



US Letter Size

A4 Size

Head-To-Toe Assessment		Date:
NAME: _____ AGE: _____ SEX: _____ ROOM: _____ Admit Date: _____ Allergies: _____		<b>VITAL SIGNS</b> Temp: _____ Pulse: _____ RR: _____ BP: _____ SpO2: _____
<b>Level of Consciousness</b> <input type="checkbox"/> AWAKE <input type="checkbox"/> RESTLESS <input type="checkbox"/> ALERT <input type="checkbox"/> CONFUSED <input type="checkbox"/> DROWSY <input type="checkbox"/> SEDATED		<b>Pain</b> <input type="checkbox"/> Yes <input type="checkbox"/> No Location: _____ Rating 1-10: _____ Quality: _____ Duration: _____
<b>ORIENTATION</b> <input type="checkbox"/> Person <input type="checkbox"/> Place <input type="checkbox"/> Time <input type="checkbox"/> Situation		<b>MENTAL STATUS</b> <input type="checkbox"/> Calm <input type="checkbox"/> Pleasant <input type="checkbox"/> Cooperative <input type="checkbox"/> Anxious <input type="checkbox"/> Uncooperative <input type="checkbox"/> Angry <input type="checkbox"/> Restless <input type="checkbox"/> Withdrawn
<b>HEAD, FACE, HEAR</b>		
HEAD:	FACE:	HEAR:

# HEAD TO TOE ASSESSMENT

ABDOMEN		
<b>Inspection</b> <input type="checkbox"/> Symmetrical <input type="checkbox"/> Rounded <input type="checkbox"/> Other: _____	<b>Bowel Sounds</b> <input type="checkbox"/> RLQ: Active / Hyperactive / Absent <input type="checkbox"/> RUQ: Active / Hyperactive / Absent <input type="checkbox"/> LUQ: Active / Hyperactive / Absent <input type="checkbox"/> LLQ: Active / Hyperactive / Absent	<b>Palpation</b> <input type="checkbox"/> Soft <input type="checkbox"/> Tender <input type="checkbox"/> Firm <input type="checkbox"/> Hard <input type="checkbox"/> Guarding Pain <input type="checkbox"/> Flat <input type="checkbox"/> Rigid <input type="checkbox"/> Distended
<b>SKIN</b> <input type="checkbox"/> Temperature: Hot / Warm / Cool / Cold <input type="checkbox"/> Moisture: Clammy / Diaphoretic / Dry <input type="checkbox"/> Turgor: Elastic / Tenting / Edema <input type="checkbox"/> Color: _____ <input type="checkbox"/> Pressure Ulcers: _____ <input type="checkbox"/> Wound: _____	<b>UPPER EXTREMITIES</b> <input type="checkbox"/> Shoulder Strength: Strong / Weak / Unable <input type="checkbox"/> Grip Strength: _____ <input type="checkbox"/> Range of Motion: _____ <input type="checkbox"/> Capillary Refill: _____ <input type="checkbox"/> Radial Pulse: _____	<b>LOWER EXTREMITIES</b> <input type="checkbox"/> Pedal Pulse: Strong / Weak / Unable <input type="checkbox"/> Range of Motion: _____ <input type="checkbox"/> Capillary Refill: _____ <input type="checkbox"/> Edema: _____ <input type="checkbox"/> Dorsalis Pedis Pulse: _____ <input type="checkbox"/> Posterior Tibial Pulse: _____



COLOR OPTIONS



# Busy At Day Care Head To Toe

**Joanne Oppenheim, Stephanie  
Oppenheim, James Oppenheim**



## **Busy At Day Care Head To Toe:**

**Busy at Day Care Head to Toe** Patricia Demuth,1996 Photographs and rhyming text demonstrate how arms legs ears and mouths are kept busy during a day at day care **Book Review Digest** ,1998 **The Pink and Blue Toddler and Preschooler Pages** Laurie Waldstein,Leslie Zinberg,1999 For the mother and father whose bundle of joy has grown into a handful this is the ultimate package of advice and tips that will get them through baby s first steps to the first day of preschool The authors have combined their own knowledge with the expertise of pediatricians experienced parents and teachers to aid parents in this occasionally trying but always exciting time in their child s life The Pink and Blue Toddler and Preschooler Pages tackles tough topics such as toilet learning sleep habits childcare issues discipline preschool among other specific situations facing children ages 18 months through 4 years Its up to date information even includes findings from recent studies that show how critical learning is during this time as it may set the tone for the rest of a child s life The text is written in an easy going manner and won t intimidate new parents And of course all this comprehensive information is packed into an attractive book making it a great gift that parents will refer to year after year *Something about the Author* Kevin S. Hile,1996 Series covers individuals ranging from established award winners to authors and illustrators who are just beginning their careers Entries cover personal life career writings and works in progress adaptations additional sources and photographs *The Elementary School Library Collection, Phases 1-2-3* ,2000 **Bulletin of the Center for Children's Books** University of Chicago. Center for Children's Books,1995 *Great Preschools* Tamara J. Will,Karen King,Michelle Mergler,2007 Providing a wide range of tools this practical guide aids teachers in creating a nurturing preschool environment and helps preschoolers develop critical social competencies Containing new findings from Search Institute s Developmental Assets research for preschoolers this easy to use guidebook identifies what young children need from their families teachers and caregivers The simple roadmap reveals the value of the work that teachers are already doing and provides content for parents about the relationship between families and preschool settings Reproducible handouts make it easy to add fresh ideas and content to the curriculum and assist educators in family outreach creating strong connections with parents In addition many of the activity tips offer new interpretations of familiar songs books games and art projects **Elementary School Library Collection** Linda L. Homa,Ann L. Schreck,Maureen Hoebener,1998 *School Library Journal* ,2001-07 **Child Magazine's Guide to Whining** Tamara Eberlein,Child Magazine,1997 Nearly all young children occasionally resort to whining a tactic guaranteed to get a parent s attention Based on interviews with experts in child psychology this invaluable book is devoted exclusively to the issues of whining begging and related demanding behaviors Readers discover positive and effective ways to handle a demanding child and learn how to hear the message behind the whining handle outbursts at mealtime bedtime and in public how to control emotions in the face of a misbehaving child and much more *Oppenheim Toy Portfolio, 2000* Joanne Oppenheim,Stephanie Oppenheim,James Oppenheim,1999-09

Children's Book Review Index Gary C. Tarbert, 1997      **Day Care** United States. Office of Child Development,      *The Elementary School Library Collection*, 1998      The Best Toys, Books, Videos & Software for Kids, 1998 Joanne Oppenheim, Stephanie Oppenheim, 1997 This book takes the guesswork out of finding the best products for kids from infancy to age ten Here are over 1 000 expert and kid tested products that are guaranteed to entertain as well as educate You will also find safety tips and a key to buying the best new and classic products your kids will love This fun easy to use guide includes Learning toys that work Brand name comparisons Baby shower and birthday gifts for every budget Products for kids with special needs And much much more Revised every year this complete guide helps you make choices your kids will love About the Authors Joanne Oppenheim is one of today s leading authorities on child development and education She is the author of more than forty books for children including Have You Seen Birds and Not Now Said the Cow Her daughter Stephanie Oppenheim a former corporate attorney is cofounder and publisher of the Oppenheim Toy Portfolio and a mother of two      The Publishers Weekly, 1996      *Child Development: Day Care: Serving pre-school children*, by D. J. Cohen in collaboration with A. S. Brandegee. (no. (OHD) 75-1057) United States. Office of Child Development, 1974      **The Horn Book Guide to Children's and Young Adult Books**, 2002      *The Kindergarten-primary Magazine* Bertha Johnston, E. Lyell Earle, 1914      **Serving Preschool Children** Donald J. Cohen, Ada S. Brandegee, 1975 Abstract Following the principle that a good daycare setting has all the qualities of a good home the realities of operating budgeting and fulfilling the legal requirements of a day care center for 3 to 6 year olds are discussed There are 5 types of day care centers custodial day care nursery schools developmental day care comprehensive child development programs and compensatory education Each aims to be an extension of the family and an aid to child development The necessary indoor and outdoor facilities as well as parent involvement and curriculum planning for these centers are explored Additionally the health psychosocial and nutritional services of day care centers are examined Finally program evaluation is covered and several model curricula exemplary centers and exemplary networks in areas such as rural Kentucky and Houston are discussed

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