Little Patients, Big Picture: Pediatric Assessment

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Outreach Education

Children's Hospital Colorado
Here, it's different.

Affiliated with
University of Colorado
Anschutz Medical Campus

No Disclosures

Objectives

- Summarize the differences of pediatric vs adult physiology impacting patient assessment and triage
- Develop systematic approach to pediatric assessment and triage
- Report escalation of pediatric emergencies and knowledge of resources
- Discuss strategies to better support pediatric patients during medical care

Kids are not small adults!

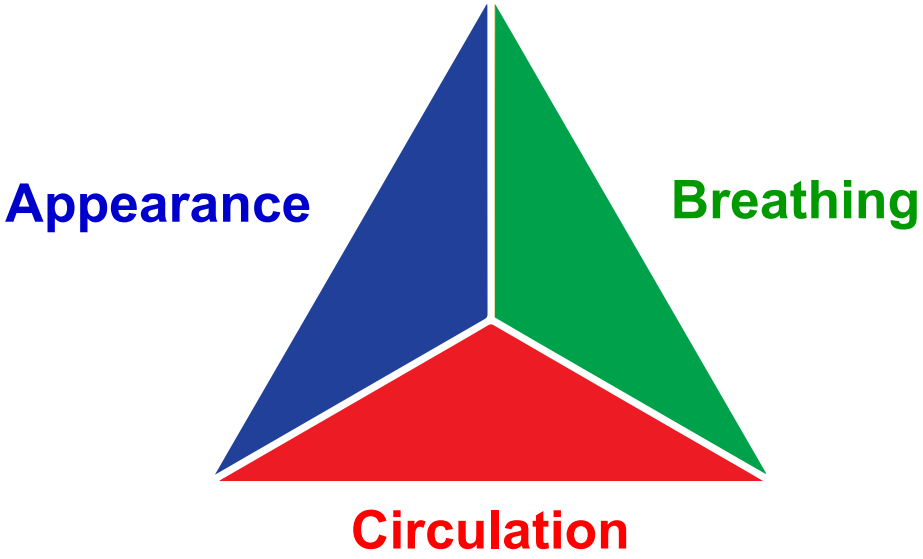
Adults

Kids

Pediatrics vs Adults

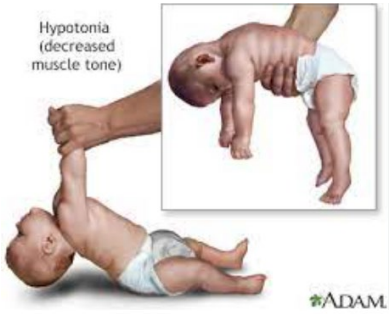
Differences	Implications
Greater BSA to body weight	Prone to hypothermia, dehydration
Higher metabolic rate	Prone to hypoxia, hypoglycemia
Higher fluid requirements	Prone to dehydration
Good vasculature and heart	Don’t see hypotension until late
Babies are nose breathers	Can’t breathe with secretions
Thin chest wall, weak IC muscles	Takes more effort to breathe

Sick or Not Sick: Pediatric Assessment Triangle



Source: American Heart Association (2020)

Appearance - TICLS



TONE – moving? limp?

INTERACTIVENESS –alert? not following?

CONSOLABILITY – by caregiver?

LOOK/GAZE – observant?

SPEECH/CRY – high pitched, hoarse, muffled?

Photo: Children's Hospital Colorado

Source: American Heart Association (2020)

Breathing – Rate and Effort

Abnormal positioning – extended neck, head bobbing, or tripod?

Abnormal airway sounds:

- Stertor – Secretions (both)
- Stridor – Upper (inspiratory)
- Wheeze – Lower (expiratory)

Nasal flaring

Retractions subcostal, intracostal, sternal, tracheal tug

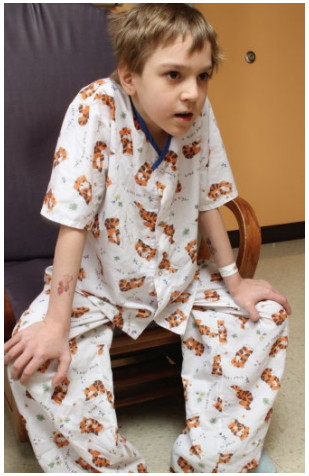


Photo: Pearson

Photo: Stanford Medicine

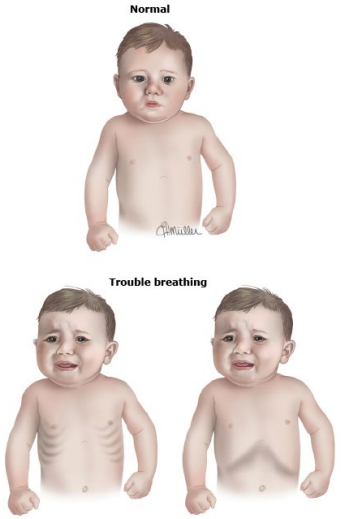
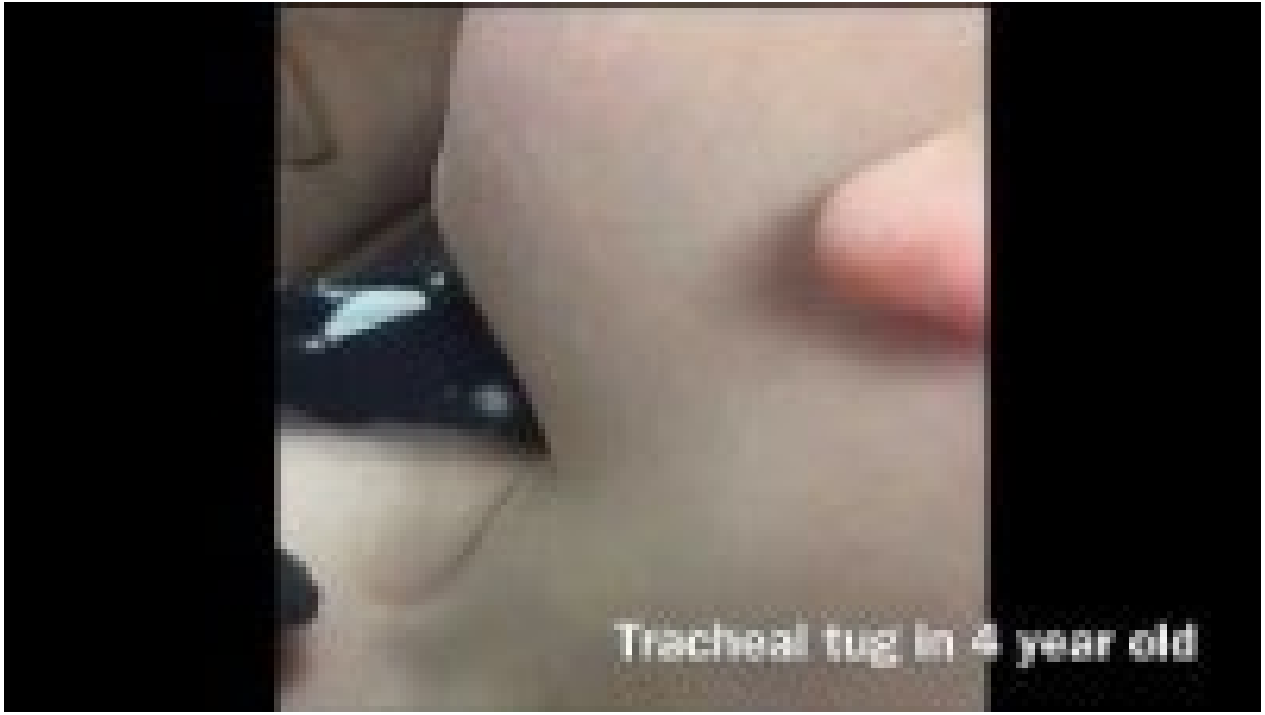


Photo: Up To Date

Source: American Heart Association (2020)


Tracheal tug in 4 year old

Circulation

Skin color:

- Early: Pale
- Late: Mottled, Cyanotic

Mucous membranes

Bruising or purpura?

Mental status – LOC changes

Photo: BMJ

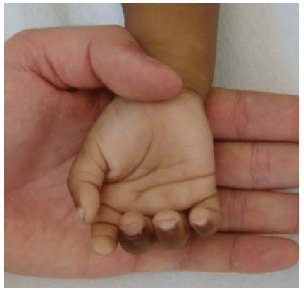


Photo: ResearchGate

Photo: Consultant 360

Photo: GrepMed

Source: American Heart Association (2020)

Putting together the ABCs

Concern(s)	Meaning	Interventions
Breathing	Respiratory Distress	Positioning, oxygen, suction, consider meds as applicable
Appearance + Breathing	Respiratory Failure	Positioning, oxygen (mask), suction, get advanced airway ready
Appearance + Circulation	Shock	Oxygen (NRB), access (IV/IO), labs, fluids, reduce oxygen demand / treat cause of shock
Appearance	Neurologic / Metabolic	Check blood sugar, labs, oxygen as needed, determine and treat cause
All 3 (ABC)	Cardiorespiratory Failure	Position, oxygen (bag mask), advanced airway, compressions

What's Next?

Length-Based Tape

RED to head

Kilogram (kg) weight in pediatrics

- Medication doses
- Equipment

LENGTH-BASED TAPE

Weight	Laryn-goscope Blade	ET Tube (mm) +0.5 uncuffed	ET Tube Depth (cm)	Suction Cath. (Fr)	IV (ga)	NG (Fr)	Urinary Cath. (Fr)
3-5 kg	1 straight	3.0 Cuffed	3 kg 9-9.5 4 kg 9.5-10 5 kg 10-10.5	8	22-24	5-8	5
6-7 kg	1 Straight	3.0 Cuffed	10.5-11	8	22-24	5-8	8
8-9 kg	1 Straight	3.0 Cuffed	10.5-11	8	22-24	5-8	8
10-11 kg	1 Straight	3.5 Cuffed	11-12	10	20-24	8-10	8-10
12-14 kg	2 Straight	4.0 Cuffed	13.5	10	18-22	10	10
15-18 kg	2 Straight	4.5 Cuffed	14-15	10	18-22	10	10-12
19-23 kg	2 Straight or Curved	5.0 Cuffed	16.5	10	18-20	12-14	10-12
24-29 kg	2 Straight or Curved	6.0 Cuffed	17-18	10	18-20	14-18	12
30-36 kg	3 Straight or Curved	6.5 Cuffed	18.5-19.5	10-12	16-20	16-18	12

Photo: Armstrong Medical

PURPLE

SEIZURE		ICP	
Lorazepam (2 mg/mL)	1 mg (0.5 mL)	3% Saline	21-53 mL
(4 mg/mL)	1 mg (0.25 mL)	Mannitol (20% 0.2 g/mL)	10 g (50 mL)
Diazepam IV (5 mg/mL)	2 mg (0.4 mL)	(25% 0.25 g/mL)	10 g (40 mL)
Phenobarbital (65 mg/mL)	210 mg (3.2 mL)	Furosemide (10 mg/mL)	10 mg (1 mL)
(130 mg/mL)	210 mg (1.6 mL)	**FLUIDS**	
Phenytoin (50 mg/mL)	210 mg (4.2 mL)	Fluid Bolus	
Fosphenytoin (50 mg PE/mL)	210 mg PE (4.2 mL)	Crystalloid (NS or LR)	210 mL
Levetiracetam (100 mg/mL)	525 mg (5.25 mL)	Colloid/blood	105 mL
OVERDOSE/HYPOGLYCEMIA		Maintenance	
$D_{10}W$ (0.1 g/mL)	5.25 g (52.5 mL)	D5 1/2 NS + 20 mEq KCL/L	43 mL/HR
$D_{25}W$ (0.25 g/mL)	5.25 g (21 mL)	**PAIN**	
Naloxone (1 mg/mL)	1 mg (1 mL)	Fentanyl (50 mcg/mL)	10 mcg (0.2 mL)
(0.4 mg/mL)	1 mg (2.5 mL)	Morphine (2 mg/mL)	1 mg (0.5 mL)
Flumazenil (0.1 mg/mL)	0.1 mg (1 mL)	(4 mg/mL)	1 mg (0.25 mL)
Charcoal (25 g/120 mL)	10 g (50 mL)		
Glucagon (1 mg/mL)	0.5 mg (0.5 mL)		

EQUIPMENT		EQUIPMENT	
*E.T. Tube	4.0 Uncuffed/*3.5 Cuffed	Oxygen Mask	Pediatric NRB
E.T. Insertion Length	11-12 cm	*$ETCO_2$	Pediatric
Stylet	6 French	*Urinary Catheter	8-10 French
*Suction Catheter	8 French	*Chest Tube	14-20 French
Laryngoscope	1-1.5 Straight	NG Tube	8-10 French
BVM	Child	Vascular Access	20-24 Ga
Oral Airway	60 mm	Intraosseous (IO)	15 Ga
*Nasopharyngeal Airway	18 French	BP Cuff	Child
*LMA	2	*May not be included in Organizer System(s).	

Photo: HMP Global Learning Network

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A FULL Set of Vital Signs

Pediatric “normal” varies by age

Think about order!

Heart rate

Respiratory rate – a full minute!

Saturations

Temperature

- Rectal (under 60 days)
- Tympanic (over 6 months)

Blood pressure

CHILDREN'S HOSPITAL COLORADO
OneCall 720-777-3999 | **Toll Free** 1-800-525-4871

PEDIATRIC VITAL SIGN NORMS

Age	HR Range	Respiratory Rate (Breaths/min)	Blood Pressure		Mean Arterial Pressure (mm Hg)
			Systolic (mm Hg)	Diastolic (mm Hg)	
Birth-28 days	100-205	40-60	67-84	35-53	45-60
1-12 months	100-180	30-53	72-104	37-56	50-62
1-3 yrs.	98-140	22-37	86-106	42-63	49-62
3-5 yrs.	80-120	20-28	89-112	46-72	58-69
5-11yrs.	75-118	18-25	97-115	57-76	66-72
12-18 yrs.	60-100	12-20	110-131	64-83	73-84

MKTG-868 TedRsp-K-2024-04

Hate the 60s

- Heart Rate **60** = bradycardia
- Respiratory Rate **60** = tachypnea
- Systolic Blood Pressure **60** = hypotension/uncompensated shock
- BGL **60** = borderline
  - 40-60 hypoglycemic

American Heart Association. | AMERICAN ASSOCIATION of CRITICAL-CARE NURSES

PALS

Vital Signs in Children

These 3 tables are reproduced or modified from Hazinski MF. Children are different. In: *Nursing Care of the Critically Ill Child*. 3rd ed. Mosby; 2013:1-18, copyright Elsevier.

Normal Heart Rates*

Age	Awake rate	Sleeping rate (beats/min)
Neonate	100-205	90-160
Infant	100-180	90-160
Toddler	98-140	80-120
Preschooler	80-120	65-100
School-age child	75-118	58-90
Adolescent	60-100	50-90

*Always consider the patient's normal range and clinical condition. Heart rate will normally increase with fever or stress.

Normal Respiratory Rates*

Age	Rate (breaths/min)
Infant	30-53
Toddler	22-37
Preschooler	20-28
School-age child	18-25
Adolescent	12-20

*Consider the patient's normal range. The child's respiratory rate is expected to increase in the presence of fever or stress.

Data from Fleming S et al. *Lancet*. 2011;377(9770):1011-1018.

Photo: Eastern Illinois University

Respiratory Distress

Tachypnea
↑ Respiratory Effort
Abnormal Airway Sounds
Retractions
Accessory muscle use
Abdominal breathing

Can quickly progress

Respiratory Failure

Marked Tachypnea (early)
Apnea (late)
↑/↓ respiratory effort
Poor/absent distal air Movement
See saw breathing
Tracheal tug
Grunting
Nasal Flaring
Position of comfort

And then…

Cardiorespiratory Failure

Early
Tachycardia, cool/pale, decrease UOP

Late
Bradycardia, hypotension, cyanosis, unresponsive

Pain Scoring

Use the correct tool

- Pain is an abstract concept, hard for kids to number

Kids can withdraw from surroundings when in pain = misunderstandings

Treat pain:

- Fentanyl IV 1mcg/kg
  OR Intranasal 2mcg/kg

CRIES –

32-60 weeks gestation

CRIES Scale			
	0	1	2
Crying	None	High-pitched	Inconsolable
Requires O_2	None	<30% FiO_2 needed	>30% FiO_2 needed
Increased vital signs	Normal HR & BP	Increased HR & BP <20%	Increased HR & BP >20%
Expression	Normal	Grimace	Grimace & grunt
Sleeplessness	None	Wakes frequently	Awake constantly

FLACC –

< 3 years or nonverbal

FLACC Score			
CATEGORY	0 POINTS	1 POINT	2 POINTS
Face	Disinterested	Occasional grimace, withdrawn	Frequent frown, clenched jaw
Legs	No position or relaxed	Uneasy, restless, tense	Kicking or legs drawn up
Activity	Normal position	Squirming, tense	Arched, rigid, or jerking
Cry	No crying	Moans or whimpers	Constant crying, screams or sobs
Consolability	Content, relaxed	Distractible	Inconsolable

FACES –

3 – 12 years

Supporting Pediatric Patients

"We owe it to the future not to harm our children in their hearts and minds while we cure their diseases and repair their broken bones."

Pate, JT et al. (1996)

Child Development Considerations

- Younger children
  - Separation anxiety
  - Involve caregivers (and patient as able)
  - Toddlers – offer choices
- School age children
  - Fear loss of competence or control
  - Involve the patient – helpers, writers, give them a job!
- Teenagers
  - Vague in complaints and needs
  - Fear being different
  - Normalize experience

Preparation using their senses

Some kids say it sounds like… feels like… smells like…

See:
- Soft straw (IV)
- Bright lights (exam lights)

Hear:
- Loud noises like construction (MRI)
- Popping like a soda can opening (J-tip)

Taste:
- Salty (saline)
- Sprite without bubbles (oral contrast)

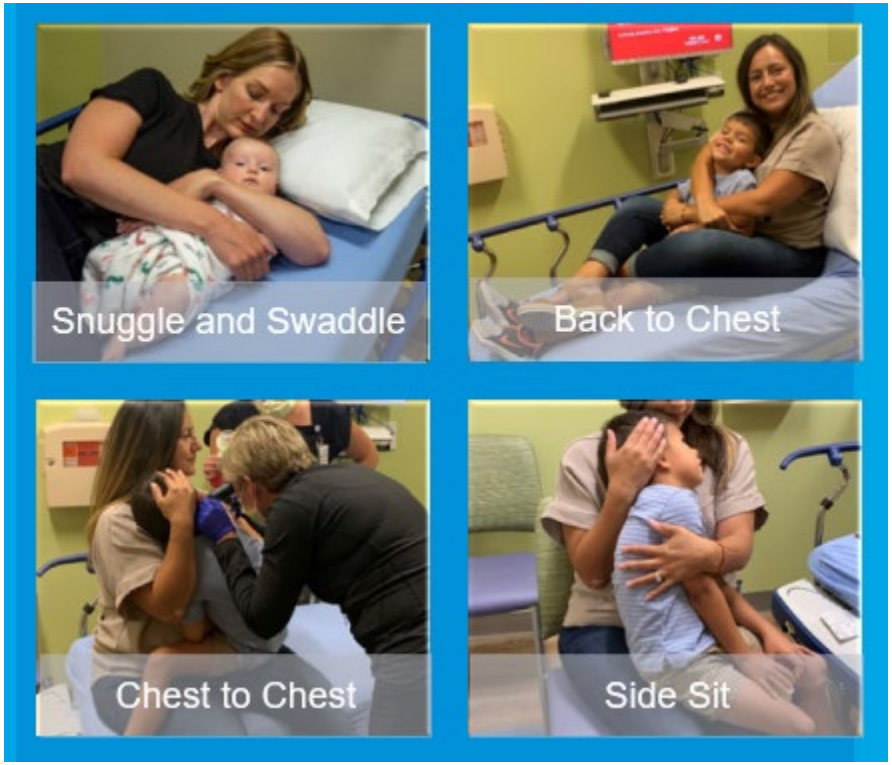
Feel:
- Cold, wet (soap)
- Tight hug/squeeze (tourniquet)
- Quick pinch/poke (IV)

Smell:
- The ocean (saline)
- Hand sanitizer (Chloraprep)

Child Development Considerations

AVOID:	TRY:
“Don’t move while I do this”	“Your job is to hold as still as you can”
“The IV will hurt”	“You’ll feel a pinch/poke”
“It will burn”	“It might feel warm / cool going in”
“It will taste bad”	“It might taste bitter”
“Show me how brave you are / what a big kid you are”	“Remember, you job is to be as still as you can. It’s OK to cry. I know this is scary.”

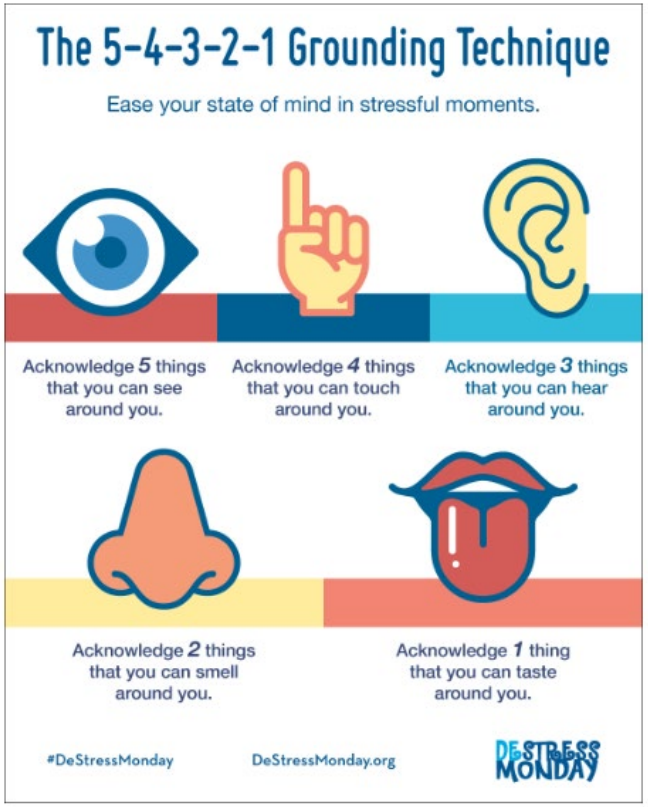
Comfort Positioning



Alternative Focus / Distraction

- Tablet / smartphone
- Search and Find Books
- Stress balls
- Pinwheels
- Music / singing
- Deep breathing
- Grounding activities - counting

Grounding Activities



PANDA UP

P = Prepare *Use prep supplies and treatment room, educate family*

A = Anxiety Reduction *Implement relaxation methods and coping plan*

N = Numb *Use numbing agents prior to procedures; sucrose for infants*

D = Distract *Apply methods such as vibration tool and alternative focus*

A = Attitude *Maintain a calm, positive attitude*

U = Use One Person's Voice *Understand everyone's role*

P = Position *Use comfort positioning*

Systematic Approach

Pediatric Airway Challenges

Same: C-spine stabilization, jaw thrust if needed

Large head, short neck under 2 yo

Larger tongue, larger floppy epiglottis, cricoid cone shaped, small diameter

- "Built-in" obstruction

Infants – obligate nose breathers

- Quick distress with secretions

Photo: Columbia Reports

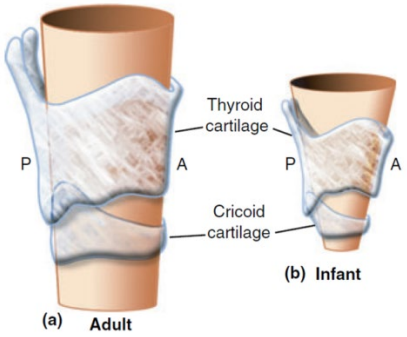


Photo: Open Anesthesia

Pediatric Airway Interventions

Shoulder Roll / Sniffing Position

- Head tilt chin lift

E-C clamp technique

Suction - use saline!

“Deep suctioning”

Photo: Life with Gremlins

Photo: UCD Emergency Medicine

Photo: Children’s Wisconsin

Photo: Anaesthesia, Pain & Intensive Care

Nasal Aspirator = Lifesaving Tool!

Pediatric Breathing Challenges

Same: Intubate at GCS 8, significant respiratory failure, compensated shock, laryngeal reflex, impending herniation

Thin chest wall, cartilaginous sternum/ribs, poorly developed intercostal muscles

- Rapid RR, rely on diaphragm/abdominal muscles for respirations

Children have smaller lung capacity and higher oxygen consumption

- Increased RR first sign of distress, hypoxia risk

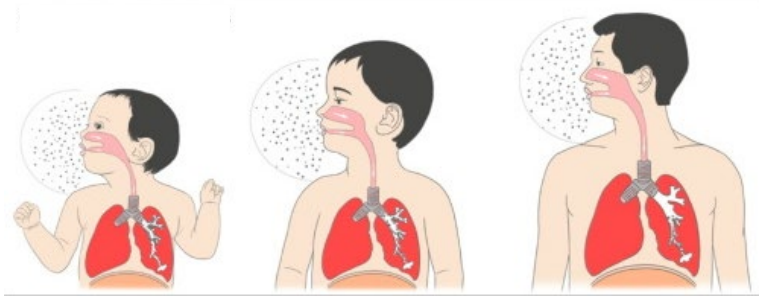


Photo: Science Direct

Age	Rate
Infant	30-53
Toddler	22-37
Preschooler	20-28
School Aged	18-25
Adolescent	12-20

Source: AHA / PALS

Pediatric Breathing Interventions

Upper vs lower airway
- Stridor vs wheeze

Airway adjuncts – nasal and oral
- Bring a bunch to the bedside

Oxygen – cannulas and masks
- NO "blow by"

Photo: Serphinity

Photo: Intersurgical

Photo: Children's Health Ireland

Photo: Flexicare

Nasal canula –
Min: low
Max: Infant 3L,
Pediatric 6L

Photo: Medline

Simple mask –
Min: 6L
Max: 10L

Photo: Grayline

Non-Rebreather –
Min: 10L (keep bag inflated with breaths)
Max: 15L

Pediatric Circulation Challenges

Capillary refill

- More dependent on room-temp

Blood pressure – repeat q15 min

- Kids compensate… hypotension is late

End organ function

- Mental status – parents may notice first!
- Ask about wet diapers

Source: AHA / PALS

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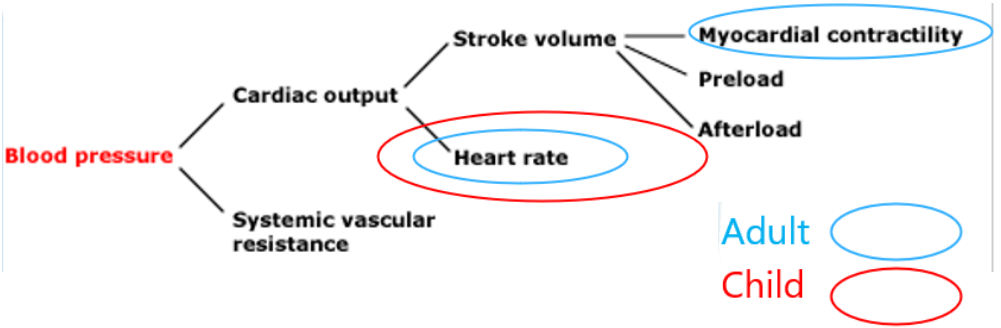


Age	Systolic BP
Term Neonate (0-28 days)	<60
Infants (1-12 months)	**<70**
Children (1-10 years)	<70 + (age in years x 2)
Children > 10 years	<90

Source: AHA / PALS

Pediatric Circulation Interventions

IVs:
Saphenous
AC/hand
Head

IOs:
Stabilize leg, slight external rotation

Proximal tibia: tibial tuberosity flat, 1-3cm below knee joint

Rapid Fluid Administration:
3-way connector

Pull/push: pull from IVF bag into syringe, push in from syringe

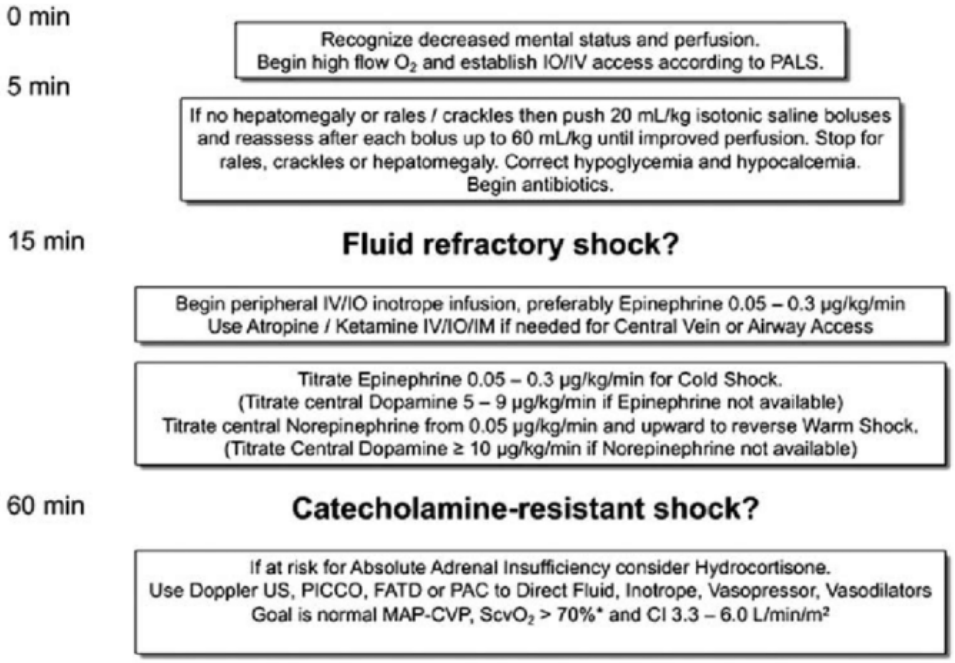
Pediatric Shock

Identification – 3 things at once

- Oxygen - NRB
- Monitor – keep cycling BP!
- Access – IV/IO, don't delay

20 ml/kg isotonic boluses – load them up

- Hepatomegaly, rales/crackles – go slower



Algorithm of management of shock in infants and children by American College of Critical Care Medicine

Pediatric Shock

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- Access – IV/IO, don't delay

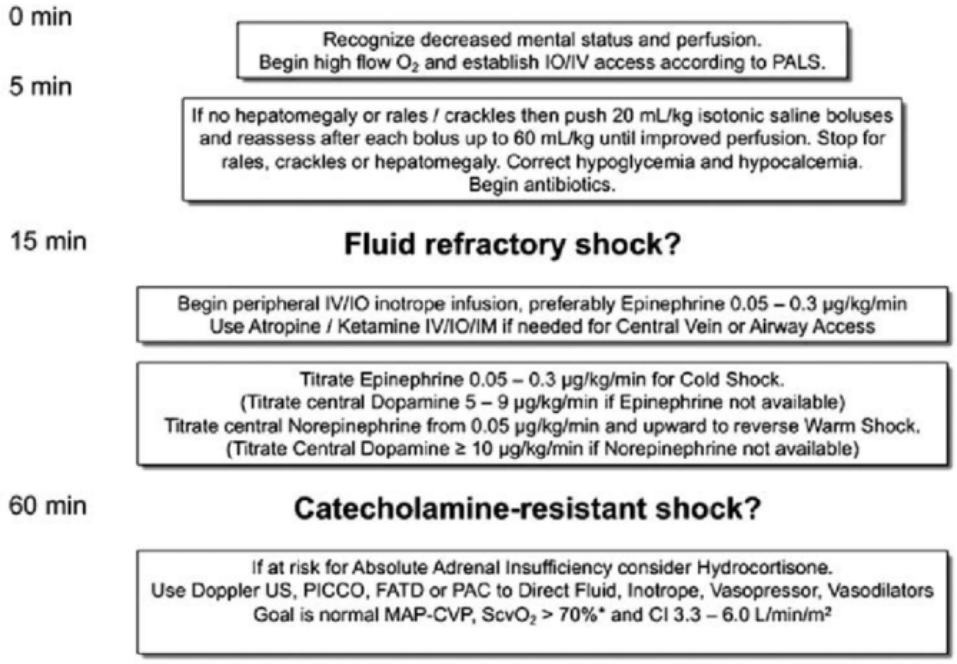
20 ml/kg isotonic boluses – load them up

- Hepatomegaly, rales/crackles – go slower

"Do not delay inotropes" – PIV, double up

- Epinephrine
- Norepinephrine
- Dopamine

Consider hydrocortisone



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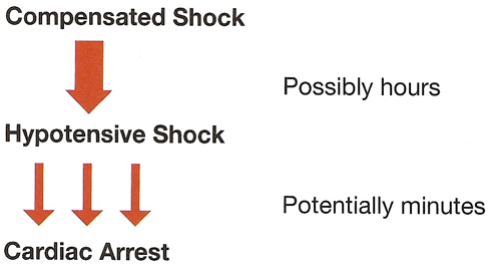
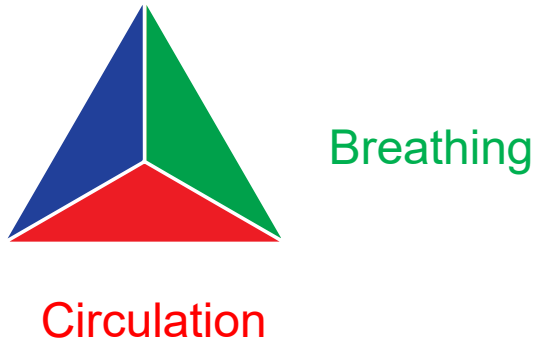


Case Study

Sam

- 5 days old
- Uncomplicated pregnancy and birth, first baby
- Presents with poor feeding since last night, missed/short feeds, pale, no wet diapers overnight, fast breathing, seems cold

Pediatric Assessment Triangle



Situational Awareness

Alterations in Appearance (lethargy – missed feeds)

Breathing (tachypnea) and

Circulation (cool extremities)

A + B + C = Cardiorespiratory Failure

On the monitor, focused assessment

Monitor (cycle that BP):

T 36.3

HR 190

BP 52/30

RR 66

Sats 94

Further Assessment:

Gen: lethargy, pale, mild hypotonia

Skin: mottled, cold, 4s cap refill

Cardiac: tachycardic, weak pulses

Respiratory: tachypneic, mild retractions

Abdomen: soft, non-distended

Next Steps

Differential?

- Sepsis, hypovolemia, CCHD, adrenal or metabolic issue

High flow O2

Access - IV/IO

Labs

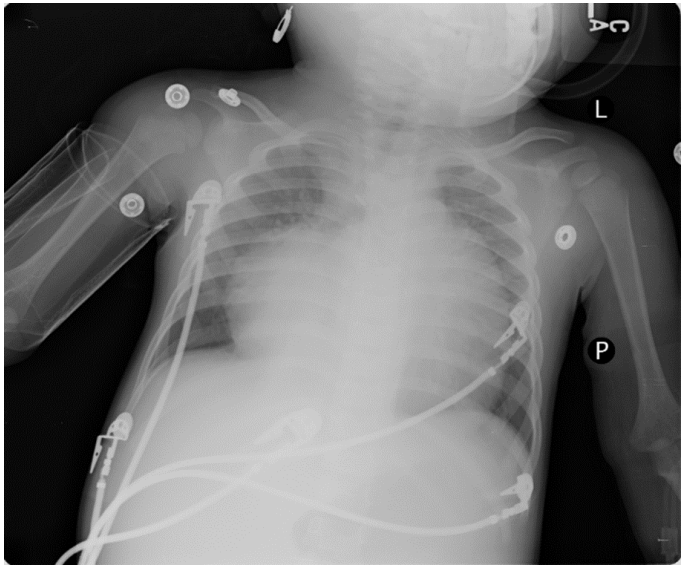
- Glucose

Fluids

- Dose for 4kg baby

Infant Cardiogenic Shock

- What if sat on L toe was 75?
- Prostaglandin (PGE1) 0.05 mcg/kg/min until duct dependent defect excluded
  - PDA closing – can uncover coarc or other things…
  - Pulses and BP in all 4 extremities, call cardiology
  - What side effect do you anticipate?

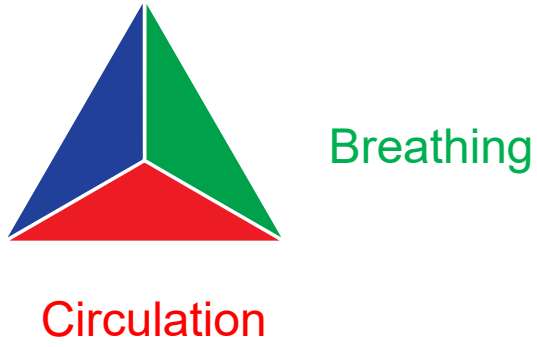


Case Study

Will

- 16-month-old
- No PMH
- Presents with fast breathing, 2 days cough, decreased appetite. Last week had fever, rhinorrhea, suspected cold from daycare.

Pediatric Assessment Triangle



On the monitor, focused assessment

Monitor (cycle that BP):

T 37

HR 170

BP 70/55

RR 60

Sats 93

Further Assessment:

Gen: lethargy, pale, mild hypotonia

Skin: cool, clammy

Cardiac: tachycardic, maybe a gallop, weak pulses

Respiratory: tachypneic, diffuse crackles

Abdomen: soft, no guarding, liver 3cm down from RCM

Next Steps

Differential?

- Sepsis, tamponade, pneumothorax, cardiomyopathy, arrhythmia, metabolic disorder, Kawasaki

High flow O2

Access - IV/IO

Labs

- Glucose, cultures

Fluids

- Dose for 10kg child

Pediatric Disability – Da Brain, Dextrose

Same: Mental status – Awake Verbal Pain Unresponsive

Fontanelles! (6-18 months)

Mental status - what's normal?

Dextrose – less liver capacity to store glycogen

Head trauma – majority of pediatric trauma deaths

Think about ingestion! – if they can crawl…

Modified Glasgow Coma Scale for Infants and Children

	Child	Infant	Score
Eye opening	Spontaneous	Spontaneous	4
	To speech	To speech	3
	To pain only	To pain only	2
	No response	No response	1
Best verbal response	Oriented, appropriate	Coos and babbles	5
	Confused	Irritable cries	4
	Inappropriate words	Cries to pain	3
	Incomprehensible sounds	Moans to pain	2
	No response	No response	1
Best motor response*	Obeys commands	Moves spontaneously and purposefully	6
	Localizes painful stimulus	Withdraws to touch	5
	Withdraws in response to pain	Withdraws to response in pain	4
	Flexion in response to pain	Abnormal flexion posture to pain	3
	Extension in response to pain	Abnormal extension posture to pain	2
	No response	No response	1

Pediatric Disability Interventions

Check GLUCOSE!

Rule of 50s:

50 = D50 x 1ml/kg

50 = D25 x 2ml/kg

50 = D10 x 5ml/kg

50 = D5 x 10ml/kg

Suspected Increased ICP:

Head midline, elevate 30

Maintain normotension

Do not excessively hyperventilate – EtCO2 35

Consider Hypertonic Saline (or mannitol)

Sedation

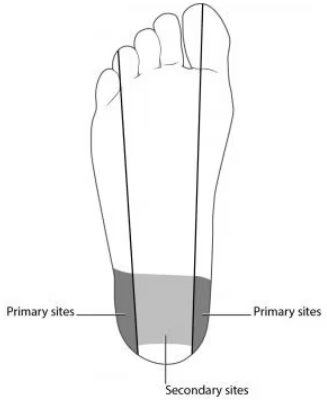


Photo: Medscape

Photo: CHOP

Case Study

Elin

- 9 years old, no PMHx
- Hard hit in belly at soccer game
- Presents with parents 3 days later: tired, irritable, didn't recover well from recent cold, vomiting, headache
- You notice she is thin, very tired, dry mucous membranes, deep/labored breathing

Pediatric Assessment Triangle (plus vitals):

Appearance

Breathing

Circulation

Focused assessment

Vitals:
T 36.5
HR 104
BP 70/45
RR 22
Sats 91

Further Assessment:
Sleepy, awakens to painful stimuli
Sluggishly reactive 4-5mm pupils
Minimally interactive
Clear, deep breath sounds
Cool extremities, poor pulses

Situational Awareness

Alterations in Appearance (lethargy, not interactive)

Circulation (cool extremities, poor pulses)

A + C = Shock

Concern(s)	Meaning	Interventions
Breathing	Respiratory Distress	Positioning, oxygen, suction, consider meds as applicable
Appearance + Breathing	Respiratory Failure	Positioning, oxygen (mask), suction, get advanced airway ready
Appearance + Circulation	Shock	Oxygen (NRB), access (IV/IO), labs, fluids, reduce oxygen demand / treat cause of shock
Appearance	Neurologic / Metabolic	Check blood sugar, labs, oxygen as needed, determine and treat cause
All 3 (ABC)	Cardiorespiratory Failure	Position, oxygen (bag mask), advanced airway, compressions

Next Steps

What's on your differential?

- Hypovolemic shock
- Something neurologic/metabolic? Ingestion?

Oxygen (NRB)

Access, fluid

- 20/kg NS

Glucose? Labs?

- 550, pH 7.1, urine +ketones

Pediatric DKA is different

- Do NOT bolus insulin, esp with s/s cerebral edema

Pediatric DKA

ASAP:

- 2 PIVs, NPO, CR monitor, neuro checks q1 hr
- NS 10-20/kg over 1 hour, no more than 40/kg
- Check electrolytes
- **DO NOT BOLUS INSULIN**
- Start regular insulin 0.1 unit/kg/hr
  - Start at 0.05 if signs of cerebral edema

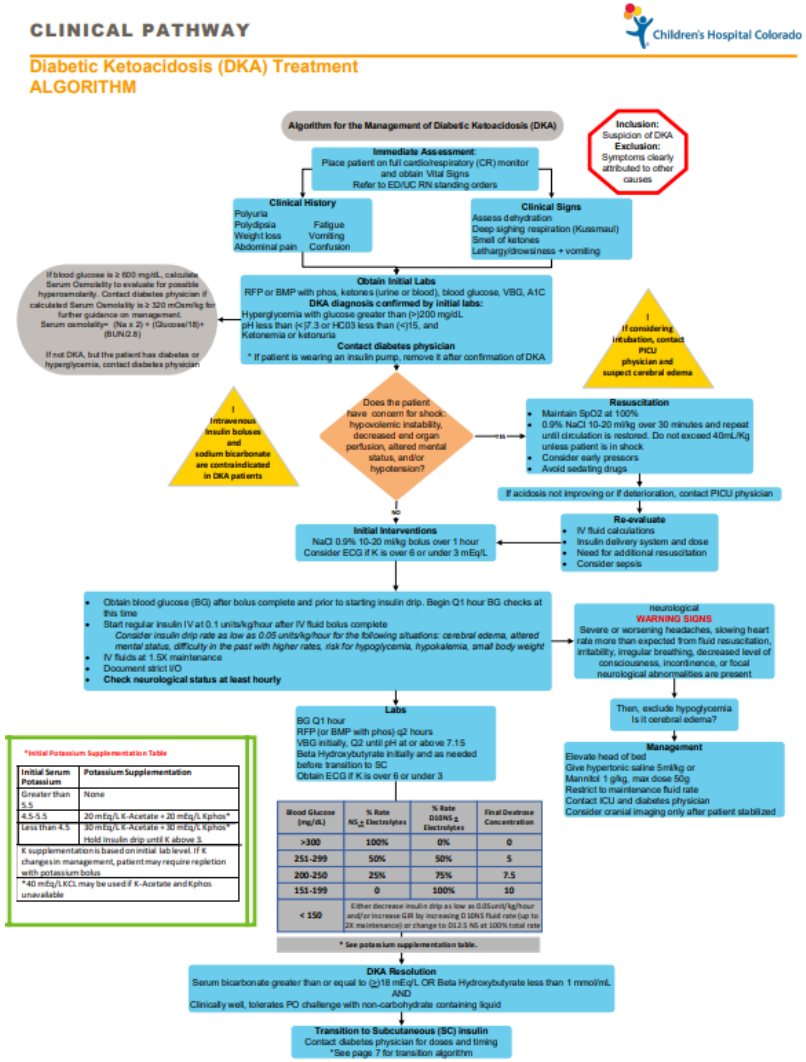
BACKGROUND | DEFINITIONS

Diabetic ketoacidosis (DKA) is a life-threatening medical emergency requiring immediate evaluation and treatment. Please notify the diabetes physician on call through One Call for all patients with known or suspected DKA.

Diabetic ketoacidosis (DKA) is a life-threatening condition. Almost 1 in 100 children with DKA will develop clinically significant cerebral edema, which has a mortality rate of 21-24%. Those with severe DKA have a much higher mortality and risk of complications. Meticulous attention to the details of therapy and the child's clinical course can decrease this risk. A patient who is unresponsive to vocal commands or presents with hypotension is rare and requires immediate critical care in a hospital. Urgent critical care and diabetes consultation should be obtained.

DKA is defined by:

- Hyperglycemia with glucose greater than 200 mg/dL, and
- pH less than 7.3 or HCO_3- less than 15 and
- Ketonemia or ketonuria



Pediatric Exposure Interventions

Clothes off – look under diaper too

- Then bundle them back up

Aim for normothermia

Warm: Blankets, Warmed IVF, Bair Hugger

Cool: Remove layers, Wet washcloths, Cooling blankets, antipyretics

Photo: Wyoming Department of Health

TEN-4-FACESp

Bruising Clinical Decision Rule for Children < 4 Years of Age

When is bruising concerning for abuse in children < 4 years of age?
If bruising in any of the three components (Regions, Infants, Patterns) is present without a reasonable explanation, strongly consider evaluating for child abuse and/or consulting with an expert in child abuse.

REGIONS

TEN

Torso | **E**ars | **N**eck

FACES

Frenulum
Angle of Jaw
Cheeks *(fleshy part)*
Eyelids
Subconjunctivae

INFANTS

4 months and younger

Any bruise, anywhere

PATTERNS

Patterned bruising

Bruises in specific patterns like slap, grab or loop marks

See the signs

Unexplained bruises in these areas most often result from physical assault.
TEN-4-FACESp is not to diagnose abuse but to function as a screening tool to improve the recognition of potentially abused children with bruising who require further evaluation.

TEN-4-FACESp was developed and validated by Dr. Mary Clyde Pierce and colleagues. It is published and available for FREE download at luriechildrens.org/ten-4-facesp.

Ann & Robert H. Lurie Children's Hospital of Chicago

Affiliated with University of Colorado Anschutz Medical Campus

Objective Screening and Documentation

Over 6 months, all ED patients:

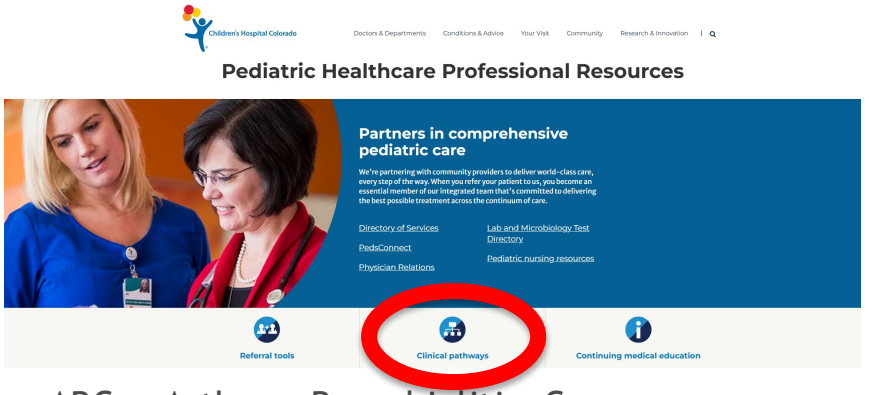
1. For children presenting for evaluation of a possible injury, was there a possible or definite delay in seeking medical attention given the severity of injury/injuries?
2. Are you concerned that the history may not be consistent with the injury or illness?
3. Did you observe ANY bruising or marking in the shape of an object?
4. Did you observe TEN-4-FACESp bruising?
5. Are there findings that might reflect poor supervision, care or nourishment?
6. Are there any additional comments or concerns related to child abuse or neglect?

Under 6 months, instead of #3 and #4:

Did you observe ANY bruise, burn, subconjunctival hemorrhage, or frenulum injury?

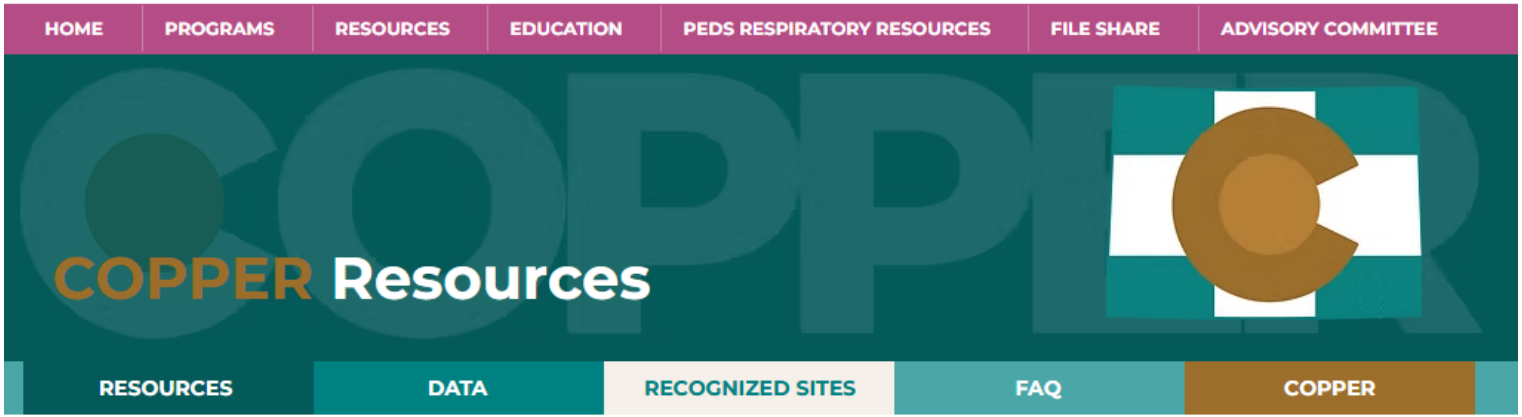
Clinical Pathways

childrenscolorado.org/health-professionals



ABCs – Asthma, Bronchiolitis, Croup
DKA,
Anaphylaxis,
Constipation,
Gastroenteritis,
Infant Fever (0-60 days),
Headache,
Seizure,
Sepsis, and MORE!

EMS for Children Colorado



Resources to Support Your Emergency Department's Pediatric Readiness

Overwhelmed? We've created a curriculum guide to walk you through pediatric readiness improvement and to help you navigate the COPPER Resource Library.

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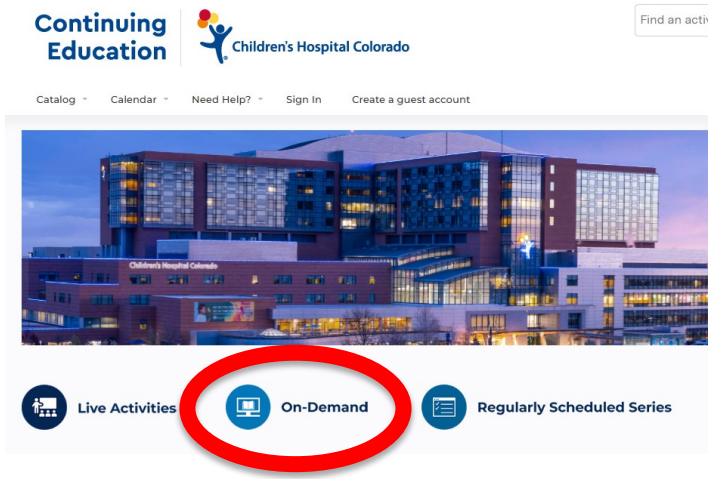
On-Demand Pediatric Courses

CME, NCPD (nursing), EMS credit
ce.childrenscolorado.org

Over 40 Courses:
DKA Management,
Pediatric Trauma Cases,
Trauma-Informed Care,
Neonatal Emergencies,
ADHD Management,
Drowning in Pediatrics,
Spotting Measles Before it Spreads
… and lots more!



Introduction to ECGs: The Peds Way
Credits: 1 HR CME | EMS | NCPD

Pediatric Seizure Management in the Emergency Setting
Credits: 1 HR CME | EMS | NCPD

We Regret to Inform You, Your Flight Has Been Delayed: Stabilization While Awaiting Pediatric Transport
Credits: 1 HR CME | EMS | NCPD

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Take Away Points

- Keep in mind pediatric differences
- Use validated tools and a systematic approach
- Consider child development and communication techniques
- Basic interventions save lives
- Early recognition of decompensation is key
- Know your resources

  CHCO OneCall 720-777-3999

Thank you

Questions?