## Appendix N: Special Needs and Care Strategies

<table>
<thead>
<tr>
<th>Client with Special Needs</th>
<th>Care Strategy/Device/Learning Resource</th>
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</table>
| **Pediatric**                                   | • Toy or doll wearing an ostomy pouch  
• Photographs of other children with an ostomy  
• Storyboards, websites, ‘chat-rooms’  
• Youth support groups  
  (Bray & Saunders, 2006)                                                                         |
| **Impaired Vision**                             | • Large print  
• Audio instructions  
• Customized lighting, stands and magnifying mirrors to visualize stoma  
• Two-piece pouch with ‘snap’ for auditory cueing of application  
• Tape on abdomen to mark skin barrier placement  
• Pre-cut ostomy skin barrier or pouch  
• Tactile cueing of stoma location and skin barrier placement  
  (Benjamin, 2002)                                                                                 |
| **Wheelchair Bound**                            | • Pre-operative marking while client is in the wheelchair  
• Closed versus drainable pouch to manage access to the toilet  
• Drainage tube extensions for urostomy and high output fecal ostomy  
• Extended-wear skin barrier products  
  (Turnbull, 2007)                                                                                 |
| **Pregnancy**                                   | • Collaborative antenatal and postnatal care between OB/Gyn and GI  
• Customized lighting, stands and magnifying mirrors to visualize stoma  
• Flexible skin barrier and/or pouch to accommodate growing abdomen  
• Extra adhesive or skin barrier film to secure pouch because of ‘nonstick’ hormonal skin changes  
• Pre-cut skin barriers to avoid stoma trauma and bleeding due to increased vascularity of the stoma  
• Adjust skin barrier stoma opening frequently to accommodate size of stoma with growth of abdomen  
• Abdominal belt for additional support  
  (Aukamp & Sredl, 2004)                                                                           |
| **Learning Disabled, including illiterate**     | • Makaton pictures, signs and symbols for communication  
  [www.makaton.org/about/ss_how.htm](http://www.makaton.org/about/ss_how.htm)  
• Use of real objects and photographs to convey message  
• Speech pathologist, play therapists, drama therapist to assist with the translation of the information  
  (Black & Hyde, 2004)                                                                             |