

Table 2-1: Documentation: Descriptive Words
 Ruth Herold, CTRS and Kristin Ogren, OTR/L
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MOTOR

Posture:				
Tense	Rigid	Slouching	Slumped	Head down
Relaxed	Open/closed			
Movements:				
Coordination	Balance	Gait	Motor planning	Gross motor
Fine motor	Dexterity	Eye-hand coordination	Tremor	Spasm
Jerking	Handwriting (quality)	Dyskinesia	Rocking	Nervous habit
Self-stimulating	Mannerism	Gestures	Hypermobility	Hyper-responsive
Startles	Aimless	Purposeless	Overstimulated	Repetitive
Restless	Pacing	Perseverating	Abrupt	Agitated
Active	Spontaneous	Strong	Forceful	quick
Retardation	Fluid	Slow	Latent	Delayed
Lethargic	Listless	Passive	Tentative	

HELPFUL WORDS TO REMEMBER

Shows	Offers	Appears	Age-appropriate	Seems
Demonstrates	States	Situation-appropriate	Reports	Observed
Noted	Produces	Declines	Refuses	Resists
Withdraws	Initiates	Inconsistent		

COGNITIVE

Mental State:				
Concentration	Comprehension	Retention	Hallucinations	Delusions
Clear	Alert	Attention span	Aware	Perceptive
Insightful	Memory (recent, remote)	Focused	Drowsy	Dull
Reality testing	Confused	Preoccupied	Distractible	disoriented
Thought Process:				
Tangential	Pressured	Rambling	Racing thoughts	Tracking
Processing	Abstracting	Flight of ideas	Generalizing	Blocked
Expansive	Concrete thinking	Grandiose	Obsessive	Disorganized
Poverty of thought	scattered			

AFFECT

Flat	Blunted	Bland	Disappointed	Dazed
Controlled	Constricted	Matter-of-fact	Sober	Serious
Placid	Self-critical	Calm	Composed	Comfortable
Self-deprecatory	Staring	Relaxed	Nonchalant	Fixed expression
Depressed	Hopeless	Dejected	Self-effacing	Despondent
Sad	Tearful	Apprehensive	Subdued	Unhappy
Remorseful	Lacking energy	Guilty	Overwhelmed	Powerless
Belligerent	Tense	Irritable	Frustrated	Anxious
Puzzled	Scowling	Pressured	Fearful	Frightened
Agitated	Panicky	Resentful	Angry	Sullen
Hostile	Indignant	Cheerful	Bright	Smiling
Enthusiastic	Eager	Energetic	Motivated	Interested
Animated	Happy	Spontaneous	Exhilarated	Euphoric
Elated	Labile			

Table 2-1 (CONT.): Documentation: Descriptive Words
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TASK PERFORMANCE

Following Directions:				
Follows written directions	Follows verbal directions	Follows demonstrations	Needs cuing	Needs clarification
Needs repeated directions	Needs hands-on assist	Learns quickly	Retains instructions	
Follows (1-2-or3) step directions				
Use of Time:				
Sets goals	Works intermittently	Utilizes time well	Plans ahead	Scattered
Slow to get started	Organized	Efficient	Irregular attendance	Productive
Works steadily	Realistic planning	Works slowly	Hurried	Skips steps
Choice of Activity:				
Indecisive	Hesitant	Takes initiative	Ambivalent	Resistant
Quickly engages	Apathetic	Slow to engage	Chooses familiar activity	Indifferent
Unrealistic choice	Seeks challenging activity	Decisive	Selects (type of activity)	Creative, repetitive
Detailed, short term				
Approach to Activity:				
Patient	Persistent	Persevering	Tolerates frustration	Thorough
Eager	Interested	Follows through	Orderly	Neat
Compulsive	Tolerates delays	Accurate	Careful	Cautious
Recognizes mistakes	Impulsive	Reckless	Careless	Use of judgment
Problem solving	Quality of work	Seeks quick results	Quick gratification	Disregards mistakes
Unaware of mistakes				
Independence/Dependence:				
Responsible	Seeks direction	Needs reminding	Competent	Independent
Self-reliant	Accepts direction	Seeks reassurance	Refuses direction	Teaches others
Debates suggestions	Disregards direction	Self-sufficient		

SOCIAL

Expressive	Joking	Congenial	Engaging	Agreeable
Tactful	Articulate	Gracious	Talkative	Warm
Open	Self-disclosing	Assertive	Spontaneous	Outspoken
Cooperative	Considerate	Sensitive	Sympathetic	Care-taking
Doting	Tolerant	Supportive	Concerned	Indifferent
Apathetic	Isolating	Sense of humor	Solitary	Superficial
Reserved	Self-focused	Guarded	Suspicious	Withdrawn
Argumentative	Seclusive	Detached	Passive	Engages in power struggle
Shy	Timid	Deferring	Condescending	Submissive
Tentative	Dependent	Ingratiating	Distrustful	Docile
Compliant	Watchful	Aggressive	Threatening	Dominating
Forceful	Intrusive	Sarcastic	Critical	Provocative
Cynical	Flippant	Competitive	Boastful	

Social Behaviors:

Placement of seating in group (isolates, dominates, on fringe)	Eye contact (direct, occasional, elusive)
Awareness of social/physical boundaries	Group skills: parallel, competitive, cooperative
Body posture: open, closed, accessible	Verbal/nonverbal
Selective interactions (peers, staff, men, women, young, old)	Speech patterns (rapid, forced, spontaneous, latent)
Tone of voice (monotone, inaudible, loud, soft)	Quality of grooming
Role of patient in group	Response of peers to patient
Patient response to authority	