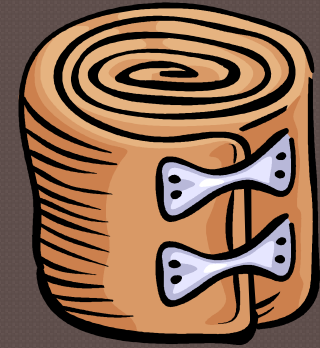
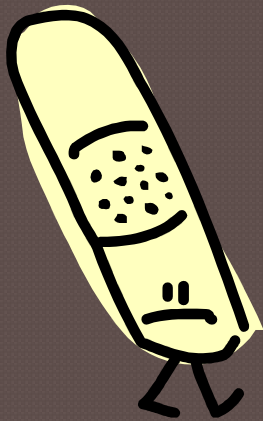


“OMG” WHAT DO I DO NOW?

FIRST AID AND YOU IN THE SCHOOL SETTING



Kathleen Arrington, RN
Kankakee County Health Department

TOPICS

- Allergic Reactions/Anaphylaxis
- Asthma/Signs and Symptoms of an Attack
- Bee Stings
- Bruises
- Cuts and Scrapes
- Diabetes
- Head Trauma/Concussion/Signs and Symptoms
- Nose Bleeds
- Seizures

Allergic Reaction

- Ideally, students with life threatening allergies should be known to all school personnel
- A student with severe allergies should have an emergency care plan.
- All appropriate school personnel should know the location of the care plan
- Children may experience a delayed allergic reaction up to 2 hours following food ingestion, bee sting, etc.

Symptoms of mild allergic reaction

- Red itchy eyes
- Itchy, sneezing, runny nose
- Hives or rash on one part of the body

- Refer to child's medical emergency care plan if available

- Call parent or legal guardian



SYMPTOMS OF SEVERE ALLERGIC REACTIONS ANAPHYLAXIS

- Skin reactions, including hives, itching and flushed or pale skin
- Swelling of the face, eyes, lips or throat
- Constriction of the airways, leading to wheezing and labored breathing
- A weak and rapid pulse
- Nausea, vomiting, or diarrhea
- Dizziness, fainting, or unconsciousness

EMERGENCY MEASURES

- **CALL 911**
- **REFER TO CHILD'S EMERGENCY MEDICAL PLAN IF AVAILABLE**
- **IF CHILD HAS EPI-PEN, WITH MEDICAL AUTHORIZATION, ADMINISTER**
- **IT IS IMPERATIVE THAT ALL APPROPRIATE SCHOOL PERSONNEL KNOW WHERE EPI-PEN IS LOCATED**
- **CALL PARENTS OR LEGAL GUARDIANS**
- **IF CHILD STOPS BREATHING, GIVE RESCUE BREATHS AND BEGIN CPR IF NECESSARY**

***DEMONSTRATION OF EPI-PEN**

ASTHMA



- During an asthma attack, the airways in a child's lungs become irritated and swollen, making breathing difficult.
- It is important to deal with asthma attacks as soon as possible.
- Ideally, if a student has severe asthma, all school personnel should be aware of the condition.
- A student with asthma should have an asthma emergency care plan
- All appropriate school personnel should know where this plan is located

SIGNS AND SYMPTOMS OF AN ASTHMA ATTACK

- Rapid Breathing
- Tightness in Chest
- Excessive Coughing
- Wheezing (high pitched sound during breathing out)
- Increased use of stomach and chest muscles during breathing
- Flaring (widening of nostrils)
- Blueness of lips, tongue and nail beds

WHAT TO DO

If available, refer to student's Asthma Emergency Care Plan

Does student have approved medication(inhalers) if so, have student use inhaler

If student does not have inhaler, encourage the student to sit quietly and breathe slowly and deeply through the nose and out through the mouth

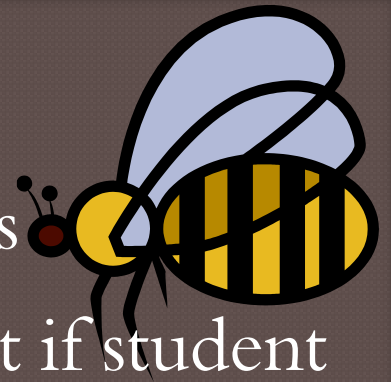
Call the parent or legal guardian

If symptoms are not improving and getting worse
If nail beds, tongue or lips begin to turn blue
If breathing is becoming rapid and more difficult

CALL 911

CALL PARENT OR GUARDIAN

BEE STINGS



- Move child to safe area to avoid more stings
- Check student's medical records to find out if student has allergy to bee stings. If allergic to bee stings, follow protocol in medical record
- All appropriate school personnel should know the location of student's medical record
- Always wear gloves. If stinger is present, remove with a scraping motion using a firm item
- Apply cold compress to area
- Watch for allergic response/anaphylactic reaction
- Call parent or guardian

BRUISES

- Skin appears deep red, purple and/or black
- Swelling
- Pain

TREATMENT

- Always wear gloves
- If skin is broken, clean and cover
- Rest affected part
- Apply cold compresses or ice/cold packs to area immediately
- Do not apply ice directly to skin
- Call parent or legal guardian

CUTS AND SCRAPES



- Wear gloves when exposed to blood or other body fluids
- If minor cut or scrape, clean wound with soap and water,
- Make sure there is nothing left in the wound
- Apply bandage
- If major wound, with bleeding that will not stop, apply pressure with clean gauze for five minutes. Apply clean bandage.
- If bleeding persists, contact parent or legal guardian
- If wound is deep, very dirty, or has embedded material, call parent or legal guardian

DIABETES

- Ideally, a student with diabetes, should be known to all staff
- A medical history should be obtained from parent, with a diabetic emergency care plan
- All appropriate school personnel should know the location of the care plan

HYPOGLYCEMIA SYMPTOMS

Shaky or jittery

Sweaty

Hungry

Pale

Headache

Blurry Vision

Sleepy

Dizzy

Confused

Disoriented

Uncoordinated

Irritable

Argumentative

Combative

Inability to Concentrate

Weak

Lethargic

**If student presents with these symptoms, refer to student's
Emergency Diabetes Plan**

Call parent or legal guardian

HYPERGLYCEMIC SYMPTOMS

- Increased thirst and/or dry mouth
- Frequent or increased urination
- Change in appetite and nausea
- Blurry vision
- Fatigue

If student presents with these symptoms, refer to the student's Emergency Diabetes Care Plan

Call parent or legal guardian

**IF A STUDENT WITH DIABETES IS HAVING
SEIZURES, UNCONSCIOUS, UNABLE TO SPEAK,
HAVING SHORTNESS OF BREATH OR HEAVY
BREATHING OR CHEST PAIN**

**CALL 911
CALL PARENT OR LEGAL
GUARDIAN**

HEAD INJURIES



Head wounds may bleed easily and form large bumps.

All head injuries have the potential of being serious.

With a head injury always suspect a neck injury as well.

Therefore, do not move or twist the neck or spine.

➤ **ALWAYS WEAR GLOVES**

➤ If bump, apply ice pack or cold compress for at least 15 minutes

➤ If bleeding , apply gauze to area, with slight pressure

➤ Have the student rest

➤ **WATCH STUDENT CLOSELY**

➤ **DO NOT LEAVE ALONE**

➤ **Call parent or legal guardian**

If the student is unconscious, having seizures, is unable to respond to simple commands, has watery fluid in the ears, is unable to move or feel arms or legs, is sleepy or confused:

CALL 911

CALL PARENT OR GUARDIAN

SIGNS AND SYMPTOMS OF CONCUSSION

PHYSICAL

Headache
Nausea
Vomiting
Uncoordinated
Dizziness
Visual Problems
Fatigue
Photophobia
Phonophobia

COGNITIVE

Difficulty thinking clearly
Feeling slowed down
Difficulty concentrating
Difficulty remembering new information

SIGNS AND SYMPTOMS CONTINUED

Emotional

Irritability

Sadness

Nervousness

Anxiety

Sleep

Sleeping less than usual

Sleeping more than usual

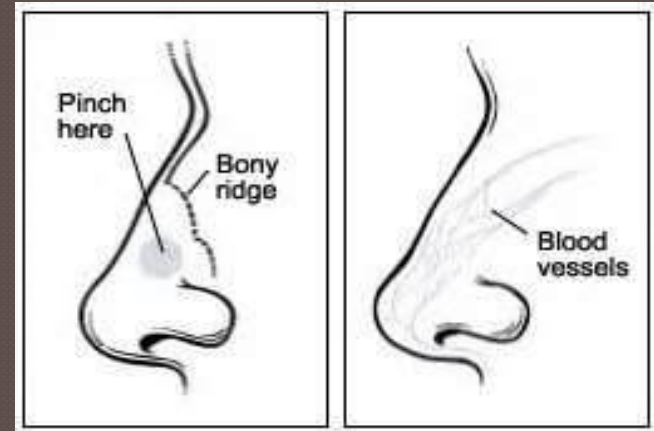
Trouble falling asleep

*Even if student was only briefly confused and seems fully recovered, contact parent or legal guardian and urge medical care.

Watch for delayed symptoms.

NOSE BLEEDS

- **WEAR GLOVES**
- Loosen anything tight around the neck
- Do not let child tilt his/her head back
- Pinch the sides of the nose against the septum (bone in center of nose) for at least 5-10 minutes to allow a clot to form.
- If bleeding does not stop after 5 to 10 minutes or child has frequent episodes, repeat pressure to septum
- Call parent or legal guardian.



SIGNS AND SYMPTOMS A FOREIGN OBJECT MAY BE IN THE NOSE

- Pain
- Swelling
- Foul odor

Do not attempt to remove object

Call parent or legal guardian and recommend follow-up medical care.

SEIZURES

- Ideally, students with a history of seizures, should be known to **all** school staff.
- A student with a history of seizures should have a medical care plan
- All appropriate school personnel should know the location of the plan
- Not all seizures are convulsions. Some seizures present as staring spells or partial seizures, in which the student seems confused or one extremity jerks

ALWAYS WEAR GLOVES

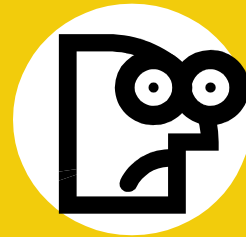
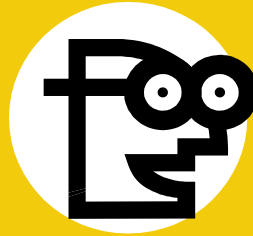
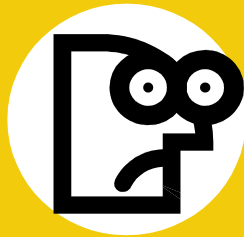
- If student seems off balance, place him/her on the floor for safety
- Do not restrain movements
- Move surrounding objects to avoid injury
- **DO NOT PLACE ANYTHING BETWEEN THE TEETH OR ATTEMPT TO PUT YOUR HANDS IN THEIR MOUTH**
- If student is breathing, lay on his/her side to prevent choking
- The student may lose bowel or bladder control
- **Call parent or legal guardian**

PREVENTING DISEASE TRANSMISSION

- Avoid contact with body fluids by placing protective barriers between the person's body fluids and yourself
- Cover any cuts, scrapes and openings in your skin by wearing disposable gloves
- Wash your hands with soap and water immediately before and after giving care, even if you wear gloves
- Do not touch objects that may be soiled with blood, mucus or other body substances without wearing gloves.
- Keep disposable gloves and disposable CPR masks in every classroom and areas where students and other personnel may be present
- Be aware of any sharp objects when emptying trash containers
- Dispose of contaminated waste according to policy

TO SUM THINGS UP

- If student has an emergency medical care plan, all appropriate personnel know the location of the plan
- Parent or legal guardians phone numbers should be easily accessible to appropriate personnel
- If known, allergies should be listed in student's file.
- Authorization for medicine administration should be in student's file
- Appropriate school personnel should know where medication is located
- If possible, school personnel should be trained in CPR and use of AED.



It's QUESTION TIME!!

RESOURCES

First aid

Retrieved from <http://www.mayclinic.com/health/>

First aid for school emergencies

Retrieved from http://www.doe.virginia.gov/..first_aid_emergencies.pdf

First aid guide

Retrieved from <http://www.HealthChildren.org>

Guidelines for school first aid procedures

http://www.healthiersf.org/resources/pugs/SFUSDFirstAid_Flipchart.org

http://www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf

<http://www.nlm.nih.gov/medlineplus/seizures.html>

Norton, C, Feltz, S., Brocker, A. & Granitto, M. (2013 January), Tackling long-term consequences of concussions. *Nursing 2013*. 43(1) 50-55.