Brain Injury Review Activity

Mr. Cummings decided to hold a review session to help his fantastic students study for the AP Psychology test (MAY 12TH, 2020) . There was such great interest that they had to charter a bus to drive all the students. So much interest, that each class had to charter their own bus. In the excitement to get there 1st and learn, BOTH buses crashed outside the school when they veered off the road to avoid to wild pack of clowns. Everyone survived the crash, but many student were injured.

Using the description of each person’s behavioral symptoms, determine the probable location(s) of the damage and explain their function(s). You can include neurotransmitters, brain parts, cortical areas, glands, or anything else we have studied in this chapter that you believe might account for the damage.

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| **Symptoms** | **Area of Damage** | **Function** |
| Emily had problems coordinating her movement and keeping her balance. |  |  |
| Aislinn lost the ability to move her right arm. |  |  |
| James and Matt suffered from an (further) impaired ability to initiate, plan, and make good judgments. |  |  |
| Jenna’s eyes seemed fine, but she still had lost her vision in her left eye. |  |  |
| Cal often kept falling asleep at odd times and in odd places. |  |  |
| Thiago and Brandon seemed to always be hungry and their temperatures ran high. |  |  |
| Evelyn suffered from an inability to form new memories. |  |  |
| Natalia experienced difficulty with analytical thinking, science and math reasoning. |  |  |
| Gregory and Gabriel both often flew into a rage and started picking fights with each other. |  |  |
| Johathan lost the feeling in his left leg. |  |  |
| Jefferson and Nick seemed toconstantly be experiencing a“Runner’s High”. |  |  |
| Emilie could no longer respond to her doctor’s soft tap on the knee. |  |  |
| Unique’s speech was choppy, slow, and a grammatical mess. |  |  |
| Amanda experienced irregularities in heartbeat and respiration rates. |  |  |
| Ashley and AJ were uncontrollably thirsty. |  |  |
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