?
6. How much time do you spend with animals (pets, zoo visits, nature walks)?
7. What do you like most about spending time with animals?

Questions about animal assisted therapy

8. What do you look forward to most when you think about animal assisted therapy?
9. How could animal-assisted therapy help you?

Post: Questions for parents

Questions about animal-assisted therapy

1. How did you experience the mood of your daughter / son during the time of animal-assisted therapy?
2. Did your expectations of the animal-assisted therapy come true?
3. Do you think the animal-assisted therapy was able to help your child? If so, in what areas (mood, activation, pain perception) was the therapy helpful?
4. What would you change about animal-assisted therapy for the future?

Pain-related questions

5. Do you feel your daughter's / son's pain was altered during animal-assisted therapy?
6. You mentioned in the initial interview that worried you the most. Have these worries changed in the meantime?

If so, do you think this is related to the animal-assisted therapy?

Post: Questions for children

Questions about animal assisted therapy

1. How did you like animal-assisted therapy?
2. What did you like best about animal assisted therapy?
3. What memory will stay with you for a long time?
4. Is there anything you would change about animal-assisted therapy?

Pain related questions

5. Did you often have to think about your pain during animal-assisted therapy?
6. Were there any activities during animal assisted therapy that you could not participate in because of your pain?

eAppendix 4. TREND statement checklist for non-randomized trials

| Paper Section/Topic | Item No. | Descriptor | Reported? | |
|---|----------|--|-----------|-------|
| | | | ✓ | Pg # |
| TITLE and ABSTRACT | | | | |
| Title and Abstract | 1 | • Information on how units were allocated to interventions | X | 1 |
| | | • Structured abstract recommended | X | 2 |
| | | • Information on target population or study sample | X | 2 |
| INTRODUCTION | | | | |
| Background | 2 | • Scientific background and explanation of rationale | X | 4-6 |
| | | • Theories used in designing behavioral interventions | X | 5 |
| METHODS | | | | |
| Participants | 3 | • Eligibility criteria for participants, including criteria at different levels in recruitment/sampling plan (e.g., cities, clinics, subjects) | X | 7 |
| | | • Method of recruitment (e.g., referral, self-selection), including the sampling method if a systematic sampling plan was implemented | X | 7 |
| | | • Recruitment setting | X | 7 |
| | | • Settings and locations where the data were collected | X | 8 |
| Interventions | 4 | • Details of the interventions intended for each study condition and how and when they were actually administered, specifically including: | | 8-12 |
| | | ○ Content: what was given? | X | 10-12 |
| | | ○ Delivery method: how was the content given? | X | 9-10 |
| | | ○ Unit of delivery: how were subjects grouped during delivery? | X | 10 |
| | | ○ Deliverer: who delivered the intervention? | X | 9 |
| | | ○ Setting: where was the intervention delivered? | X | 8-10 |
| | | ○ Exposure quantity and duration: how many sessions or episodes or events were intended to be delivered? How long were they intended to last? | X | 9-10 |
| ○ Time span: how long was it intended to take to deliver the intervention to each unit? | X | 9-10 | | |

| | | | | |
|---------------------|----|---|---|-------|
| | | ○ Activities to increase compliance or adherence (e.g., incentives) | | N/A |
| Objectives | 5 | • Specific objectives and hypotheses | X | 5-6 |
| Outcomes | 6 | • Clearly defined primary and secondary outcome measures | X | 6 |
| | | • Methods used to collect data and any methods used to enhance the quality of measurements | X | 12-13 |
| | | • Information on validated instruments such as psychometric and biometric properties | X | 12-13 |
| Sample size | 7 | • How sample size was determined and, when applicable, explanation of any interim analyses and stopping rules | X | 7 |
| Assignment method | 8 | • Unit of assignment (the unit being assigned to study condition, e.g., individual, group, community) | X | 7 |
| | | • Method used to assign units to study conditions, including details of any restriction (e.g., blocking, stratification, minimization) | | N/A |
| | | • Inclusion of aspects employed to help minimize potential bias induced due to non-randomization (e.g., matching) | | N/A |
| Blinding (masking) | 9 | • Whether or not participants, those administering the interventions, and those assessing the outcomes were blinded to study condition assignment; if so, statement regarding how the blinding was accomplished and how it was assessed | | N/A |
| Unit of Analysis | 10 | • Description of the smallest unit that is being analysed to assess intervention effects (e.g., individual, group, or community) | | N/A |
| | | • If the unit of analysis differs from the unit of assignment, the analytical method used to account for this (e.g., adjusting the standard error estimates by the design effect or using multilevel analysis) | | N/A |
| Statistical methods | 11 | • Statistical methods used to compare study groups for primary methods outcome(s), including complex methods for correlated data | | N/A |
| | | • Statistical methods used for additional analyses, such as subgroup analyses and adjusted analysis | | N/A |
| | | • Methods for imputing missing data, if used | | N/A |
| | | • Statistical software or programs used | X | 14 |
| RESULTS | | | | |
| Participant flow | 12 | • Flow of participants through each stage of the study: enrollment, assignment, allocation and intervention exposure, follow-up, analysis (a diagram is strongly recommended) | | N/A |
| | | ○ Enrollment: the numbers of participants screened for eligibility, found to be eligible or not eligible, declined to be enrolled, and enrolled in the study | X | 16-17 |

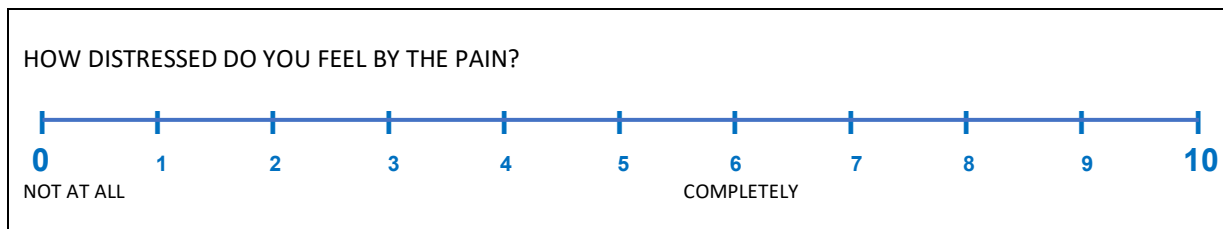
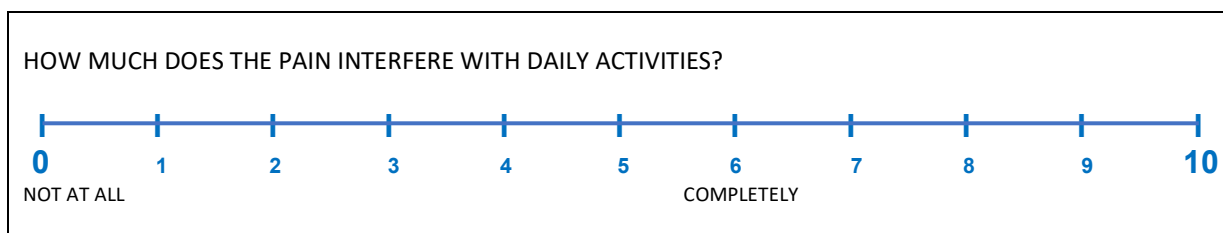
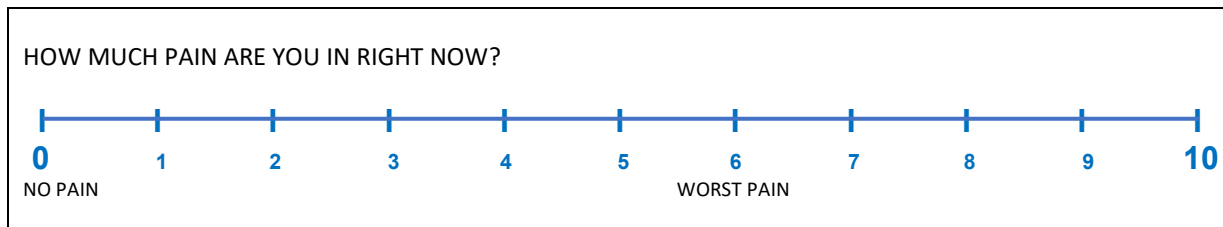
| | | | | |
|-------------------------|----|--|---|-------|
| | | <ul style="list-style-type: none"> ○ Assignment: the numbers of participants assigned to a study condition ○ Allocation and intervention exposure: the number of participants assigned to each study condition and the number of participants who received each intervention ○ Follow-up: the number of participants who completed the follow-up or did not complete the follow-up (i.e., lost to follow-up), by study condition ○ Analysis: the number of participants included in or excluded from the main analysis, by study condition | | N/A |
| | | • Description of protocol deviations from study as planned, along with reasons | X | 17 |
| Recruitment | 13 | • Dates defining the periods of recruitment and follow-up | X | 8 |
| Baseline data | 14 | • Baseline demographic and clinical characteristics of participants in each study condition | X | 14-16 |
| | | • Baseline characteristics for each study condition relevant to specific disease prevention research | | N/A |
| | | • Baseline comparisons of those lost to follow-up and those retained, overall and by study condition | | N/A |
| | | • Comparison between study population at baseline and target population of interest | | N/A |
| Baseline equivalence | 15 | • Data on study group equivalence at baseline and statistical methods used to control for baseline differences | | N/A |
| Numbers analyzed | 16 | • Number of participants (denominator) included in each analysis for each study condition, particularly when the denominators change for different outcomes; statement of the results in absolute numbers when feasible | X | 14 |
| | | • Indication of whether the analysis strategy was “intention to treat” or, if not, description of how non-compliers were treated in the analyses | | N/A |
| Outcomes and estimation | 17 | • For each primary and secondary outcome, a summary of results for each estimation study condition, and the estimated effect size and a confidence interval to indicate the precision | X | 17-18 |
| | | • Inclusion of null and negative findings | | N/A |
| | | • Inclusion of results from testing pre-specified causal pathways through which the intervention was intended to operate, if any | | N/A |
| Ancillary analyses | 18 | • Summary of other analyses performed, including subgroup or restricted analyses, indicating which are pre-specified or exploratory | | N/A |
| Adverse events | 19 | • Summary of all important adverse events or unintended effects in each study condition (including summary measures, effect size estimates, and confidence intervals) | | N/A |

| DISCUSSION | | | | |
|------------------|----|--|---|-------|
| Interpretation | 20 | • Interpretation of the results, taking into account study hypotheses, sources of potential bias, imprecision of measures, multiplicative analyses, and other limitations or weaknesses of the study | X | 20-23 |
| | | • Discussion of results taking into account the mechanism by which the intervention was intended to work (causal pathways) or alternative mechanisms or explanations | X | 21 |
| | | • Discussion of the success of and barriers to implementing the intervention, fidelity of implementation | X | 23 |
| | | • Discussion of research, programmatic, or policy implications | X | 22 |
| Generalizability | 21 | • Generalizability (external validity) of the trial findings, taking into account the study population, the characteristics of the intervention, length of follow-up, incentives, compliance rates, specific sites/settings involved in the study, and other contextual issues | X | 23 |
| Overall evidence | 22 | • General interpretation of the results in the context of current evidence and current theory | X | 21-22 |

From: Des Jarlais, D. C., Lyles, C., Crepaz, N., & the Trend Group (2004). Improving the reporting quality of nonrandomized evaluations of behavioral and public health interventions: The TREND statement. *American Journal of Public Health*, 94, 361-366. For more information, visit: <http://www.cdc.gov/trendstatement/>

eAppendix 5: Visual Analogue Scales

HOW AM I DOING TODAY...



MY LIFE IS GOING WELL EVEN THOUGH I HAVE CHRONIC PAIN.



WHEN I FEEL PAIN, I AM AFRAID SOMETHING TERRIBLE WILL HAPPEN.



I PUT THINGS OFF BECAUSE OF MY PAIN



Results from the German Pediatric Pain Questionnaire

eTable 1. List of trait words to describe pain: **child version** [German Pediatric Pain Questionnaire; Schroeder et al., 2010; © Prof. Dr. Boris Zernikow, Datteln]

| Trait words | Does not apply | | Applies a little | | Largely applies | | Applies exactly | |
|-------------|----------------|---------------------|------------------|---------------------|-----------------|---------------------|-----------------|---------------------|
| | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N |
| Cruel | | | | | 3 | 3 | | |
| Murderous | 1 | 2 | 2 | | | 1 | | |
| Miserable | | | 2 | 1 | 1 | 2 | | |
| Shuddering | 1 | 2 | 1 | 1 | 1 | | | |
| Nasty | | | | 1 | 3 | 2 | | |
| Torturous | 2 | 2 | 1 | | | 1 | | |
| Dreadful | | | | 1 | 3 | 2 | | |
| Unbearable | | | 1 | | 2 | 3 | | |
| Burning | 3 | 3 | | | | | | |
| Throbbing | 2 | 1 | | | 1 | 2 | | |
| Stabbing | 2 | 3 | | | 1 | | | |
| Pounding | 2 | 2 | | 1 | 1 | | | |
| Oppressive | | | | 1 | 2 | | 1 | 2 |
| Pulsating | 2 | 1 | | 1 | 1 | | | 1 |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 2. List of trait words to describe pain: **parent version** [German Pediatric Pain Questionnaire, Schroeder et al., 2010, © Prof. Dr. Boris Zernikow, Datteln]

| Trait words | Does not apply | | Applies a little | | Largely applies | | Applies exactly | |
|-------------|----------------|---------------------------|------------------|---------------------------|-----------------|---------------------------|-----------------|---------------------------|
| | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N |
| Cruel | 2 | 2 | | 1 | 1 | | | |
| Murderous | 2 | 3 | | | 1 | | | |
| Miserable | 1 | 1 | 1 | 1 | | 1 | 1 | |
| Shuddering | 2 | 2 | | | | 1 | | |
| Nasty | 2 | 2 | | 1 | 1 | | | |
| Torturous | | 1 | 2 | 1 | 1 | 1 | | |
| Dreadful | 2 | 1 | | 1 | 1 | 1 | | |
| Unbearable | | 1 | 2 | 1 | | 1 | 1 | |
| Burning | 2 | 2 | | 1 | 1 | | | |
| Throbbing | | 1 | | 2 | 3 | | | |
| Stabbing | 1 | | 2 | 3 | | | | |
| Pounding | 1 | 1 | 1 | 1 | 1 | 1 | | |
| Oppressive | | | 1 | 1 | 2 | 2 | | |
| Pulsating | 1 | | 1 | 3 | | | | |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 3. General and physical interference due to pain during the last four weeks: **child version** [German Pediatric Pain Questionnaire, Schroeder et al., 2010; © Prof. Dr. Boris Zernikow, Datteln].

“Which of the following activities have been interfered with by pain in the last 4 weeks? How often?”

| Activities | Never | | Rarely | | Sometimes | | Often | |
|----------------------|---------------|---------------------------|---------------|---------------------------|---------------|---------------------------|---------------|---------------------------|
| | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N |
| Enjoying family life | | 1 | 3 | 1 | | 1 | | |
| Food / appetite | 2 | 1 | 1 | 1 | | 1 | | |
| Meeting friends | 2 | 1 | | 2 | 1 | | | |
| Sports | 2 | 1 | | 2 | | | 1 | |
| Sleeping | 1 | 2 | 2 | | | 1 | | |
| Watching TV | 2 | 2 | | | 1 | 1 | | |
| Reading | 2 | 2 | | | 1 | | | 1 |
| Homework | 1 | 2 | | 1 | 2 | | | |
| School visit | 2 | 1 | | 2 | 1 | | | |
| Going to the movies | 3 | 3 | | | | | | |
| Favorite pastime | 1 | 2 | 1 | | 1 | 1 | | |
| Undesired activity | 1 | 1 | | | 2 | 2 | | |
| Digital media | 2 | 2 | | | 1 | | | 1 |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 4. General and physical interference due to pain during the last four weeks: **parent version** [German Pediatric Pain Questionnaire, Schroeder et al., 2010; © Prof. Dr. Boris Zernikow, Datteln].

“Which of the following activities of your child have been interfered with by pain in the last 4 weeks? How often?”

| Activities | Never | | Rarely | | Sometimes | | Often | |
|----------------------|------------|---------------------|------------|---------------------|------------|---------------------|------------|---------------------|
| | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N | Baseline N | Post intervention N |
| Enjoying family life | 1 | 1 | | 1 | 2 | | | 1 |
| Food / appetite | 1 | | 2 | 3 | | | | |
| Meeting friends | 2 | 3 | 1 | | | | | |
| Sports | 1 | 1 | | 1 | 1 | | 1 | 1 |
| Sleeping | 1 | 1 | | | 1 | 2 | 1 | |
| Watching TV | 2 | 2 | 1 | 1 | | | | |
| Reading | 2 | 1 | | 2 | 1 | | | |
| Homework | 1 | 1 | | | 2 | 2 | | |
| School visit | 2 | 2 | | 1 | 1 | | | |
| Digital media | 2 | | 1 | | | | | |
| Hobbies | 1 | | | | 2 | | | |
| Cinema or playground | | 3 | | | | | | |
| Favorite pastime | | 3 | | | | | | |

| | | | | | | | | | |
|--------------------|--|---|--|--|--|---|--|--|---|
| Undesired activity | | 1 | | | | 1 | | | 1 |
|--------------------|--|---|--|--|--|---|--|--|---|

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 5. Factors that influence pain [German Pediatric Pain Questionnaire, Schroeder et al., 2010, © Prof. Dr. Boris Zernikow, Datteln]
According to parents and children

| Factors that influence pain | No impact | | Relieve | | Exacerbate | |
|---|--------------|---------------|--------------|---------------|--------------|---------------|
| | Parents N | Children N | Parents N | Children N | Parents N | Children N |
| Physical activities | | 1 | 2 | 1 | 1 | 1 |
| Mental stress | | 3 | | | 3 | |
| Bad posture | 2 | 2 | | | 1 | 1 |
| Frequent change of position, walking around | 1 | 1 | 2 | 1 | | 1 |
| Resting, lying down, keeping calm | 1 | 1 | 2 | 2 | | |
| Other situations | 1 | | 2 | | | |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 6. Description of the primary pain syndrome: child version [German Pediatric Pain Questionnaire, Schroeder et al., 2010, © Prof. Dr. Boris Zernikow, Datteln]

| Description of pain | Sandra | | Natasha | | Anna | |
|--|----------|-------------------|----------|-------------------|----------|-------------------|
| | Baseline | Post intervention | Baseline | Post intervention | Baseline | Post intervention |
| How severe was your most severe pain? (0-10) | 5 | 7 | 10 | 8 | 10 | 10 |
| How severe was your pain most of the time when you were in pain? (0-10) | 4 | 3 | 6 | 6 | 3 | 3 |
| How much does pain interfere with your daily activities? (0-10) | 8 | 5 | 8 | 3 | 7 | 6 |
| How down do you feel about the pain? (0-10) | 6 | 5 | 6 | 4 | 6 | 3 |
| At the very best, how much can you distract yourself from the pain? (0-10) | 2 | 8 | 4 | 10 | 2 | 5 |
| My life is going well, even though I suffer from chronic pain. (0-10) | 0 | 8 | 8 | 10 | 3 | 5 |
| When I feel pain, I am afraid that something terrible is going to happen. (0-10) | 6 | 5 | 5 | 1 | 0 | 2 |
| When I have pain, I break off projects. (0-10) | 4 | 0 | 0 | 1 | 5 | 1 |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 7. Description of the primary pain syndrome: parent version [German Pediatric Pain Questionnaire, Schroeder et al., 2010, © Prof. Dr. Boris Zernikow, Datteln]

| Description of child's pain | Sandra | | Natasha | | Anna | |
|--|----------|-------------------|----------|--|----------|--|
| | Baseline | Post intervention | Baseline | Post intervention | Baseline | Post intervention |
| How severe was your child's most severe pain? (0-10) | 8 | | 8 | | 3 | |
| How severe was your child's pain most of the time when s/he was in pain? (0-10) | 5 | | 7 | | 3 | |
| How severe was your child's most severe pain in the past 4 weeks? | | 3 | | 7 | | 6 |
| Has your child been in constant pain for the past 4 weeks? | | No | | No | | Yes |
| Are there any other things you would like to share with us about your child or your child's pain, or anything that seems important to you? | No | No | No | The pain usually occurs when something is asked of Natasha that does not suit her or when she is stressed. | No | To clarify an exclusion of pathological findings, since the pain is permanent. |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), Der Schmerz, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 8. Qualitative answers at baseline: child version [German Pediatric Pain Questionnaire, Schroeder et al., 2010, © Prof. Dr. Boris Zernikow, Datteln]

| Question | Sandra | Natasha | Anna |
|---|--|--|---|
| <p>Do family members or significant others have serious or chronic illnesses or pain?</p> <ul style="list-style-type: none"> • Who • What (how often) • Outcome of the disease? | - | - | <p>Mother: Headache (often) Outcome of the disease: good</p> <p>Sister: Wrist pain (often) Outcome of the disease: got better</p> <p>Grandfather: Cancer Outcome of the disease: good</p> |
| <p>Have you taken any medication for pain in the last 3 months?</p> <p>If yes, please include the following information:</p> <ul style="list-style-type: none"> • Name of medication • How often <p>Effectiveness (1= not effective, 2= somewhat effective, 3= effective)</p> | No | <p>Dafalgan; 3x Effectiveness: 3</p> | <p>Dafalgan; once a month Effectiveness: 3</p> <p>Irfen; once a month Effectiveness: 3</p> |
| <p>When the pain started, did anything special happen in your life during that time? If so, what happened?</p> | Stomach flu in November | Vacations on the North Sea | No |
| <p>Where do you think your pain is coming from or what is the reason for your pain?</p> | Stomach flu | I don't know. With regard to the stomach ache, it could be that I ate something wrong, regarding the throat, it could be that I wasn't dressed well when I went outside. | I don't know, maybe electronics, stress, boredom. |
| <p>Are there certain things or events that trigger your pain? If so, what triggers your pain?</p> | No | After eating raclette I have stomach ache in the morning | Sports, stress, boredom, sun and heat |
| <p>What do you do when you are in pain?</p> | Take a heating pad and lie down in bed, put the pillow on my stomach | Drink tea; lay dow; hot-water bottle for the stomach ache; rub throat when sore throat | Sometimes lay down; Dafalgan; cold rag; keep going; ignore |
| <p>What do your parent/s do when you are in pain?</p> | Ask about the pain | My mom gives me a spray for sore throat | My mom asks if I want Dafalgan; my mom says not to do anything electronic; consoling. |

| What would change if you suddenly had no more pain? | It would be great if it was gone | I don't know | I would do more; I would basically be a little bit happier |
|---|----------------------------------|--------------|--|
| During the last 3 months, has your pain kept you from doing things you wanted to do (e.g., going on vacation, horseback riding...)? If yes, what was it? | No | No | Hiking, doing sports |
| Are there any other things you would like to share with us about yourself or your pain, or that seem important to you? | No | No | No |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), *Der Schmerz*, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.

eTable 9. Qualitative answers at baseline: parent version [German Pediatric Pain Questionnaire, Schroeder et al., 2010, © Prof. Dr. Boris Zernikow, Datteln]

| Question | Sandra | Natasha | Anna |
|---|---|---|---|
| Questionnaire completed by: | Father | Mother & Father | Mother & Father |
| Relationship status of the parents | Living together | Living together | Living together |
| Does your child have siblings? (How many?) | Yes (1) | Yes (2) | Yes (1) |
| Please list any persistent or distressing health problems your child has had in the past or is having now: <ul style="list-style-type: none"> • What? • (When?) | Stomach pain (November 2019 to February 2020) | Stomach pain (in the evening) Throat pain (occasionally) | Headache (permanent) |
| Do family members or significant others have serious or chronic illnesses or pain? <ul style="list-style-type: none"> • Who? • (When?) • Type of disease? • Outcome of the disease? | Grandmother and grandfather Heart disease, renal insufficiency, diabetes Outcome of the disease: - | - | Mother: Effort migraine (physical effort) Outcome of the disease: learned to handle it |
| Are there any severe stresses in your family or your child's life at this time? | No | No | No |
| Have medications been given for the pain during the last 3 months? <ul style="list-style-type: none"> • Name of medication • How often Effectiveness (1= not effective, 2= somewhat effective, 3= effective) | No | Ibuprofen At night Effectiveness: 3 | Dafalgan 2-3x per month Effectiveness: 2 |
| Have any examinations been performed to clarify the cause of the pain (outpatient and/or inpatient)? If yes, please enter the following information: <ul style="list-style-type: none"> • Examination • Date | Multiple appointments at pediatrician November 2019 to February 2020 Examination: Stool sample test November 2019 University Children's Hospital Basel February 2020 University Children's Hospital Basel in-patient February 18-19 th 2020 | Psychotherapy Since July 2020 | Neuropediatrics University Children's Hospital Interview, reflexes tested End of 2019, beginning of 2020 |
| Has your child already been diagnosed with pain? | No | No | Yes |

| | | | |
|---|--|---|--|
| If yes, which diagnosis? | | | Diagnosis: Psychosomatic |
| Have treatments for the pain been performed in the past? If yes, please enter the following information: <ul style="list-style-type: none"> • Treatment • Time frame • Effectiveness (1= not effective, 2= little effective, 3= well effective) | Colpermin January/February 2020 Effectiveness: 1 | No | Relaxation exercises Once, 04.02.2020 Effectiveness: 1 |
| When did your child's present pain problem start? | After a stomach flu in October 2019 (1 year ago) | About two years ago | Summer 2019 (about 1.5 years ago) |
| What complaints did your child have when the pain started? | Stomach pain | Stomach pain | Headache |
| Did the pain fluctuate in intensity? If yes, please describe | Between 2 and 7 (on a scale from 1 to 10) | Alternating | We couldn't really determine a regularity. Sometimes the pain gets worse overnight |
| Did any major or special changes occur in your life or yours at the onset of the pain? If yes, please explain: | No | Cancer diagnosis of the mother and new teacher | No |
| Do you notice when your child's pain is starting to show? If yes, what signs indicate the onset of a pain flare? | No | Mood swings, and Natasha says when it hurts | No |
| What do you believe are the causes of your child's pain? | Stress, partly self-inflicted | Trying to get attention, nervousness, stress | Genetic, puts a lot of pressure on herself, stress |
| What does your child do when they are in pain? Please explain: | Lay down, heat pillow, resting, sleeping | Whining, seeking closeness | If too strong or something important is about to happen: medication. Cold rag on the forehead, distracting, enduring |
| How do you respond when your child is in pain? Please explain: | Concern | Pity, rage at the fact of having possibly passed on the pain (genetically) | Asking, reassuring, cheering up, seeking relief by e.g., doctoring (giving attention) giving medication |
| How would your child's life change if the current pain problem suddenly disappeared? | Calmness | Maybe she would be more cheerful, upbeat, have a more positive attitude to life | A more active lifestyle |
| How would your family life change? | Currently: no big changes | Less attention to Natasha, more harmony, less fighting between siblings | On the whole, not much |

| | | | |
|--|------------------------------------|---|---|
| Assuming that the pain will stay: What things do you think your child should do now that will help him/her later? | Learn techniques to deal with pain | Focusing on other things, finding other ways to get attention | Learn to avoid situations in which the pain intensifies; if possible, reduce stress and learn to relax; introduce rituals |
| Has the pain kept your child from doing things he or she wanted to do during the past 3 months? (e.g., going on vacation, horseback riding...)? If yes, what was it? | No | No | Hiking, excursions |
| Are there any other things you would like to tell us about your child's pain or the impact the pain is having on your child, you, or your family? | - | No | No |

Notes: Adapted from S. Schroeder et al, Deutscher Schmerzfragebogen für Kinder, Jugendliche und deren Eltern (DSF-KJ), *Der Schmerz*, 24, 23–37, 2010, Springer Nature. <https://link.springer.com/article/10.1007/s00482-009-0864-8>.