

GLOSSARY

Practical Considerations- Cognitive Disorders Post-Stroke

Abstract Reasoning: The ability to recognize implied or symbolic meaning. Examples include the interpretation of proverbs (for example “A chain is only as good as its weakest link”), or recognizing common characteristics of dissimilar objects (for example a wrench and saw are both tools).

Activities of Daily Living (ADL): Activities that are part of self-care. Examples include bathing, dressing and feeding oneself.

Apraxia: An inability to plan or sequence movement unrelated to weakness, incoordination, or sensory loss (Internet Stroke Center, n.d.).

Aphasia: A disorder of language, which may include difficulty speaking, understanding language, reading and/or writing.

Attention: The ability to receive sensory information for processing. Attention is a skill that is foundational for other cognitive skills. Information must be attended to in order to be encoded, analyzed, or retrieved.

Cognitive Disorder: A disorder involving one or more domains of cognition.

Delirium: A reversible change in cognition characterized by disorientation, inattention, confusion, fear, irritability, perceptual disturbance, and fluctuating level of consciousness (Internet Stroke Center, n.d.).

Dementia: A loss of memory and other mental functions that interfere with daily function (Internet Stroke Center, n.d.).

Divided Attention: The ability to direct attention between more than one task. An example is mentally rehearsing a grocery list while tying one’s shoes.

Episodic Memory: Memory for events.

Executive Function: Includes more complex mental functions such as judgment, insight, reasoning, and abstraction (Internet Stroke Center, n.d.)

Impulsivity: Involves responding to the environment without thinking about what response is appropriate or how best to respond.

Insight: The ability to recognize how one's abilities skills will impact success with different activities. For example, a person may have *insight* that the wheelchair brakes must be applied prior to transfers because her balance is poor.

Instrumental Activities of Daily Living (IADL): Activities that do not involve basic ADL, but are necessary to live independently. Examples include, financial management, making meals, grocery shopping, and cleaning.

Judgment: The ability to recognize probable outcomes of actions. For example, a person may *judge* that he needs a winter coat and toque in -5 degree weather

Lacunae: Small areas of tissue death in the brain (2 cm or less) that result of obstruction of small arteries that supply deep structures of the brain (Internet Stroke Center, n.d.).

Long Term Memory: Recall for information over days, weeks, and years (National Institutes of Health (NIH), n.d.).

Memory: The ability to encode and retrieve information. Memory may involve recall of events, factual information, faces of familiar people, motor performance, and smell, to list a few examples.

Orientation: Awareness of person, place and time. The person may not be aware of who familiar people are, where they are, or what time, day, month, or year it is.

Perceptual Skills: awareness of the elements of environment through physical sensation (NIH, n.d.).

Perpetuating Factors: Factors that may prevent a delirium from resolving. Examples include dehydration, sleep deprivation, immobility, visual or hearing impairments (Inouye et al., 1999).

Precipitating Factors: Factors that may predispose an individual to delirium (Inouye et al., 1999).

Problem Solving: The ability to recognize what options are realistically available, identify the probable consequences of actions, and weigh which options are most favourable. It also involves being able to plan a course of action to implement decisions.

Procedural Memory: Memory for a motor activity, such as getting dressed.

Processing Speed: Refers to how quickly information is taken in, processed, and responded to.

Psychomotor Slowing: Abnormal slowing of motor movements.

Semantic Memory: Memory for facts.

Sequencing Ability: The ability to order components of an activity to complete the activity successfully.

Short Term Memory: Recall of information over a few seconds. An example is looking up a number in the phone book and then dialling without looking at the listing (NIH, n.d.).

Visuo-Spatial Skills: The ability to understand how aspects of the visual image are related. An example is knowing that the 6 sits at the bottom of the circle on a clock face (NIH, n.d.).

References:

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