### CHARACTERISTICS
- Crying is communication.
- Aware of sounds (blinks, startles, or moves).
- Demonstrates visual regard for environment but focal vision is limited; more visually responsive to red, white, and black colors.
- Signs of stress may include:
  - Upper and lower extension
  - Facial grimacing
  - Crying
  - Suckling in the absence of oral stimuli
  - Finger splaying; “saluting”

### COMMUNICATION
- 100% dependent; unable to communicate needs
- Use soft voices to minimize stress in the environment
- Include the help of a parent when providing care whenever possible or appropriate

### SIGNS OF NEGLECT/ABUSE
- Failure to thrive
- Dull and inactive; excessively passive or sleepy
- Bruises on welds on buttocks, thighs, or areas of torso
- Squeeze or pinch marks
- Fractures and dislocation

### COMFORT NEEDS AND SAFETY
- Nurse must accompany patient when he/she is transported to and from unit
- During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented
- Never leave patient exposed to cold
- Hold patient securely
- Implement mechanisms to prevent injuries (e.g. Side rails, etc.)
- Keep areas clean and safe
- Reduce environmental noise and excess lighting
- Secure patient following procedure and/or wrap tightly for infant stabilization
- Closely monitor vital stats (i.e., O2 saturation level, heart rate and respiratory rate) during periods when patient is exerting effort and energy
- Monitor for over stimulation/signs of stress

### PHYSIOLOGIC PARAMETERS:
- Heart rate – 120-160 beats/minute
- Respiratory rate – 30-60 breaths/minute
- Blood pressure – 74-100 Systolic/ 50-70 diastolic
### CHILD: One-Year to 12-Years

<table>
<thead>
<tr>
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<th>SIGNS OF NEGLECT/ABUSE</th>
<th>COMFORT NEEDS AND SAFETY</th>
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</table>
| • Crying is communication.  
  • Aware of sounds (blinks, startles, or moves).  
  • Demonstrates visual regard for environment but focal vision is limited; more visually responsive to red, white, and black colors.  
  • Signs of stress may include:  
    o Upper and lower extension  
    o Facial grimacing  
    o Crying  
    o Suckling in the absence of oral stimuli  
    o Finger splaying; “saluting” | • Allow caregiver to remain with child as much as possible.  
  • Fully educate caregiver(s) on reasons for therapy.  
  • Speak and play with young children to reduce stress  
  • Reassure often that the procedure is not punishment and there is nothing wrong with feeling sad and angry  
  • Keep explanations of procedures short and simple  
  • Explain what the child should expect before initiating the procedure  
  • Be creative...allow the child to feel like he/she is an essential contributor to the procedure.  
  • The child may feel more comfortable if he/she is allowed to “pretend” or “imagine” | • Failure to thrive  
  • Unusual fearfulness (fear of parents or fear of going home)  
  • Signs of malnutrition (e.g. thin extremities, abdominal distension, lack of subcutaneous fat)  
  • Unclean and/or inappropriate dress  
  • Frequent injuries  
  • Feeding disorders such as self-induced vomiting  
  • Habitual, uncontrollable vomiting after feeding  
  • Self-stimulatory behaviors (e.g. rocking, self-inflicted pain, etc.)  
  • Inappropriate pragmatic skills (e.g. lack of eye contact, poor socialization)  
  • Sleep disorders and/or “wetting the bed”  
  • Inappropriate reaction to injury.  
  • Delayed emotional, intellectual, and speech and language development  
  • Unexplained scars or bruises or markings indicative of the following:  
    o Burn with object (e.g. cigarette, iron, stove burner)  
    o Burn with scalding water  
    o Injury caused from abuse with objects (e.g. belt buckle, wire hanger, chain, etc.)  
    o Human bites  
    o Lacerations and abrasions on back of arms, legs, torso, face, or external genitalia. | • Encourage caregiver(s) to accompany patient when he/she is transported to and from unit **  
  • If in intensive care, nurse may need to accompany patient during transportation  
  • Provide supervision as appropriate  
  • During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented  
  • Implement mechanisms to prevent injuries (e.g. side rails, etc.)  
  • Keep areas clean and safe  
  • Reduce environmental noise and excess lighting  
  • Provide reassurance |

**PHYSIOLOGIC PARAMETERS:**
- Normal heart rate/minute 75-140
- Blood pressure range, systolic 80-120, diastolic 50-80
- Normal respiratory rate/minute 18-40

**TEACHING**
- Explain procedures in advance using correct terminology
- Explain equipment
- Allow child to have some control
- Encourage child to verbalize
## Age-Specific Guidelines

### ADOLESCENT: 12- to 19-Years

<table>
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<tr>
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<th>COMFORT NEEDS AND SAFETY</th>
</tr>
</thead>
</table>
| • Strong sense of right and wrong  
  • Fears separation, failure,  
    disability/death, forced  
    dependency, bodily injury,  
    and pain  
  • Signs are stress may include:  
    - Anxiety  
    - Withdrawal  
    - Depression  
    - Regression  
    - Dependent behavior  
  • Authority figure may prompt:  
    - Criticism  
    - Argumentative behavior  
    - Self-Consciousness  
| • Give simple but detailed  
  explanation of what to expect  
  from procedure  
  • Be honest  
  • Warn the adolescent if the  
  procedure is going to hurt  
  • Allow patient/family/caregivers to  
    remain with adolescent as much  
    as possible  
  • Reassure often that the  
    procedure is not punishment  
  • Do no be aggressive or forceful  
    with treatment; respect  
    relationship barriers that the  
    adolescent may construct; allow  
    time to develop trust  
  • Encourage discussion of feelings  
    and provide information  
    concerning the illness or  
    procedure  
  • Peers are important; allow peer  
    visitation  
  • Respect privacy  
  • Involve adolescent in procedure  
| • Extreme behavior (e.g., overly  
  compliant and passive versus  
  aggressive and demanding)  
  • Suicide attempts; substance  
    abuse  
  • Suggestive markings which may  
    include:  
    - Burns  
    - Bruises/welts  
    - Fractures/Dislocations  
    - Lacerations/abrasions  
  • Indiscriminate friendliness and  
    displays of affection  
  • Sexually transmitted disease  
    (STD)  
  • Recurrent urinary tract disease  
    (UTI)  
  • Pregnancy in young adolescent  
  • Poor or atypical pragmatics (i.e.,  
    eye contact, initiating  
    conversation, body language,  
    etc.)  
  • Running away from home  
| • Encourage significant other(s) to  
  accompany patient when he/she  
  is transported to and from unit  
  • Provide supervision as  
    appropriate  
  • During radiographic imaging,  
    ALARA (as low as reasonably  
    allowable) radiation precaution  
    procedure must be implemented  
  • Implemented mechanisms to  
    prevent injuries (e.g., side rail,  
    etc.)  
  • Keep areas clean and safe  

**PHYSIOLOGIC PARAMETERS:**  
• Normal heart rate/minute 60 – 100  
• Blood pressure range, systolic  
  94-140, diastolic 62-88  

**TEACHING**  
• Allow adolescent to maintain  
  control  
• Provide essential teaching based  
  on ho the individual learns best  
• Present explanations in a logical  
  manner; use visual aids.; provide  
  other materials for review
## Age-Specific Guidelines

### ADULT: 20- to 65-Years

<table>
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<tr>
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<th>COMFORT NEEDS AND SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOR YOUNG ADULTS:</strong></td>
<td>• Give explanation of what to expect from procedure</td>
<td>• Suggestive markings which may include:</td>
<td>• Encourage significant other(s) to accompany patient when he/she is transported to and from unit</td>
</tr>
<tr>
<td>• Complete independence from parents maybe be a factor</td>
<td>• Be honest</td>
<td>o Burns</td>
<td>• Provide supervision as appropriate (assist with ambulation as needed)</td>
</tr>
<tr>
<td>• Body image is a main focus</td>
<td>• Warn is the procedure is going to hurt</td>
<td>o Bruises/welts</td>
<td>• During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented</td>
</tr>
<tr>
<td>• Completion of physical maturation may have occurred</td>
<td>• Allow family to participate as much as possible and when appropriate</td>
<td>o Fractures/dislocations</td>
<td>• Implemented mechanisms to prevent injuries (e.g., side rails, etc.)</td>
</tr>
<tr>
<td><strong>FOR MIDDLE-AGED, OLDER, &amp; GERIATRIC ADULTS:</strong></td>
<td>• Do not be aggressive or forceful with treatment; demonstrate respect for patient at all times</td>
<td>o Lacerations/abrasions</td>
<td>• Keep areas clean and safe</td>
</tr>
<tr>
<td>• There may be concern over losing youthfulness, vitality and possibly, their partner's love</td>
<td>• Encourage discussion of feelings and provide information concerning the illness or procedure</td>
<td>• Conflicting explanations of injuries</td>
<td>• Reduce environmental noise during treatment to lessen stimulation / distractions</td>
</tr>
<tr>
<td>• Stress may include:</td>
<td></td>
<td>• Defensive behavior by patient and/or caregiver when asked about problems</td>
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<tr>
<td>o Finances</td>
<td></td>
<td>• Signs of depression:</td>
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<tr>
<td>o Family dynamics/relationship</td>
<td></td>
<td>o Insomnia</td>
<td></td>
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<tr>
<td>o Career</td>
<td></td>
<td>o Frequent crying</td>
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<tr>
<td>o Health and well-being</td>
<td></td>
<td>o Extreme anxiety</td>
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<tr>
<td><strong>FOR GERIATRIC ADULTS:</strong></td>
<td>• Provide essential teaching based on how the individual learns best</td>
<td>• Talk of suicide</td>
<td></td>
</tr>
<tr>
<td>• Memory loss and confusion may be present</td>
<td>• Involve individual/significant other in plan of care</td>
<td>• Poor hygiene and grooming</td>
<td></td>
</tr>
<tr>
<td>• Increased risk for falls and injuries exists due to decreased sense of balance and changes in fine motor capabilities</td>
<td>• Encourage as much self-care as possible</td>
<td>• Untended bedsores</td>
<td></td>
</tr>
<tr>
<td>• Increased insecurity is evident with changes in mental status, orientation, etc</td>
<td>• Teach skills to prevent injury and ensure a safe living environment</td>
<td>• Loss of weight, malnutrition, dehydration</td>
<td></td>
</tr>
<tr>
<td>• Changes in visual and hearing acuity are evident</td>
<td></td>
<td>• Unexplained genital infections</td>
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</tr>
<tr>
<td><strong>PHYSIOLOGIC PARAMETERS:</strong></td>
<td>• Normal heart rate/minute 60 – 100</td>
<td>• Dwindling financial resources</td>
<td></td>
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</tbody>
</table>