

Resources

Child & Adolescent Bipolar Foundation (CABF)

1000 Skokie Boulevard, Suite 425, Wilmette, IL 60091

847-256-8525

www.bpkids.org

Educates families, professionals, and the public about early-onset bipolar disorders

Depression and Bipolar Support Alliance (DBSA)

730 North Franklin Street, Suite 501, Chicago, IL 60610

312-642-0049 • 800-826-3632

www.dbsalliance.org

Support groups, patient support, patient assistance programs, advocacy, publications, referrals, book catalog

NAMI (National Alliance for the Mentally Ill)

Colonial Place Three

2107 Wilson Boulevard, Suite 300, Arlington, VA 22201

800-950-6264

www.nami.org

Medical and legal information, helpline, research, publications

National Institute of Mental Health (NIMH)

Office of Communications

6001 Executive Boulevard, Room 8184, MSC 9663, Bethesda, MD

20892-9663

866-615-6464

www.nimh.nih.gov

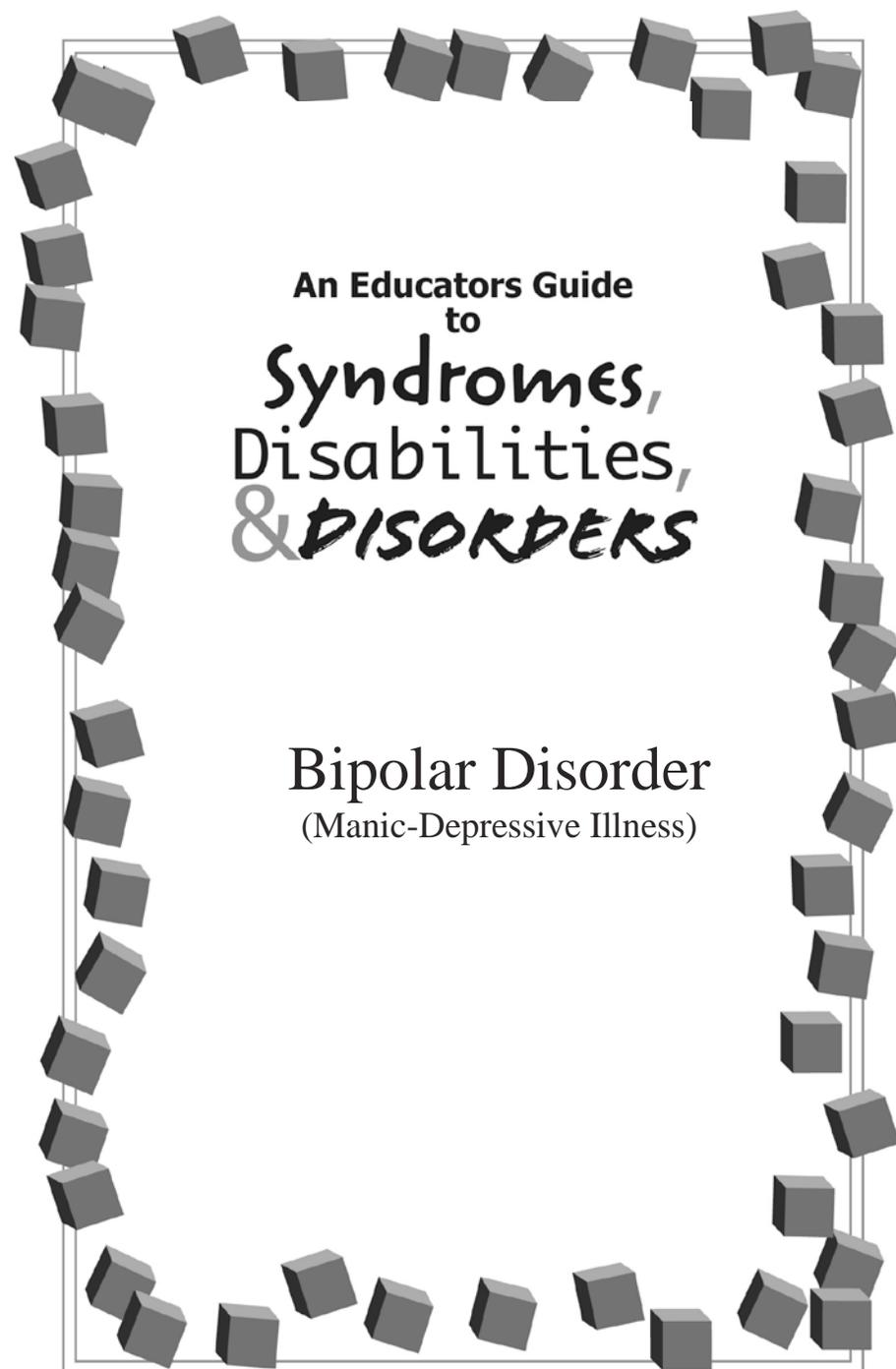
Free educational materials for professionals and the public

SAMHSA'S National Mental Health Information Center—Center for Mental Health Services

PO Box 42557, Washington, DC 20015

800-789-2647

www.mentalhealth.samhsa.gov



Symptoms or Behaviors

According to the Child and Adolescent Bipolar Foundation, symptoms may include:

- An expansive or irritable mood
- Depression
- Rapidly changing moods lasting a few hours to a few days
- Explosive, lengthy, and often destructive rages
- Separation anxiety
- Defiance of authority
- Hyperactivity, agitation, and distractibility
- Strong and frequent cravings, often for carbohydrates and sweets
- Excessive involvement in multiple projects and activities
- Impaired judgment, impulsivity, racing thoughts, and pressure to keep talking
- Dare-devil behaviors
- Inappropriate or precocious sexual behavior
- Delusions and hallucinations
- Grandiose belief in own abilities that defy the laws of logic (become a rock star overnight, for example)

Instructional Strategies and Classroom Accommodations

- Provide the student with recorded books as an alternative to self-reading when the student's concentration is low.
- Break assigned reading into manageable segments and monitor the student's progress, checking comprehension periodically.
- Devise a flexible curriculum that accommodates the sometimes rapid changes in the student's ability to perform consistently in school.
- When energy is low, reduce academic demands; when energy is high, increase opportunities for achievement.
- Identify a place where the student can go for privacy until he or she regains self-control.

—*These suggestions are from the Child and Adolescent Bipolar Foundation. For more suggestions, consult the Foundation web site at www.bpkids.org. This site is a rich resource for teachers.*

Educational Implications

Students may experience fluctuations in mood, energy, and motivation. These fluctuations may occur hourly, daily, in specific cycles, or seasonally. As a result, a student with bipolar disorder may have difficulty concentrating and remembering assignments, understanding assignments with complex directions, or reading and comprehending long, written passages of text. Students may experience episodes of overwhelming emotion such as sadness, embarrassment, or rage. They may also have poor social skills and have difficulty getting along with their peers.