



**Socialstyrelsen**

# Litteraturliste til temaet Børn og unge med følger efter hjernerystelse

juli 2019

---

**Viden til gavn**

# Litteraturliste til temaet Børn og unge med følger efter hjernerystelse

## Baggrund for søgning

År for søgning: august 2018

Tidsafgrænsning for søgning: 2008-2018

## Den samlede litteraturliste

Anderson, V. et al. (2018). Impact of Moderate Exercise on Post-concussive Symptoms and Cognitive Function after Concussion in Children and Adolescents. *International Journal of Sports Medicine*, Vol. 39(9): 696–703.

Babikian, T. et al. (2011). The UCLA Longitudinal Study of Neurocognitive Outcomes Following mild Pediatric Traumatic Brain Injury. *Journal of International Neuropsychological Society*. Vol. 17(5): 886-895.

Baker, J. et al. (2014). Principles for return to learn after concussion. *The international journal of clinical practice*, Vol. 68(11): 1286-1288.

Barlow, K. M. (2016). Postconcussion syndrome: A review. *Journal of child neurology*, Vol. 31(1): 57-67.

Barlow, K. M. et al. (2010). Epidemiology of postconcussion syndrome in pediatric mild traumatic brain injury. *Pediatrics*, Vol. 126(2): 374-381.

Bellerose, J. et al. (2017). Long-term brain-injury-specific effects following preschool mild TBI: A study of theory of mind. *Neuropsychology*, Vol. 31(3): 229-241.

Bellerose, J. et al. (2015). When Injury Clouds Understanding of Others: Theory of Mind after Mild TBI in Preschool Children. *Journal of the International Neuropsychological Society*, Vol. 21(7): 483-493.

Blume, H. K. et al. (2011). Subacute concussion-related symptoms in youth. *Physical medicine and rehabilitation clinics of North America*, Vol. 22(4): 665-681.

Bradley-Klug, K. et al. (2015). Returning to school after a concussion: Facilitating problem solving through effective communication. *School psychology forum: research in practice*, Vol. 9(3): 184-198.

Buckley, T. (2016). Acute cognitive and physical rest may not improve concussion recovery time. *The journal of head trauma rehabilitation*, Vol. 31(4): 233–241.

Cassidy, D. J. (2004). Incidence, risk factors and prevention of mild traumatic brain injury: results of the WHO collaborating centre task. *Journal of rehabilitation medicine*, Vol. 36 (Suppl. 43): 28-60.

Center for Hjerneskode (2018, 5. november). *Pressemeddelelse: Danmark får nyt center for hjernerystelse*. Kbh.: Center for Hjerneskode. Tilgængelig fra:

[https://cfh.ku.dk/dokumenter/PM\\_\\_Danmark\\_f\\_r\\_nyt\\_center\\_for\\_hjernerystelse-5nov.pdf](https://cfh.ku.dk/dokumenter/PM__Danmark_f_r_nyt_center_for_hjernerystelse-5nov.pdf)  
[Lokaliseret 22-01-2019].

## Litteraturliste til temaet Børn og unge med følger efter hjernerystelse

Center for Hjerneskade (u.å.a). *Hjernerystelse – og hvad så? En håndbog for forældre og børn*. København: Center for Hjerneskade.

Center for Hjerneskade (u.å.b). *Børn med hjernerystelser*. København: Center for Hjerneskade.

Chapman, L. et al. (2010). Clinically significant behavior problems during the initial 18 months following early childhood traumatic brain injury. *Rehabilitation Psychology*, Vol. 55(1): 48-57.

Choe, M. C., & Blume, H. K. (2015). Pediatric posttraumatic headache: A review. *Journal of child neurology*., Vol. (31)1:76-85.

Corwin, D. J. et al. (2015). Vestibular deficits following youth concussion. *The journal of pediatrics*, Vol. 166(5): 1221-1225.

Davis, G. A. & Purcell, L. K. (2014). The evaluation and management of acute concussion differs in young children. *British Journal of Sports Medicine*, Vol. 48(2): 98-101.

Dennis, M. et al. (2013). Cognitive, affective, and conative theory of mind (ToM) in children with traumatic brain injury. *Developmental Cognitive Neuroscience*, Vol. 5: 25-39.

Dennis, M. et al. (2012). Theory of Mind in children with Traumatic Brain Injury. *Journal of the International Neuropsychological Society*, Vol. 18(5): 908-916.

Dennis, M. et al. (2009). Theory of mind depends on domain-general executive functions of working memory and cognitive inhibition in children with traumatic brain injury. *Journal of Clinical and Experimental Neuropsychology*, Vol. 31(7): 835-847.

Dillard, C. et al. (2017). Post-concussion symptoms in mild traumatic brain injury: Findings from a paediatric outpatient clinic. *Disability and Rehabilitation*, Vol. 39(6): 544-550.

Donders, J. & Warschausky, S. (2007). Neurobehavioral Outcomes After Early Versus Late Childhood Traumatic Brain Injury. *The Journal of Head Trauma Rehabilitation*. Vol. 22(5): 296-302.

Emery, C. A. et al. (2016). A systematic review of psychiatric, psychological, and behavioral outcomes following mild traumatic brain injury in children and adolescents. *Canadian Journal of Psychiatry*, Vol. 61(5): 259-269.

Gagner, C. et al. (2015). Sleep-Wake Disturbances and Fatigue after Pediatric Traumatic Brain Injury: A systematic review of the literature. *Journal of Neurotrauma*, Vol. 32 (20): 1539-1552.

Gagner, C. et al. (2018). Behavioral consequences of mild traumatic brain injury in preschoolers. *Psychological Medicine*, Vol. 48(9): 1551-1559.

Garcia, D. et al. (2015). Topical Review: Negative Behavioral and Cognitive Outcomes Following Traumatic Brain Injury in Early Childhood. *Journal of Pediatric Psychology*, Vol. 40(4): 391-397.

Gioia, G. (2016). Medical-school partnership in guiding return to school following mild traumatic brain injury in youth. *Journal of child neurology*, Vol. 31(1): 93-108.

Goldstrohm, S. & Arffa, S. (2005). Preschool children with mild to moderate traumatic brain injury: an exploration of immediate and post-acute morbidity. *Archives of Clinical Neuropsychology*, Vol. 20(6): 675-695.

Hanten, G. et al. (2008). Correlates of social problem solving during the first year after traumatic brain injury in children. *Neuropsychology*, Vol. 22(3): 357-370.

## Litteraturliste til temaet Børn og unge med følger efter hjernerystelse

- Hessen, E. et al. (2006). Neuropsychological function in a group of patients 25 years after sustaining minor head injuries as children and adolescents. *Scandinavian Journal of Psychology*, Vol. 47(4): 245–251.
- Heugten, C. van et al. (2017). The role of early intervention in improving the level of activities and participation in youths after mild traumatic brain injury: a scoping review. *Concussion*, Vol. 2(3).
- Jantz, P. B. (2015). A primer on persistent postconcussion symptoms. *National associations of school psychologist*, Vol. 9(3): 230-248.
- Kacperski, J. et al. (2016). Pediatric posttraumatic headache. *Seminar in pediatric neurology*, Vol. (23)1: 27-34.
- Kaldoja, M. & Kolk, A. (2012). Social-emotional behavior in infants and toddlers with mild traumatic brain injury. *Brain Injury*, Vol. 26(7-8): 1005-1013.
- Keenan, H. T. et al. (2007). Neurodevelopmental consequences of early traumatic brain injury in 3-year old children. *Pediatrics*, Vol. 119(3): 616-623.
- Kochanska, G. & Murray, K. (2000). Mother-child mutually responsive orientation and conscience development: From toddler to early school age. *Child Development*, Vol. 71(2): 417-431.
- Lalonde, G. et al. (2018). Investigating social functioning after early mild TBI: the quality of parent–child interactions. *Journal of Neuropsychology*, Vol. 12(1): 1-22.
- Levin, H. et al. (2007). Symptoms of attention-deficit/hyperactivity disorder following traumatic brain injury in children. *Journal of Developmental & Behavioural Pediatrics*, Vol. 28(2): 108-118.
- McInnes, K. et al. (2017). Mild traumatic brain injury (mTBI) and chronic cognitive impairment: A scoping review. *Plos One*, Vol. 12(4): 1-19.
- McKinlay, A. (2010). Controversies and outcomes associated with mild traumatic brain injury in childhood and adolescences. *Child: Care, health and development*, Vol. 36(1): 3-21.
- McKinlay, A. et al. (2009). Adolescent psychiatric symptoms following preschool childhood mild traumatic brain injury: Evidence from a birth cohort. *Journal of Head Trauma Rehabilitation*, Vol. 24(3): 221-227.
- Master, C. L. et al. (2016). Vision diagnoses are common after concussion in adolescents. *Clinical pediatrics*, Vol. 55(3): 260-267.
- Master, C. et al. (2012). Importance of 'return-to-learn' in pediatric and adolescent concussion. *Pediatrics annals*, Vol. 41(9): 1-6.
- Max, J. et al. (2013). Psychiatric Disorders in Children and Adolescents Six-to-Twelve Months After Mild Traumatic Brain Injury. *The Journal of Neuropsychiatry and Clinical Neurosciences*, Vol. 25(4): 272-282.
- Max, J. et al. (2005). Predictors of secondary attention-deficit/hyperactivity disorder in children and adolescents 6 to 24 months after traumatic brain injury. *Journal of the American Academy of Child and Adolescent Psychiatry*. Vol. 44(10): 1041-1049.
- O'Neill, J. (2017). A review of the literature on pediatric concussions and return-to-learn (RTL): implications for RTL policy, research, and practice. *Rehabilitation psychology*, Vol. 62(3): 300-323.

- Papoutsis, J. et al. (2014). Long-Term Executive Functioning Outcomes for Complicated and Uncomplicated Mild Traumatic Brain Injury Sustained in Early Childhood. *Developmental Neuropsychology*, Vol. 39(8): 638-645.
- Ponsford, J. et al. (2001). Impact of Early Intervention on Outcome After Mild Traumatic Brain Injury in Children. *Pediatrics*, Vol. 108(6): 1297-1303.
- Prigatano, G. P. & Gupta, S. M.C. (2006). Friends after traumatic brain injury in children. *The Journal of Head Trauma Rehabilitation*. Vol. 21(6): 505-513.
- Razza, R. (2009). Associations among false-belief understanding, executive function, and social competence: A longitudinal analysis. *Journal of Applied Developmental Psychology*, Vol. 30(3): 332-343.
- Risen, S. R. et al. (2017). The Course of Concussion Recovery in Children 6-12 Years of Age: Experience From an Interdisciplinary Rehabilitation Clinic. *PM&R*, Vol. 9(9): 874-883.
- Rosema, S. et al. (2012). Social Function in Children and Adolescents after Traumatic Brain Injury: A systematic Review 1989-2011. *Journal Of Neurotrauma*, Vol. 29(7): 1277-1291.
- Russell, M. B. (2017, 14. August). *Hjernerystelse, hvad er det?* Patienthåndbogen - Sundhed.dk. Tilgængelig fra: <https://www.sundhed.dk/borger/patienthaandbogen/akutte-sygdomme/sygdomme/hovedskader/hjernerystelse-hvad-er-det/> [Lokaliseret 15-08-2018]
- Russell, M. B. (2017, 21. August). Råd efter hjernerystelse. Patienthåndbogen - Sundhed.dk. Tilgængelig fra: <https://www.sundhed.dk/borger/patienthaandbogen/akutte-sygdomme/sygdomme/hovedskader/raad-efter-hjernerystelse/> [Lokaliseret 16-08-2018]
- Scarr, S. et al. (1986). *Understanding Development*. San Diego: Harcourt Brace Jovanovich.
- Seiger, A. et al. (2015). Does Mechanism of Injury Play a Role in Recovery from Concussion? *The Journal of Head Trauma Rehabilitation*, Vol. 30(3): 52-56.
- Snodgrass, C. & Knott, F. (2006). Theory of mind in children with traumatic brain injury. *Brain Injury*, Vol. 20(8): 825-833.
- Socialstyrelsen (2020). *Socialstyrelsens egne beregninger vedrørende børn og unge med hjernerystelse*. Odense: Socialstyrelsen.
- Stojanovski, S. et al. (2018). Polygenic Risk and Neural Substrates of Attention-Deficit/Hyperactivity Disorder Symptoms in Youths With a History of Mild Traumatic Brain Injury. *Biological Psychiatry*. E-pub 2018, 12. juli. DOI:10.1016/j.biopsych.2018.06.024
- Turkstra, L. S. et al. (2004). Theory of Mind and social beliefs in adolescents with traumatic brain injury. *Neurorehabilitation*, Vol. 19(3): 245-256.
- Wellman, H. M. et al. (2011). Sequential Progressions in a Theory-of-Mind Scale: Longitudinal Perspectives. *Child Development*, Vol 82(3): 780-792.
- Wetherington, C. E. et al. (2010). Parent ratings of behavioral functioning after traumatic brain injury in very young children. *Journal of Pediatric Psychology*, Vol. 35(6): 662-671.
- Yeates, Keith (2010). Mild traumatic brain injury and postconcussive symptoms in children and adolescents. *Journal of the international neuropsychological society*, Vol. 16(6): 953-960.



**Socialstyrelsen**

Socialstyrelsen  
Edisonsvej 1  
5000 Odense C  
Tlf.: 72 42 37 00

[www.socialstyrelsen.dk](http://www.socialstyrelsen.dk)

juli 2019