

NEW ENGLAND PANS/PANDAS ASSOCIATION

PANS in the School Setting – Manifestations of Symptoms and School Supports

www.nepans.org

"therapy can be instrumental in negotiating exacerbation, but doing so requires a paradigm shift. Children often lose skills during exacerbation, and traditional remedial intervention may be ineffective. Greater benefit may be found with adaptation and compensation for problems during exacerbation, followed by remediation of ongoing problems during remission."

PANDAS: A New Frontier for Occupational Therapy Intervention Janice Tona & Trudy Posner

Manifestations of PANS Symptoms in the School Setting

BEHAVIORAL Symptoms

- Obsessive Compulsive Disorder
- Obsessive Thinking (Inappropriate Thoughts/Rigid Thinking/Perfectionism)
- Eating Issues (Limited Menu/Fear of Choking/Anorexia)
- Anxiety (Separation Anxiety/School Refusal)
- Aggression (Defiance/Rages)
- Age Regression/Immaturity (Tantrums/Baby Talk)
- ADHD (Fidgeting/Outbursts/Poor Impulse Control)
- Sensory Issues

ACADEMIC Symptoms

- Loss of Math Skills
- Decline in Handwriting Skills (Dysgraphia)
- Unable to Make Simple Decisions
- Poor Short-Term Memory
- Decline in Creative Work (Art, Creative Writing)
- Avoidance of High Sensory Environments (Art, Music, Cafeteria, Physical Ed, etc...)
- Loss of Focus on a Single Task
- Work Refusal (School Work, Homework etc)
- Perfectionism (Erasing thru paper, starting over)

PHYSICAL Symptoms

- Tics (Motor/Vocal)
- Eye Issues (Dilated Pupils, Vision Issues, Hallucinations)
- Eating Issues (Limited Menu/Fear of Choking/Anorexia)
- Frequent Urination (Trips to the Bathroom)
- Unusual Gait
- Balance Issues
- Chapped Hands or Lips/Mouth
- Trichotillomania (Hair Pulling/Skin Picking)
- Enuresis

EXECUTIVE FUNCTION Symptoms

- Difficulty with Working Memory and Holding Information
- Poor Organizational Skills
- Time Management Issues
- Difficulty Planning/Prioritizing Attention on a Single Task
- Difficulty Making Decisions

Basic School Supports

Student needs and performance may vary widely from week to week.

- Behavioral & Sensory supports
- Reduce student's stress.
- Plan for acute symptom exacerbations.
- Plan for periods when less intensive supports are needed.
- Homework Accommodations
- Plan for frequent absences and tardiness.
- Encourage student to avoid germs, clean tables, wash hands, etc

Communication Supports

Students benefit from strong and proactive school communication.

- Report any abrupt changes in behavior, eating habits, or school performance to family.
- Inform parents of any communicable illness in classrooms.
- Parents will inform school nurse of any health changes.

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<u>Symptoms</u>	<u>Supports</u>	<u>Symptoms</u>	<u>Supports</u>
OCD	<ul style="list-style-type: none"> •Remember OCD symptoms can manifest in many different ways. •Depends on what/when/were – Help identify ways to help with compulsions and obsessions •Compulsions: <ul style="list-style-type: none"> • Alter Work Sequence/ Alternative Schedule if stuck on section or task • ID & Substitute less disruptive behaviors • Timer to signal transitions • If child is continually erasing work, allow computer • Safe Space to release compulsion during day •Obsessions: <ul style="list-style-type: none"> • Allow “interrupter” when in rut ie snapping band on wrist • ID special words/prompts for teacher to interrupt obsessions • Goal for curbing repetitive questioning •Group Activities: Allow separate set of materials •Allow early class dismissal to avoid crowds in hallways •Allow spell check/calculator to be used one time at end in case of anxiety/perfectionism 	Anxiety	<ul style="list-style-type: none"> •Relaxation Techniques •Safe Space – Safe Person •Cool Down Pass •Class Participation: fears range from inaccuracy to being looked at by peers-consider starting with close-ended questions or opinion questions. Signal child that it is almost their turn. Exempt participation as needed. •Class Presentations: Reports can be given to teacher alone or videotaped at home. •Testing: Extended time. Alternate testing location if anxiety increases by watching other kids turn in work quickly.
Mood Changes	<ul style="list-style-type: none"> •Calming Techniques •Safe Space – Safe Person: ID 1 person to check in with for 5-10 minutes to ease mood changes to enable the return to class. •Cool Down Pass to allow child to leave situation briefly. Use a card to signal teacher so child does not become center of attention 	Sensory	<ul style="list-style-type: none"> •Sensory Supports: pressure, weighted vests, proprioception •Sensory Seeking: varying tactile input •Sensory Defense: low light, quiet space •Allowing hats to be worn in class if needed to apply pressure to head or shield from lighting

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ADHD	<ul style="list-style-type: none"> •Extended Time •Frequent Breaks •Exercise Breaks •Redirection •Written Directions •Preferential Seating: close to teacher, away from window/door •Fidget Toys •Testing: Extra/Unlimited Time, Separate testing location if needed •Lighter homework load • Alarm Reminders to keep student on task 	Organization	<ul style="list-style-type: none"> •Assignment Planner: Weekly layout, keep pen with it, clip current week •Homework Binder with log for parents to communicate with teacher •Graphic Organizer & Outlining Programs •Long Term School Projects: Break down into segments with separate goal dates (topic selection, research, outline, first draft, final draft) •Color Code Subjects •Extra Set of Books for home use •Buddy to help take notes •Schedule time to clean desk/locker
Memory	<ul style="list-style-type: none"> •Management: Lists, Timers, Calendars •Repetition of Information •Review Time •Recording devices •Provide lecture notes/outline 	Dysgraphia	<ul style="list-style-type: none"> •Keyboard/Assistive Technology •Built-Up pencils •Graph paper/raised line paper •Grade work on content rather than neatness
Math Regression	<ul style="list-style-type: none"> •Math Facts, Formula Sheets, Calculator •Extended Time •Shortened Assignments •Manipulatives 	Language Issues	<ul style="list-style-type: none"> •Extra Time •Assisted Technology •Speech Therapy
Fatigue	<ul style="list-style-type: none"> •Time to rest •Healthful snack 	Mobility Issues	<ul style="list-style-type: none"> •Adaptive PE •Physical Therapy •Field Trip accommodations/support
Urinary Frequency	<ul style="list-style-type: none"> •Low Key Bathroom Access •Tracking 	Lateness	<ul style="list-style-type: none"> •Late slip on file •Temporary later start time
Tics	<ul style="list-style-type: none"> •Nurse Breaks •Reading/Writing: Assistive Technology and allow oral Responses •Vocal Tics: Less reading aloud. •Testing Modifications 		