

# Age Specific Guidelines

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Reviewed January 2023, Expires January 2025  
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## INFANT: Birth to One-Year

CARACTERISTICS	COMMUNICATION	SIGNS OF NEGLECT/ABUSE	COMFORT NEEDS AND SAFETY
<ul style="list-style-type: none"> <li>• Crying is communication.</li> <li>• Aware of sounds (blinks, startles, or moves).</li> <li>• Demonstrates visual regard for environment but focal vision is limited; more visually responsive to red, white, and black colors.</li> <li>• Signs of stress may include:               <ul style="list-style-type: none"> <li>○ Upper and lower extension</li> <li>○ Facial grimacing</li> <li>○ Crying</li> <li>○ Suckling in the absence of oral stimuli</li> <li>○ Finger splaying; “saluting”</li> </ul> </li> </ul> <p><b>PHYSIOLOGIC PARAMETERS:</b></p> <ul style="list-style-type: none"> <li>• Heart rate – 120-160 beats/minute</li> <li>• Respiratory rate – 30-60 breaths/minute</li> <li>• Blood pressure – 74-100 Systolic/50-70 diastolic</li> </ul>	<ul style="list-style-type: none"> <li>• 100% dependent; unable to communicate needs</li> <li>• Use soft voices to minimize stress in the environment</li> <li>• Include the help of a parent when providing care whenever possible or appropriate</li> </ul> <p><b>TEACHING:</b></p> <ul style="list-style-type: none"> <li>• Explain procedures to the parent(s) of guardian</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to thrive</li> <li>• Dull and inactive; excessively passive or sleepy</li> <li>• Bruises on welds on buttocks, thighs, or areas of torso</li> <li>• Squeeze or pinch marks</li> <li>• Fractures and dislocation</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse must accompany patient when he/she is transported to and from unit</li> <li>• During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented</li> <li>• Never leave patient exposed to cold</li> <li>• Hold patient securely</li> <li>• Implement mechanisms to prevent injuries (e.g. Side rails, etc.)</li> <li>• Keep areas clean and safe</li> <li>• Reduce environmental noise and excess lighting</li> <li>• Secure patient following procedure and/or wrap tightly for infant stabilization</li> <li>• Closely monitor vital stats (i.e., o2 saturation level, heart rate and respiratory rate) during periods when patient is exerting effort and energy</li> <li>• Monitor for over stimulation/signs of stress</li> </ul>

CHILD: One-Year to 12-Years

CHARACTERISTICS	COMMUNICATION	SIGNS OF NEGLECT/ABUSE	COMFORT NEEDS AND SAFETY
<ul style="list-style-type: none"> <li>• Crying is communication.</li> <li>• Aware of sounds (blinks, startles, or moves).</li> <li>• Demonstrates visual regard for environment but focal vision is limited; more visually responsive to red, white, and black colors.</li> <li>• Signs of stress may include:               <ul style="list-style-type: none"> <li>○ Upper and lower extension</li> <li>○ Facial grimacing</li> <li>○ Crying</li> <li>○ Suckling in the absence of oral stimuli</li> <li>○ Finger splaying; “saluting”</li> </ul> </li> </ul> <p><b>PHYSIOLOGIC PARAMETERS:</b></p> <ul style="list-style-type: none"> <li>• Normal heart rate/minute 75-140</li> <li>• Blood pressure range, systolic 80-120, diastolic 50-80</li> <li>• Normal respiratory rate/minute 18-40</li> </ul>	<ul style="list-style-type: none"> <li>• Allow caregiver to remain with child as much as possible.</li> <li>• Fully educate caregiver(s) on reasons for therapy.</li> <li>• Speak and play with young children to reduce stress</li> <li>• Reassure often that the procedure is not punishment and there is nothing wrong with feeling sad and angry</li> <li>• Keep explanations of procedures short and simple</li> <li>• Explain what the child should expect before initiating the procedure</li> <li>• Be creative...allow the child to feel like he/she is an essential contributor to the procedure.</li> <li>• The child may feel more comfortable if he/she is allowed to “pretend” or “imagine”</li> </ul> <p><b>TEACHING</b></p> <ul style="list-style-type: none"> <li>• Explain procedures in advance using correct terminology</li> <li>• Explain equipment</li> <li>• Allow child to have some control</li> <li>• Encourage child to verbalize</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to thrive</li> <li>• Unusual fearfulness (fear of parents or fear of going home)</li> <li>• Signs of malnutrition (e.g. thin extremities, abdominal distension, lack of subcutaneous fat)</li> <li>• Unclean and/or inappropriate dress</li> <li>• Frequent injuries</li> <li>• Feeding disorders such as self-induced vomiting</li> <li>• Habitual, uncontrollable vomiting after feeding</li> <li>• Self-stimulatory behaviors (e.g. rocking, self-inflicted pain, etc.)</li> <li>• Inappropriate pragmatic skills (e.g. lack of eye contact, poor socialization)</li> <li>• Sleep disorders and/or “wetting the bed”</li> <li>• Inappropriate reaction to injury.</li> <li>• Delayed emotional, intellectual, and speech and language development</li> <li>• Unexplained scars or bruises or markings indicative of the following:               <ul style="list-style-type: none"> <li>○ Burn with object (e.g. cigarette, iron, stove burner)</li> <li>○ Burn with scalding water</li> <li>○ Injury caused from abuse with objects (e.g. belt buckle, wire hanger, chain, etc.)</li> <li>○ Human bites</li> <li>○ Lacerations and abrasions on back of arms, legs, torso, face, or external genitalia.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Provide supervision as appropriate</li> <li>• During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented</li> <li>• Implement mechanisms to prevent injuries (e.g. side rails, etc.)</li> <li>• Keep areas clean and safe</li> <li>• Reduce environmental noise and excess lighting</li> <li>• Provide reassurance</li> </ul>

**ADOLESCENT: 12- to 19-Years**

CHARACTERISTICS	COMMUNICATION	SIGNS OF NEGLECT/ABUSE	COMFORT NEEDS AND SAFETY
<ul style="list-style-type: none"> <li>• Strong sense of right and wrong</li> <li>• Fears separation, failure, disability/death, forced dependency, bodily injury, and pain</li> <li>• Signs are stress may include:                             <ul style="list-style-type: none"> <li>○ Anxiety</li> <li>○ Withdrawal</li> <li>○ Depression</li> <li>○ Regression</li> <li>○ Dependent behavior</li> </ul> </li> <li>• Authority figure may prompt:                             <ul style="list-style-type: none"> <li>○ Criticism</li> <li>○ Argumentative behavior</li> <li>○ Self-Consciousness</li> </ul> </li> </ul> <p><b>PHYSIOLOGIC PARAMETERS:</b></p> <ul style="list-style-type: none"> <li>• Normal heart rate/minute 60 – 100</li> <li>• Blood pressure range, systolic 94-140, diastolic 62-88</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple but detailed explanation of what to expect from procedure</li> <li>• Be honest</li> <li>• Warn the adolescent if the procedure is going to hurt</li> <li>• Allow patient/family/caregivers to remain with adolescent as much as possible</li> <li>• Reassure often that the procedure is not punishment</li> <li>• Do not be aggressive or forceful with treatment; respect relationship barriers that the adolescent may construct; allow time to develop trust</li> <li>• Encourage discussion of feelings and provide information concerning the illness or procedure</li> <li>• Peers are important; allow peer visitation</li> <li>• Respect privacy</li> <li>• Involve adolescent in procedure</li> </ul> <p><b>TEACHING</b></p> <ul style="list-style-type: none"> <li>• Allow adolescent to maintain control</li> <li>• Provide essential teaching based on how the individual learns best</li> <li>• Present explanations in a logical manner; use visual aids; provide other materials for review</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme behavior (e.g., overly compliant and passive versus aggressive and demanding)</li> <li>• Suicide attempts; substance abuse</li> <li>• Suggestive markings which may include:                             <ul style="list-style-type: none"> <li>○ Burns</li> <li>○ Bruises/welts</li> <li>○ Fractures/Dislocations</li> <li>○ Lacerations/abrasions</li> </ul> </li> <li>• Indiscriminate friendliness and displays of affection</li> <li>• Sexually transmitted disease (STD)</li> <li>• Recurrent urinary tract disease (UTI)</li> <li>• Pregnancy in young adolescent</li> <li>• Poor or atypical pragmatics (i.e., eye contact, initiating conversation, body language, etc.)</li> <li>• Running away from home</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage significant other(s) to accompany patient when he/she is transported to and from unit</li> <li>• Provide supervision as appropriate</li> <li>• During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented</li> <li>• Implemented mechanisms to prevent injuries (e.g., side rail, etc.)</li> <li>• Keep areas clean and safe</li> </ul>

**ADULT: 20- to 65-Years**

CHARACTERISTICS	COMMUNICATION	SIGNS OF NEGLECT/ABUSE	COMFORT NEEDS AND SAFETY
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<p><b>FOR YOUNG ADULTS:</b></p> <ul style="list-style-type: none"> <li>• Complete independence from parents maybe be a factor</li> <li>• Body image is a main focus</li> <li>• Completion of physical maturation may have occurred</li> </ul> <p><b>FOR MIDDLE-AGED, OLDER, &amp; GERIATRIC ADULTS:</b></p> <ul style="list-style-type: none"> <li>• There may be concern over losing youthfulness, vitality and possibly, their partner's love</li> <li>• Stress may include: <ul style="list-style-type: none"> <li>○ Finances</li> <li>○ Family dynamics/relationship</li> <li>○ Career</li> <li>○ Health and well-being</li> </ul> </li> </ul> <p><b>FOR GERIATRIC ADULTS:</b></p> <ul style="list-style-type: none"> <li>• Memory loss and confusion may be present</li> <li>• Increased risk for falls and injuries exists due to decreased sense of balance and changes in fine motor capabilities</li> <li>• Increased insecurity is evident with changes in mental status, orientation, etc</li> <li>• Changes in visual and hearing acuity are evident</li> </ul> <p><b>PHYSIOLOGIC PARAMETERS:</b></p> <ul style="list-style-type: none"> <li>• Normal heart rate/minute 60 – 100</li> <li>• Blood pressure range, systolic 95 – 140, diastolic 60 – 90</li> <li>• Normal respiratory rate/minute 12 – 15</li> </ul>	<ul style="list-style-type: none"> <li>• Give explanation of what to expect from procedure</li> <li>• Be honest</li> <li>• Warn is the procedure is going to hurt</li> <li>• Allow family to participate as much as possible and when appropriate</li> <li>• Do not be aggressive or forceful with treatment; demonstrate respect for patient at all times</li> <li>• Encourage discussion of feelings and provide information concerning the illness or procedure</li> </ul> <p><b>TEACHING</b></p> <ul style="list-style-type: none"> <li>• Provide essential teaching based on how the individual learns best</li> <li>• Involve individual/significant other in plan of care</li> <li>• Encourage as much self-care as possible</li> <li>• Teach skills to prevent injury and ensure a safe living environment</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestive markings which may include: <ul style="list-style-type: none"> <li>○ Burns</li> <li>○ Bruises/welts</li> <li>○ Fractures/dislocations</li> <li>○ Lacerations/abrasions</li> </ul> </li> <li>• Conflicting explanations of injuries</li> <li>• Defensive behavior by patient and/or caregiver when asked about problems</li> <li>• Signs of depression: <ul style="list-style-type: none"> <li>○ Insomnia</li> <li>○ Frequent crying</li> <li>○ Extreme anxiety</li> <li>○ Talk of suicide</li> </ul> </li> <li>• Poor hygiene and grooming</li> <li>• Untended bedsores</li> <li>• Loss of weight, malnutrition, dehydration</li> <li>• Unexplained genital infections</li> <li>• Dwindling financial resources</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage significant other(s) to accompany patient when he/she is transported to and from unit</li> <li>• Provide supervision as appropriate (assist with ambulation as needed)</li> <li>• During radiographic imaging, ALARA (as low as reasonably allowable) radiation precaution procedure must be implemented</li> <li>• Implemented mechanisms to prevent injuries (e.g., side rails, etc.)</li> <li>• Keep areas clean and safe</li> <li>• Reduce environmental noise during treatment to lessen stimulation / distractions</li> </ul>
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