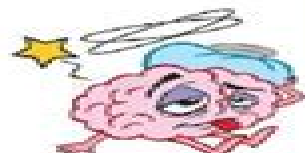


## ASSESS LEVEL OF CONSCIOUSNESS



- ◆ **Full consciousness:** Awake and Alert
- ◆ **Lethargic:** sleeps frequently but awakens easily.
- ◆ **Obtunded:** extreme drowsiness, requires vigorous stimulation to awaken.
- ◆ **Stupor:** minimal movement, responds inappropriately, is awake briefly with vigorous stimulation or painful stimuli.
- ◆ **Comatose:** does not respond to verbal and tactile stimuli. May respond appropriately to painful stimuli.

## ASSESS ORIENTATION

- ◆ **Oriented x3:** understands spoken and written language and responds appropriately.
- ◆ **Oriented x2:** Mild confusion, guesses date, may be able to recognize time of year. May not be able to follow instructions. May have memory deficits.
- ◆ **Oriented x1:** confused, unable to give date or time, unable to verbalize where or who they are. Has memory deficits and can be restless or agitated.
- ◆ **Disoriented:** patient does not answer appropriately or at all. May be hallucinating or agitated. Unable to follow directions.

## PEERLA

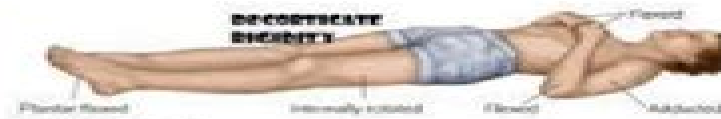
- ◆ Test pupil response, size, symmetry, shape. They should be equal and reactive to light.
- ◆ Shine the penlight into each pupil. Constriction should be brisk and equal.
- ◆ Bilateral dilation can be caused by cerebral anoxia or anticholinergic medications. Be sure to assess the client's medication list and other symptoms.
- ◆ Bilateral constriction can be caused by: intracranial hemorrhage, opiates, or organophosphates.



## CRANIAL NERVES

- ◆ **I: olfactory:** Smell, have the client identify familiar smells.
- ◆ **II: Optic:** Visual acuity, use snellen eye chart, assess peripheral vision.
- ◆ **III: Oculomotor:** Pupillary reaction, assess PERLA
- ◆ **IV: Trochlear:** Eye movement, patient follows finger without movement.
- ◆ **V: Trigeminal:** Facial sensation, touch patient's face, have them open their mouth.
- ◆ **VI: Abducens:** Motor function, patient follows finger without moving head.
- ◆ **VII: Facial:** Taste and face movement, have patient smile and puff cheeks, have patient differentiate between sweet and salty tastes.
- ◆ **VIII: Acoustic:** Hearing and balance, snap fingers close to patient's ear, have patient stand with feet together, arms at side and eyes closed for 5 seconds.
- ◆ **IX: Glossopharyngeal:** Swallowing and voice, have the patient swallow and say "ah"
- ◆ **X: Vagus:** Gag reflex, use a tongue depressor to swab and elicit a gag reflex.
- ◆ **XI: Spinal accessory:** Neck motion, have patient shrug and turn their head against resistance.
- ◆ **XII: Hypoglossal:** Tongue movement, have patient stick their tongue out and move it around.

- ◆ **Brain trick to remember the order of cranial nerves.**  
"OOO to touch and feel a great velvet super hero"

DECOORDINATE  
RIGIDITYDECOORDINATE  
RIGIDITY

## POSTURING

- ◆ **Decorticate:** An abnormal posturing in which a person is stiff with bent arms, clenched fists, and legs held out straight.
- ◆ **Decerebrate:** An abnormal body posture that involves the arms and legs being held straight out, the toes being pointed downward, and the head and neck being arched backwards.



## GLASGOW COMA SCALE

- ◆ **Eye response**

Spontaneously	4
On command	3
To pain	2
No response	1
Score	_____
- ◆ **Verbal response**

Alert and oriented	4
Confused	3
Inappropriate	2
Incomprehensible	1
Score	_____
- ◆ **Motor response**

Follows direction	6
Localizes pain	5
Withdrawal from pain	4
Abnormal flexion	3
Abnormal extension	2
No response	1
Score	_____

# Testflorida Assessment Guide

**Robert J. Drummond**



## **Testflorida Assessment Guide:**

**Handbook of Special Education Research, Volume I** Thomas W. Farmer, Elizabeth Talbott, Kristen McMaster, David Lee, Terese C. Aceves, 2022-05-10 Divided into two volumes Handbook of Special Education Research provides a comprehensive overview of critical issues in special education research This first volume addresses key topics in theory methods and development exploring how these three domains interconnect to build effective special education research Each chapter features considerations for future research and implications for fostering continuous improvement and innovation Essential reading for researchers and students of special education this handbook brings together diverse and complementary perspectives to help move the field forward

**Resources in Education** ,1996 Principles of Research and Evaluation for Health Care Programs Perrin, 2014-02-07 A Classroom Tested Resource Loaded with Practical Examples from Across the Health Disciplines A reader friendly exploration of the key approaches used to conduct health program research and evaluation Includes an easy to understand chapter on Inferential Statistics Covers ethical and cultural competency issues unique to conducting evaluations Provides an introduction to systems thinking and its implications Offers activities and case studies at lay the foundation for understanding all aspects of evaluation Develops critical thinking skills needed to dissect peer reviewed publications as well as popular media health claims Instructor Resources Instructor s Manual PowerPoints Test Bank Student Companion Website Each new copy of the text comes packaged with an access code card that will give your students entry to a comprehensive site with Crossword Puzzles Interactive Flashcards Glossary Matching Questions Web Links

Principles of Planning, Evaluation, and Research for Health Care Programs () (Kay) M. M. M. Perrin, 2020-10-12 Principles of Planning Evaluation and Research for Health Care Programs provides a basic understanding of the importance of and the key approaches used to conduct health program research and evaluations The book also examines ethical and cultural competency issues unique to conducting evaluations Additionally it offers an introduction to systems thinking and its implications for evaluating the impact of interventions Written with the undergraduate in mind this book is ideal for students pursuing a wide spectrum of health careers Through activities and case studies readers will gain a solid foundation for understanding all aspects of evaluation while developing the critical thinking skills needed to dissect peer reviewed publications as well as popular media health claims

**The Latest and Best of TESS** ,1991 **The NASDTEC Manual** ,1991 **Working with Global Aphasia** Sharon Adjei-Nicol, 2023-03-21 Global aphasia is the most severe and disabling form of aphasia yet it has had the least attention within aphasia research and rehabilitation This practical book provides the reader with a comprehensive understanding of the topic based on both clinical observations and the literature to date Uniquely it covers not only the severe language impairments observed in global aphasia but also the co occurring cognitive impairments that often present an additional challenge when working with this population This book offers A comprehensive understanding of the clinical characteristics of global aphasia illustrated with real case

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*The Oxford Handbook of Aphasia and Language Disorders* Anastasia M. Raymer, Leslie J. Gonzalez Rothi, 2018 The Oxford Handbook of Aphasia and Language Disorders integrates neural and cognitive perspectives providing a comprehensive overview of the complex language and communication impairments that arise in individuals with acquired brain damage The volume also describes theoretically motivated and evidence based methods for assessment and treatment of those impairments Human Perception and Performance Technical Report ,1991 **ERIC Identifier Authority List** ,1992

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*The SAGE Handbook of Clinical Neuropsychology* Gregory J. Boyle, Yaakov Stern, Dan J. Stein, Barbara J. Sahakian, Charles J. Golden, Tatia Mei-Chun Lee, Shen-Hsing Annabel Chen, 2023-05-24 Clinical Neuropsychology is a vast and varied field that focuses on the treatment assessment and diagnosis of a range of cognitive disorders through a study and understanding of neuroanatomy and the relationship between the brain and human behavior This handbook focuses on specific Neuropsychological disorders It covers each of the classification systems involved before moving on to specific types of disorders from neurodevelopmental to neuropathological as well as brain injuries trauma and neurodegenerative disorders This handbook not only provides an in depth overview of these Neuropsychological disorders but also explores the history of the field as well its global challenges The handbook is an essential tool for clinicians and scientists as well as postgraduate

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*Appraisal Procedures for Counselors and Helping Professionals* Robert J. Drummond, 2000 The leading book in appraisal for counselors this book is designed to help current and future workers in the helping professions become better consumers of psychological and educational tests and assessment procedures Provides guidance on how and when to use tests in different environments with different populations Provides practical suggestions on basic procedures such as test selection administration and reporting Addresses the role of the computer in assessment including on line testing adaptive testing computerized interpretation of test results and websites as sources of information An ideal book for assessment in counseling psychological testing and tests and measurement

**The Handbook of Educational Theories** Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research

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Non-Alzheimer's and Atypical Dementia Michael D. Geschwind, Caroline Racine Belkoura, 2016-02-23. Dementia is the most common type of neurodegenerative disorder. *Non-Alzheimer's and Atypical Dementia* concentrates on each form of dementia individually, considering symptoms, diagnosis, and treatment. Focuses on non-Alzheimer's Dementia. Multidisciplinary approach to diagnosis and management. Allows development of management and care plan strategies. Practical approach including case studies. Written by a world-renowned editorial team.

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*Handbook of Research in Social Studies Education* Linda S. Levstik, Cynthia A. Tyson, 2010-04-15. This Handbook outlines the current state of research in social studies education, a complex, dynamic, challenging field with competing perspectives about appropriate goals and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked or divided theory, research, and practices, and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity,

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**Reading Success for All Students** Thomas G. Gunning, 2011-10-25 Help for reading teachers in continuous monitoring assessment and instruction that targets students problem areas This vital resource offers classroom teachers and literacy coaches practical assessments that can be used to evaluate key areas in students reading performance These assessments will provide information that can be directly used for planning instruction Specific instructional techniques and activities are linked to each of the assessments so that teachers know exactly how to teach necessary skills Tests and other evaluative devices are aligned with Common Core State Standards and state frameworks Offers a proven model for monitoring and assessing students Assessments and instructional strategies are easy to implement as part of any curriculum Practical strategies are modeled on a tested approach for helping students work through their problem areas

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