

# 儿童脑震荡（轻度颅脑创伤）

## Concussion (Minor Head Injury) in Children

### 您的孩子头部受伤

#### Your child has injured his or her head

我们的医疗团队未发现任何严重颅脑损伤的迹象。脑震荡是一种无法在常规 X 射线或扫描仪上看到的颅脑创伤。它会影响到孩子的思维和记忆，并可能导致多种症状。

您的孩子在您的照顾下回家是安全的。但未来的 24 到 48 个小时内，请密切观察孩子，这一点非常重要。作为父母，您会很容易观察到孩子的任何异常行为。

### 如何在家检查孩子

#### How to check your child at home

如果您的孩子有倦意，请让他入睡。睡眠对您的孩子很有益处，但在接下来的 24 至 48 小时内对孩子的检查则更为重要。

要确保您的孩子：

- 知道他或她的名字
- 知道你是谁
- 知道他/她在哪里
- 可像平常一样轻松地醒来
- 可以握紧双手
- 耳朵或鼻子没有血液或液体
- 呼吸顺畅
- 没有太多的痛苦

要相信您对孩子的直觉。颅脑创伤的某些迹象只有熟识孩子的人才易于察觉到他/她的变化。

如果您的孩子有下列状症，请立刻拨打 9-1-1

#### Call 9-1-1 right away if your child:

- 坐或行走时失去平衡
- 跌倒或经常绊脚
- 四肢无力
- 掉东西
- 看不清物体（可能会抱怨视力模糊或重影）
- 有异常动作或身体抽搐和抽筋（癫痫发作）

### 何时须将您的孩子送往紧急中心就医

#### When to bring your child to Emergency

- 您发现孩子有其区别于平时的动作或行为。
- 您的孩子没有精力或意愿做任何事情。
- 您的孩子无法完成在其头部受伤之前可以做的事情。
- 您的孩子躁动不安，易怒或困惑。
- 您难以唤醒孩子。
- 您的孩子的耳朵或鼻子有血液或黄色液体
- 您的孩子呕吐超过两次（一次或两次则无大碍）。
- 您的孩子，即使服用止痛药，其头痛仍会加重或无好转迹象。
- 您的孩子尚小，并且：
  - 无法安抚或使其安静
  - 无法吮吸母乳或吃东西

### 未来 24 小时内 Over the next 24 hours

- 您可以给孩子服用普通乙酰氨基酚或布洛芬治疗头痛。（泰诺是乙酰氨基酚的一种。）  
不要使用镇静剂或更强的止痛药；因为，这些药物可以掩盖一些更严重的受伤迹象。  
如果普通的止痛药无济于事，可致电你的家庭医生。
- 您的孩子几天后可能会感到恶心。让他或她吃点点心和喝些饮料，但不是大餐。
- 您的孩子要安置在易于观察到他或她的地方；直到他们重新感觉自我良好，且可以与您一起阅读或自己安静地玩耍。  
切勿与其进行剧烈的游戏。  
休息至关重要。

### 帮助您孩子康复的提示

#### Tips for helping your child recover

- 确保您的孩子晚上有充足的睡眠，白天有充分的休息。
- 确保您的孩子逐渐地非一次性地恢复正常活动。
- 避免噪音和刺激（如：电视，视频游戏，iPad，计算机和其他电子设备，响亮的音乐等）。
- 尝试与您的孩子一起完成一件能使其不会分心的事情。
- 为了帮助您的孩子增强记忆，请记笔记并使用日历以协助其提高记忆力。
- 与您孩子认识的其他人（家人，朋友，老师，辅导员，保姆，教练等）提及其受伤的情况。他们需要了解孩子所发生的状况，以便他们可以提供相应帮助。
- 对于学龄儿童，请跟从所附的“重返学校”，然后“返回活动”的指引工具。

### 欲了解更多详情，最好咨询

#### To learn more, it's good to ask

- 您的家庭医生
- 菲沙卫生局 (Fraser Health) 虚拟护理热线：  
1-800-314-0999 或通过网站：  
fraserhealth.ca/virtualcare 在线聊咨询  
时间：每天上午 10:00 至下午 10:00
- 卑诗健康连线 (HealthLinkBC) - 拨打：8-1-1（或 7-1-1 用于聋哑和听力障碍的人）或在线访问网站：  
HealthLinkBC.ca  
HealthLinkBC 24 小时开放。提供 130 种语言服务。对口译人员，请用英语说您的语言。等候口译员接听电话。

### 脑震荡的网络资源

#### Web Resources on Concussion

##### 认识脑震荡培训工具

[cattonline.com](http://cattonline.com)

选择“父母或照顾者”，“运动员”或“教练”



##### 加拿大跳伞协会

[parachutecanada.org](http://parachutecanada.org)

选择“创伤主题”，然后选择“脑震荡”



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[www.fraserhealth.ca](http://www.fraserhealth.ca)

此信息不可替代您的医疗保健人员给您的建议。

AT HOME		AT SCHOOL						
<p><b>STAGE 1:</b></p> <p><b>Physical &amp; cognitive rest</b></p> <ul style="list-style-type: none"> <li>Basic board games, crafts, talk on phone</li> <li>Activities that do not increase your heart rate or cause you to break a sweat</li> </ul> <p><b>Limit/Avoid:</b></p> <ul style="list-style-type: none"> <li>Computer, TV, texting, video games, reading</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>School work</li> <li>Sports</li> <li>Work</li> <li>Driving until cleared by a health care professional</li> </ul>	<p><b>STAGE 2:</b></p> <p><b>Start with light cognitive activity:</b></p> <p>Gradually increase cognitive activity up to 30 min. Take frequent breaks.</p> <p><b>Prior activities plus:</b></p> <ul style="list-style-type: none"> <li>Reading, TV, drawing</li> <li>Limited peer contact and social networking</li> </ul> <p><b>Contact school to create Return to School plan.</b></p>	<p><b>STAGE 2:</b></p> <p><b>When light cognitive activity is tolerated:</b></p> <p>Introduce school work.</p> <p><b>Prior activities plus:</b></p> <ul style="list-style-type: none"> <li>School work as per Return to School plan</li> </ul> <p><b>Communicate with school on student's progression.</b></p>	<p><b>STAGE 3:</b></p> <p><b>Back to school part-time</b></p> <p>Part-time school with maximum accommodations.</p> <p><b>Prior activities plus:</b></p> <ul style="list-style-type: none"> <li>School work at school as per Return to School plan</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>P.E., physical activity at lunch/recess, homework, testing, sports, assemblies, field trips</li> </ul> <p><b>Communicate with school on student's progression.</b></p>	<p><b>STAGE 4:</b></p> <p><b>Part-time school</b></p> <p>Increase school time with moderate accommodations.</p> <p><b>Prior activities plus:</b></p> <ul style="list-style-type: none"> <li>Increase time at school</li> <li>Decrease accommodations</li> <li>Homework – up to 30 min./day</li> <li>Classroom testing with adaptations</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>P.E., physical activity at lunch/recess, sports, standardized testing</li> </ul> <p><b>Communicate with school on student's progression.</b></p>	<p><b>STAGE 4:</b></p> <p><b>Part-time school</b></p> <p>Increase school time with moderate accommodations.</p> <p><b>Prior activities plus:</b></p> <ul style="list-style-type: none"> <li>Increase time at school</li> <li>Decrease accommodations</li> <li>Homework – up to 30 min./day</li> <li>Classroom testing with adaptations</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>P.E., physical activity at lunch/recess, sports, standardized testing</li> </ul> <p><b>Communicate with school on student's progression.</b></p>	<p><b>STAGE 5:</b></p> <p><b>Full-time school</b></p> <p>Full days at school, minimal accommodations.</p> <p><b>Prior activities plus:</b></p> <ul style="list-style-type: none"> <li>Start to eliminate accommodations</li> <li>Increase homework to 60 min./day</li> <li>Limit routine testing to one test per day with adaptations</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>P.E., physical activity at lunch/recess, sports, standardized testing</li> </ul>	<p><b>STAGE 5:</b></p> <p><b>Full-time school</b></p> <p>Full days at school, no learning accommodations.</p> <ul style="list-style-type: none"> <li>Attend all classes</li> <li>All homework</li> <li>Full extracurricular involvement</li> <li>All testing</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>full participation in P.E. or sports until Return to Sport protocol completed and written medical clearance provided</li> </ul>	<p><b>STAGE 6:</b></p> <p><b>Full-time school</b></p> <p>Full days at school, no learning accommodations.</p> <ul style="list-style-type: none"> <li>Attend all classes</li> <li>All homework</li> <li>Full extracurricular involvement</li> <li>All testing</li> </ul> <p><b>No:</b></p> <ul style="list-style-type: none"> <li>full participation in P.E. or sports until Return to Sport protocol completed and written medical clearance provided</li> </ul>
<p><b>Rest</b></p> <p>When symptoms start to improve OR after resting for 2 days max, <b>BEGIN STAGE 2</b></p>	<p><b>Gradually add cognitive activity including school work at home</b></p> <p>Tolerates 30 min. of cognitive activity, introduce school work at home</p>	<p><b>School work only at school</b></p> <p>Tolerates 120 min. of cognitive activity in 30-45 min. intervals, <b>BEGIN STAGE 4</b></p>	<p><b>Increase school work, introduce homework, decrease learning accommodations</b></p> <p>Tolerates 240 min. of cognitive activity in 45-60 min. intervals, <b>BEGIN STAGE 5</b></p>	<p><b>Work up to full days at school, minimal learning accommodations</b></p> <p>Tolerates school full-time with no learning accommodations <b>BEGIN STAGE 6</b></p>	<p><b>Full academic load</b></p> <p>Return to School protocol completed; focus on <b>RETURN TO SPORT</b></p>			

**Note: A student is tolerating an activity if symptoms are not exacerbated.**

Adapted from the Return to Learn protocol by G.F. Strong School Program (Vancouver School Board), Adolescent and Young Adult Program, G.F. Strong Rehabilitation Centre.

# Return to Activity

This tool is a guideline for managing an individual's return to activity following a concussion and does not replace medical advice. Timelines and activities may vary by direction of a health care professional.

STAGE 1:	STAGE 2:	STAGE 3:	STAGE 4:	STAGE 5:
<p><b>Initial rest</b></p> <ul style="list-style-type: none"> <li>Stay home in a quiet and calm environment.</li> <li>Limit your screen time (computer, television, and smartphone use).</li> <li>Keep any social visits brief.</li> <li>Sleep as much as your body needs while trying to maintain a regular night sleeping schedule.</li> </ul> <p><b>Note: The goal for each stage is to find the 'sweet spot' between doing too much and too little.</b></p>	<p><b>Prepare to return to activity</b></p> <ul style="list-style-type: none"> <li>Test your readiness by trying some simple, familiar tasks such as reading, using the computer, or shopping for groceries.</li> <li>Keep the time on each activity brief (e.g., less than 30 minutes) and take regular rest breaks.</li> <li>Go for walks or try other light physical activity (e.g., swimming, stationary bike), without becoming short of breath.</li> <li>Keep bed rest during the day to a minimum. It is unlikely to help your recovery.</li> </ul>	<p><b>Increase your activity</b></p> <ul style="list-style-type: none"> <li>Gradually return to usual activities and decrease rest breaks.</li> <li>Start with less demanding activities before harder ones.</li> <li>Physical activity might include jogging, lifting light weights, or non-contact sport drills, gardening, dancing.</li> </ul> <p><b>Note: You could start returning to school or work on a part-time basis (e.g., a few hours per day).</b></p>	<p><b>Gradually resume daily activities</b></p> <p>Resuming daily activities can be challenging because your energy and capacity for activities may be variable, but should improve day-to-day or week-to-week.</p> <p>Students and workers may require accommodations, such as reduced hours, reduced workload, extra time for assignments, or access to a quiet distraction-free work environment.</p>	<p><b>Full return to activity</b></p> <ul style="list-style-type: none"> <li>Full class schedule, with no rest breaks or accommodations.</li> <li>Full work schedule with usual expectations for productivity</li> <li>Student athletes should not return to sport competition until they have fully returned to school.</li> </ul> <p><b>Only return to contact sports or dangerous job duties (e.g., operating heavy equipment, working from heights) when cleared by your doctor.</b></p>
<b>Rest</b>	<b>Get ready to return</b>	<b>Start your return</b>	<b>Continue your return</b>	
When symptoms start to improve OR after resting for 2 days max, <b>BEGIN STAGE 2</b>	Tolerates simple, familiar tasks, <b>BEGIN STAGE 3</b>	Tolerates further increase in level of activity, <b>BEGIN STAGE 4</b>	Tolerates partial return to usual activities, <b>BEGIN STAGE 5</b>	

If new or worsening symptoms are experienced at any stage, go back to the previous stage for at least 24 hours. You may need to move back a stage more than once during the recovery process.

Each person will progress at his/her own pace. It is best not to "push" through symptoms. If you do too much, your symptoms may worsen. Decrease your activity level and your symptoms should settle. Then continue to gradually increase your activity in smaller increments.