

Educational Implications

Tics, such as eye blinking or shoulder shrugging, can make it difficult for students to concentrate. But suppressing tics is exhausting and takes energy away from learning. Tics may also be disruptive or offensive to teachers and classmates. Peers may ridicule the child with Tourette's disorder or repeatedly "trigger" an outburst of tics to harass. Tension and fatigue generally increase tics.

Please note: Most students with Tourette's disorder do not qualify for special education services under the emotional or behavioral disorders (EBD) classification, unless the coexisting conditions are severe. Some may qualify for services under the category of Other Health Disability (OHD) or Specific Learning Disability (SLD). Others who do not qualify under either the EBD, OHD, or SLD categories may do well in a general education classroom with accommodations (504 plans).

Resources

Tourette's Syndrome Association, Inc.

42-40 Bell Boulevard., Suite 205

Bayside, NY 11361-2874

718-224-2999

www.tsa-usa.org & <http://www.tourettesyndrome.org/>

www.tourettesyndrome.net Developed

by Dr. Leslie E. Packer *This website covers*

Tourette's Syndrome and related disorders

Tourette Syndrome Now What? tsnowwhat, 2000-2003

http://tourettenowwhat.tripod.com/about_ts.htm

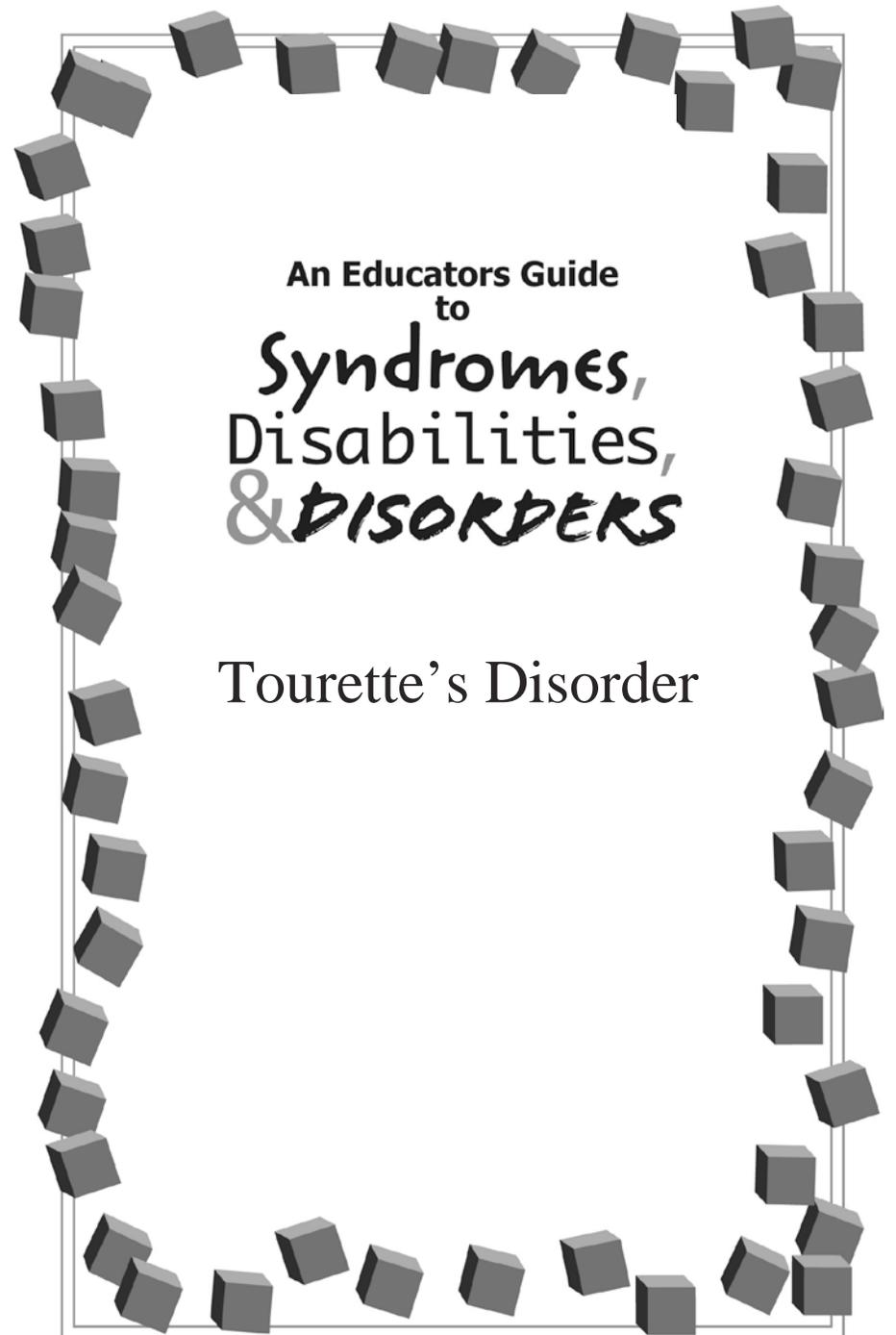
Tourette syndrome: minimizing confusion

Roger D. Freeman, M.D

<http://www.tourette-confusion.blogspot.com/>

HopePress - David E. Comings M.D.

<http://www.hopepress.com>



Symptoms or Behaviors

- Throat clearing
- Barking
- Snorting
- Hopping
- Vocal outbursts
- Mimicking of other people
- Shoulder shrugging
- Facial grimaces
- Facial twitches
- Blinking
- Arm or leg jerking
- Finger flexing
- Fist clenching
- Lip licking
- Easily frustrated
- Sudden rage attacks

Instructional Strategies and Classroom Accommodations

- Educate other students about Tourette's disorder, encourage the student to provide his own explanations, and encourage peers to ignore tics whenever possible.
- Be careful not to urge the student to "stop that" or "stay quiet." Remember, it's not that your student "won't stop," they simply can't stop.
- Do not impose disciplinary action for tic behaviors.
- To promote order and provide a diversion for escalating behavior, provide adult supervision in the hallways, during assemblies, in the cafeteria, when returning from recess, and at other high-stress times.
- Refer to the school occupational therapist for an evaluation of sensory difficulties and modify the environment to control stimuli such as light, noise, or unexpected touch.

- Help the student to recognize fatigue and the internal and external stimuli that signal the onset of tics. Pre-arrange a signal and a safe place for the student to go to relax or rest.
- Provide a private, quiet place for test taking. Remove time limits when possible.
- Reduce handwriting tasks and note taking. Provide note takers or photocopies of overheads during lectures and encourage computer use for composition tasks.
- Give students with Tourette's disorder special responsibilities that they can do well. Encourage them to show their skills in sports, music, art, or other areas.
- Provide structured, predictable scheduling to reduce stress and ensure adult supervision in group settings.