

# Paediatric Acute Recognition and Response Observation Tool



Age 3-12 months

St John of God Murdoch Hospital

Ward / Area: \_\_\_\_\_

U.R. Number .....  
 Surname .....  
 Given Names.....  
 Date of Birth ..... / ..... / ..... Sex.....  
 Use Label If Available or BLOCK LETTERS

### Other charts in use

Fluid Balance  Weight  Neurological  Neurovascular  Glucose monitoring  Pain and analgesia  Respiratory assessment  Other

### General instructions

#### General instructions for using chart

- To obtain an Early Warning Score all observations must be recorded
- Record the observation as a dot; connect to previous dot with a straight line to represent a graph
- Any observation outside graph area or in a coloured area must be written as a number in allocated box
- Always refer to local process

#### A full set of observations must be completed

- At time of initial presentation/admission to area and as appropriate for the patient's clinical condition
- When a patient is experiencing, or at risk of experiencing, an episode of acute deterioration
- When the clinician or family are worried about the patient

#### If observation falls within coloured area

- A full set of observations must be completed
- Refer to EWS Escalation or Sepsis Recognition Escalation Pathway for action plan, unless a modification has been made: refer to local process

### Modification to Early Warning Score (EWS)

- Acceptable parameters can be modified based on the patient's specific clinical, treatment and/or pre-existing conditions.
- All modifications must adhere to local process and be reviewed frequently by the treating consultant.
- Modifications must NEVER be used to normalise a clinically unstable patient.

Observations	Accepted parameters and modified EWS	Date and time	Duration (hrs)	Name and signature
		/ /		Name
Reason:		:		Signature
		/ /		Name
Reason:		:		Signature
		/ /		Name
Reason:		:		Signature

### Events – record event details, including interventions, and concerns from clinician or family

	Intervention/comment	Initials
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

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### Involve the family

- Include the parent/carer in determining what is normal for their child and what may have changed
- Acknowledge parental concern – they know their child best
- Engage with the parent/carer to agree a management plan and escalation criteria
- If applicable assess observations with parent/carer to review parental concern

### Patients of concern include those with

- Increasing oxygen requirement
- Changes in circulation (e.g.mottled/pallor)
- Altered mental state
- Greater than expected fluid loss
- Reduced urine output (<1mL/kg/hr)
- New, increasing or uncontrolled pain
- Blood glucose level ≤3mmol/L
- Family or clinician worried
- Changes to respiratory distress

### Assessment of respiratory distress

Instructions – Select the score related to the highest criteria obtained for the patient's clinical condition

	MILD – Score 1	MODERATE – Score 2	SEVERE – Score 3
<b>Airway</b>	Stridor on exertion/crying	Some inspiratory stridor at rest Partial airway obstruction	Biphasic stridor at rest Imminent airway obstruction
<b>Behaviour and feeding</b>	Normal Age appropriate vocalisation	Some/intermittent irritability Difficulty vocalising Difficulty feeding	Increased irritability or lethargy Looks exhausted Unable to vocalise or feed Changes in conscious state such as agitated, confused or drowsy
<b>Respiratory rate/pattern</b>	Mildly increased	Respiratory rate increased Abnormal pauses	Respiratory rate significantly increased/absent breath sounds/silent chest Increased/reduced respiratory rate as child tires
<b>Work of breathing</b>	Mild intercostal and suprasternal recession	Moderate intercostal and suprasternal recession Nasal flaring or tracheal tug	Marked intercostal, suprasternal and sternal recession
<b>Other</b>		May have brief apnoeas (5-10 secs)	Gasping, grunting Extreme pallor, cyanosis Increasingly frequent or prolonged apnoeas (≥20 secs)

### Level of consciousness AVPU

**ALERT** Awake and alert    **VOICE** Responds to verbal stimuli    **PAIN** Responds to painful stimuli    **UNRESPONSIVE** No response to stimuli

### Level of Sedation (UMSS – University of Michigan Sedation Scale) ONLY complete if sedation administered as per local policy

Level of Sedation	Response
0 = Awake and alert	Monitor
1 = Minimally sedated: may appear tired/sleepy, responds to verbal conversation and/or sound	Monitor
2 = Moderately sedated: somnolent/sleeping, easily roused with tactile stimulation or simple verbal command	Monitor
3 = Deep sedation: deep sleep, rousable only with deep or physical stimulation	Review by Paediatric Anaesthetist
4 = Unrousable	Medical Emergency Call

### Pain scales used – select (with tick) appropriate pain assessment tool

<input type="checkbox"/> FLACC	Categories	Score 0	Score 1	Score 2
Each category is scored 0-2, resulting in a total score of 0-10. Add the score of each box and total to a score of 10.	<b>Face</b>	No particular expression or smile	Occasional grimace or frown, withdrawn, disinterested	Frequent to constant frown, clenched jaw, quivering chin
	<b>Legs</b>	Normal position, or relaxed	Uneasy, restless, tense	Kicking, or legs drawn up
	<b>Activity</b>	Lying quietly, normal position, moves easily	Squirming, shifting back and forth, tense	Arched, rigid or jerking
	<b>Cry</b>	No cry (awake or asleep)	Moans or whimpers, occasional complaint	Crying steadily, screams or sobs, frequent complaints
	<b>Consolability</b>	Content, relaxed	Reassured by occasional touching, hugging, or being talked to, distractible	Difficult to console or comfort

### Communicate on the importance of timely action in recognising and responding to a patient's changing condition

- |  |   |   |
|--|---|---|
| <b>NEEDS</b> <ul style="list-style-type: none"> <li>What type of review does this patient need?</li> <li>What is the time frame for this review?</li> <li>What do I need to do or say right now to ensure my patient is safe?</li> </ul> | <b>OBSERVATIONS</b> <ul style="list-style-type: none"> <li>What are the specific observations raising concerns about the patient?</li> <li>What do I know about my patient's condition?</li> <li>What clinical signs and symptoms are a problem?</li> </ul> | <b>WHY</b> <ul style="list-style-type: none"> <li>What are the potential consequences to the patient if there is a delay in taking action?</li> </ul> |
|--|---|---|



Establish the level of need and urgency, then plan the required communication

METROPOLITAN

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HR 480P-B

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NO WRITING IN MARGINS



