

# Study Guide

**Directions:** Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

## Section 20–1: Childhood Illnesses

1. How can regular medical checkups help prevent serious illnesses? \_\_\_\_\_  
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2. Identify at least three symptoms in young children that indicate the need to call the child's doctor.  
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\_\_\_\_\_  
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3. What is a communicable disease? \_\_\_\_\_  
\_\_\_\_\_
4. What does it mean to be allergic to something? What are the symptoms of an allergic reaction?  
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\_\_\_\_\_  
\_\_\_\_\_
5. Identify three foods and three airborne substances that are commonly known to cause allergic reactions in children.  
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\_\_\_\_\_  
\_\_\_\_\_
6. What role does heredity play in allergies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How can allergies be treated? \_\_\_\_\_  
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8. What occurs in the body during an *asthma* attack? What are the signs of an attack? \_\_\_\_\_

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9. What can bring on an asthma attack? \_\_\_\_\_

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10. What is the *contagious* period of an illness? Why should children be kept at home during this time?

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11. Why is it important never to give aspirin to a child with a fever? \_\_\_\_\_

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12. When an unhappy baby is crying and pulling on his or her ear, what might parents suspect? What action should they take? \_\_\_\_\_

13. Describe ways to comfort a sick child. \_\_\_\_\_

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14. Why is it important that children take in plenty of liquids while they are ill? \_\_\_\_\_

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15. How can parents prepare a child for a planned hospitalization? \_\_\_\_\_

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**Section 20–2: Accidents and Emergencies**

16. Melissa will be babysitting her neighbor's children for the summer. How could she prepare for the possibility of a fire?

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17. What are the five guidelines for action in case of an accident? \_\_\_\_\_

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18. When caregivers of an injured child call for help, what kinds of information should they provide?

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19. Describe the correct first-aid procedure for each of the following:

Problem	Procedure
Bruise	
First-degree burn	
Minor cut or scrape	
Sprained ankle	
Nosebleed	
Chemical burn	

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**Children's Health and Safety**

**Chapter 20 continued**

20. How is a fracture different from a sprain? How are they similar? \_\_\_\_\_

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21. How can you tell a second-degree burn from a first-degree burn? \_\_\_\_\_

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22. What are the signs of choking? Why must the caregiver act quickly? \_\_\_\_\_

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23. Describe the technique a caregiver should try first to help a choking infant. \_\_\_\_\_

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24. What is another name for a *convulsion*? What occurs during a convulsion? What should be put in a child's mouth during a convulsion? \_\_\_\_\_

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25. What do hives look like? What should the caregiver do if a child develops hives after a bee sting? Why? \_\_\_\_\_

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26. Elisa's three-year-old was having difficulty breathing. She noticed burns around his mouth and his breath smelled strange. What might this indicate? What should she do?

**Children's Health and Safety**

**Chapter 20 continued**

**27.** What are the symptoms of shock? How should a caregiver treat an injured child who may be in shock?

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**28.** During rescue breathing, what is the purpose of lifting the child's chin with one hand and pushing down on the forehead with the other?

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**29.** When are the following rescue techniques used?

**A.** Rescue breathing: \_\_\_\_\_

**B.** CPR: \_\_\_\_\_

## Identifying Childhood Diseases

**Directions:** Several common disease symptoms are described below. In the space provided, identify the probable disease, describe the treatment, and indicate whether any medication can be given to the child.

<p><b>1. Symptoms:</b> Runny nose, sneezing, coughing, mild fever, sore throat</p> <p><b>Disease:</b></p> <p><b>Treatment:</b></p>   <p><b>Medication:</b></p>	<p><b>2. Symptoms:</b> Coughing, wheezing, rapid breathing, shortness of breath</p> <p><b>Disease:</b></p> <p><b>Treatment:</b></p>   <p><b>Medication:</b></p>
<p><b>3. Symptoms:</b> Rash of tiny red pimples that develop into blisters, low fever</p> <p><b>Disease:</b></p> <p><b>Treatment:</b></p>   <p><b>Medication:</b></p>	<p><b>4. Symptoms:</b> High fever, chills, shakes, body ache</p> <p><b>Disease:</b></p> <p><b>Treatment:</b></p>   <p><b>Medication:</b></p>
<p><b>5. Symptoms:</b> Fever, headache, sore throat without runny nose or congestion, white patches on tonsils, red rash</p> <p><b>Disease:</b></p> <p><b>Treatment:</b></p>   <p><b>Medication:</b></p>	<p><b>6. Symptoms:</b> Fever, pulling at ear</p> <p><b>Disease:</b></p> <p><b>Treatment:</b></p>   <p><b>Medication:</b></p>

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*Accidents and Emergencies***SECTION 20-2****Taking the Right Steps in an Emergency**

**Directions:** Listed below are several emergency situations. After each situation is a set of steps that should be followed. The steps are in the wrong order, however. Put them in the correct order by writing the number from 1 to 5 in the spaces to the left of steps.

1. Luisa enters the kitchen and finds her little brother Manuel lying on the floor unconscious. Next to him is an open bottle of cleanser, knocked over.
  - \_\_\_\_\_ Take Manuel to the hospital, as directed.
  - \_\_\_\_\_ Look at the label on the bottle to see if the cleanser is poisonous.
  - \_\_\_\_\_ Call the poison control center.
  - \_\_\_\_\_ Bring the bottle to the phone.
  - \_\_\_\_\_ Smell Manuel's breath to see if he swallowed any of the cleanser.
  
2. Shelley is babysitting five-year-old Matt and three-year-old Chelsea. The children are playing in the backyard. Shelley hears Matt cry out in pain and come running. He says that a bee stung him.
  - \_\_\_\_\_ Apply cold pack.
  - \_\_\_\_\_ Wash area with soap and water.
  - \_\_\_\_\_ Scrape off the stinger.
  - \_\_\_\_\_ Watch for signs of an allergic reaction or infection.
  - \_\_\_\_\_ Give acetaminophen for pain.
  
3. Leon's nine-month-old sister is happily eating a snack when suddenly Leon notices that he is not hearing her babbling any more. Leon looks over and sees his sister's head leaning to the side of the high chair, and she is waving her hands in the air.
  - \_\_\_\_\_ Use the heel of his hand to give up to five quick blows between her shoulder blades.
  - \_\_\_\_\_ If object is not expelled, place two fingers on middle of breastbone just below nipples and give up to five quick downward thrusts.
  - \_\_\_\_\_ Go to his sister and pick her up.
  - \_\_\_\_\_ Put her face down over his arm, holding her jaw in his fingers.
  - \_\_\_\_\_ Turn her face up.
  
4. Madison is out riding her tricycle when she crashes. Sobbing, she shows her father that her knee is scraped and bloody.
  - \_\_\_\_\_ Place a clean gauze bandage on the wound and press for several minutes to stop the bleeding.
  - \_\_\_\_\_ Cover the wound with an antiseptic ointment.
  - \_\_\_\_\_ Wash the area with mild soap and warm water.
  - \_\_\_\_\_ Put a clean bandage over the wound.
  - \_\_\_\_\_ Pat the area dry with a clean towel.

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**Accidents and Emergencies**

**Section 20–2 continued**

5. Erica finds her little son face down in the pool. She takes him out and lays him on the lawn of the backyard. He is not breathing.

\_\_\_\_\_ Turn his head face up, lift the chin with one hand and push down on the forehead with the other.

\_\_\_\_\_ If her son’s chest rises, remove her mouth and let his lungs expel air. Then repeat.

\_\_\_\_\_ Take a deep breath.

\_\_\_\_\_ Put her mouth over the mouth of her son, pinching her son’s nostrils shut, and blow air into her son’s mouth.

\_\_\_\_\_ Put her son on his back, turn his head to one side, and try to get rid of any water in his mouth.

6. Ryan’s ten-year-old daughter Hannah was eating a piece of hard candy. Suddenly, she started choking. By the time he realized what was happening, she had fallen down and started to lose consciousness.

\_\_\_\_\_ If the object cannot be removed, place the heel of one hand in the middle of Hannah’s abdomen just above the navel, and place the other hand on top of the first hand.

\_\_\_\_\_ Check Hannah’s mouth again to see if the candy can be removed.

\_\_\_\_\_ Put Hannah on her back.

\_\_\_\_\_ Give five quick thrusts, pressing both hands in and up.

\_\_\_\_\_ Check Hannah’s mouth for the candy and try to remove it with a sweeping motion of Ryan’s index finger.