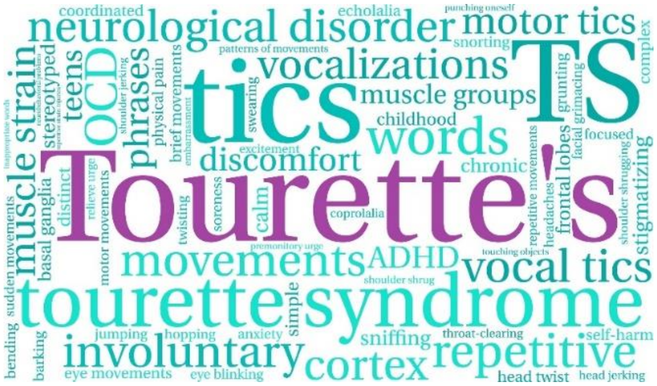
elmtree clinic

NURTURING YOUNG MINDS

Tourette's Disorder/Tics Resources



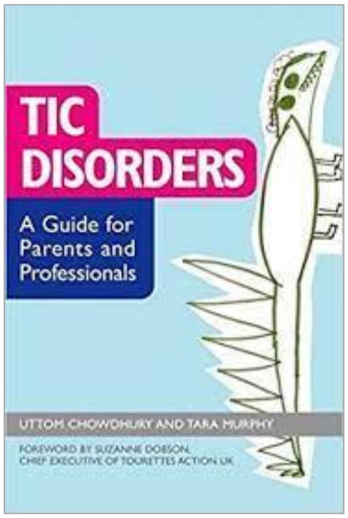
IN THIS DOCUMENT:

CAREGIVERS

- Books
- Tourette Canada
- The Edmonton Chapter of Tourette Canada
- Neurology Centre of Toronto – Pediatric Neurology
- Tourette Association of America
- Tourettes Action (UK)
- Great Ormond Street Hospital for Children (UK)
- Child Mind Institute
- Kelty Mental Health
- eMentalHealth.ca

**Resources and links available under each of these headings in the following pages.*

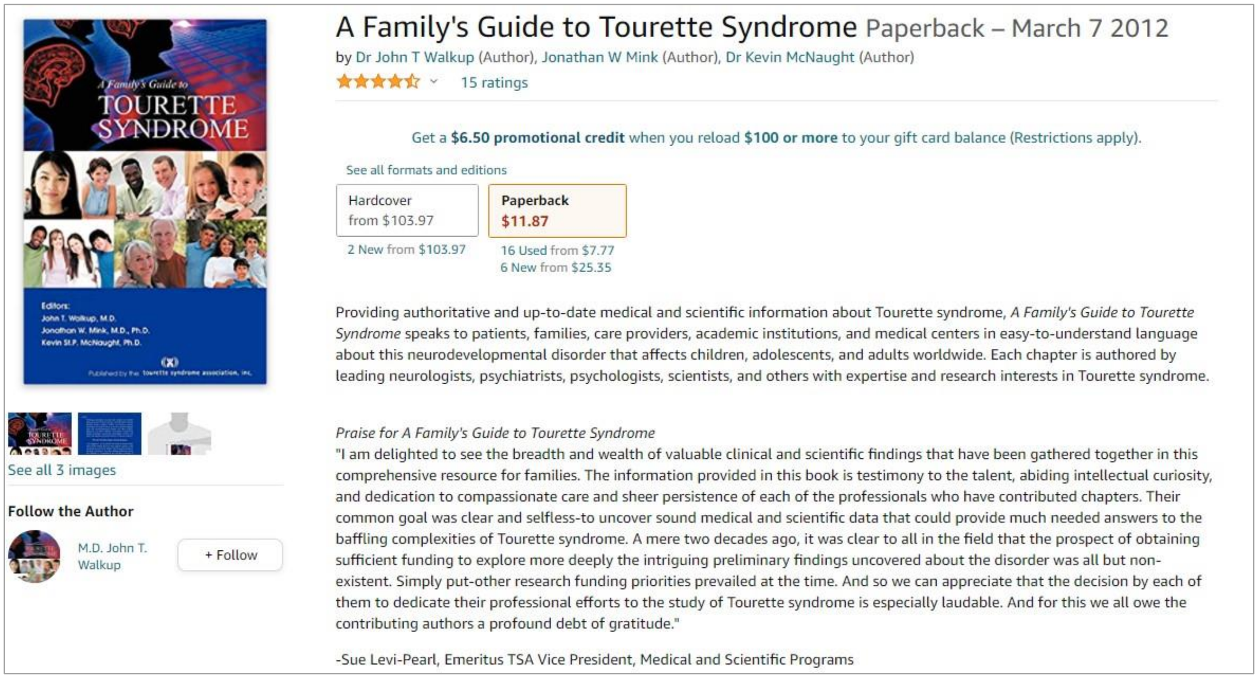
BOOKS



ABOUT

This is the essential one-stop guide for parents of children and young people with tic disorders and the professionals who work with them.

Drawing on current research and their own clinical experience, the authors provide up-to-date information on tic disorders and review the psychological, medical and alternative methods of managing symptoms. Written in clear, accessible language and with practical advice on how to support children with tics at home and in school, the book also includes essential information on the common co-occurring conditions and difficulties, such as ADHD, anxiety, OCD, autism, self-esteem issues and behavioural difficulties.



A Family's Guide to Tourette Syndrome Paperback – March 7 2012

by Dr John T Walkup (Author), Jonathan W Mink (Author), Dr Kevin McNaught (Author)

★★★★☆ 15 ratings

Get a **$6.50 promotional credit** when you reload **$100 or more** to your gift card balance (Restrictions apply).

See all formats and editions

Hardcover from $103.97	**Paperback** **$11.87**
2 New from $103.97	16 Used from $7.77 6 New from $25.35

Providing authoritative and up-to-date medical and scientific information about Tourette syndrome, *A Family's Guide to Tourette Syndrome* speaks to patients, families, care providers, academic institutions, and medical centers in easy-to-understand language about this neurodevelopmental disorder that affects children, adolescents, and adults worldwide. Each chapter is authored by leading neurologists, psychiatrists, psychologists, scientists, and others with expertise and research interests in Tourette syndrome.

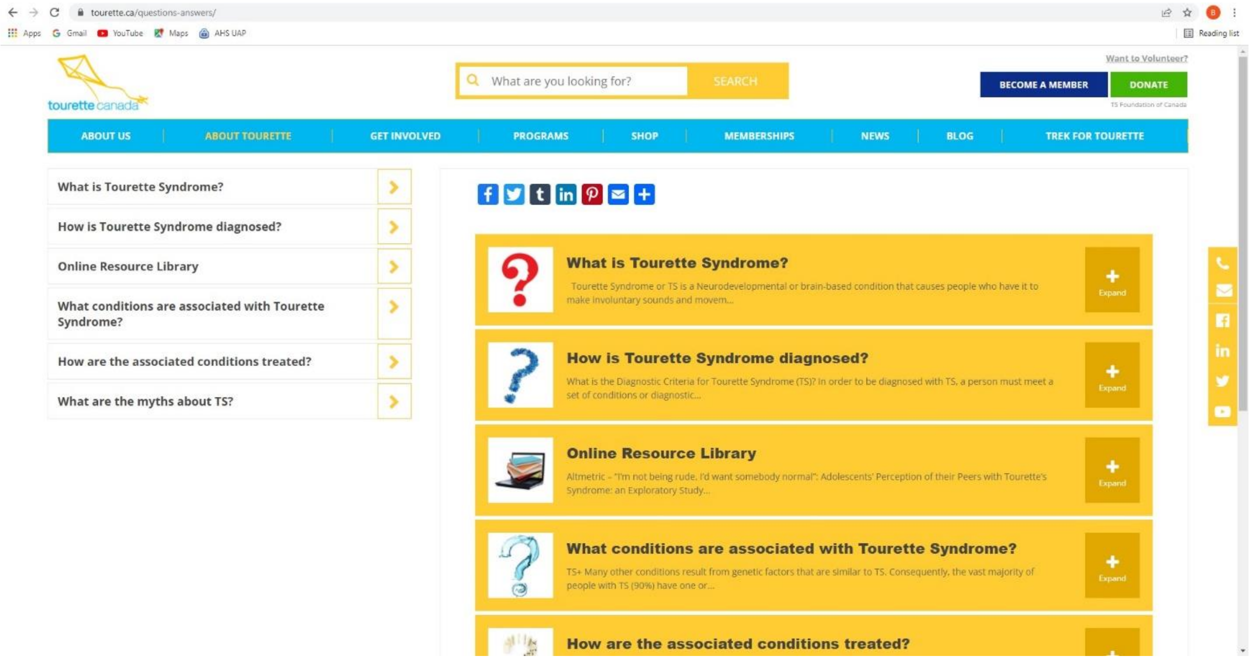
Praise for A Family's Guide to Tourette Syndrome

"I am delighted to see the breadth and wealth of valuable clinical and scientific findings that have been gathered together in this comprehensive resource for families. The information provided in this book is testimony to the talent, abiding intellectual curiosity, and dedication to compassionate care and sheer persistence of each of the professionals who have contributed chapters. Their common goal was clear and selfless-to uncover sound medical and scientific data that could provide much needed answers to the baffling complexities of Tourette syndrome. A mere two decades ago, it was clear to all in the field that the prospect of obtaining sufficient funding to explore more deeply the intriguing preliminary findings uncovered about the disorder was all but non-existent. Simply put-other research funding priorities prevailed at the time. And so we can appreciate that the decision by each of them to dedicate their professional efforts to the study of Tourette syndrome is especially laudable. And for this we all owe the contributing authors a profound debt of gratitude."

-Sue Levi-Pearl, Emeritus TSA Vice President, Medical and Scientific Programs

TOURETTE CANADA

https://tourette.ca/



What is Tourette Syndrome?

Tourette Syndrome or TS is a Neurodevelopmental or brain-based condition that causes people who have it to make involuntary sounds and movem...

How is Tourette Syndrome diagnosed?

What is the Diagnostic Criteria for Tourette Syndrome (TS)? In order to be diagnosed with TS, a person must meet a set of conditions or diagnostic...

Online Resource Library

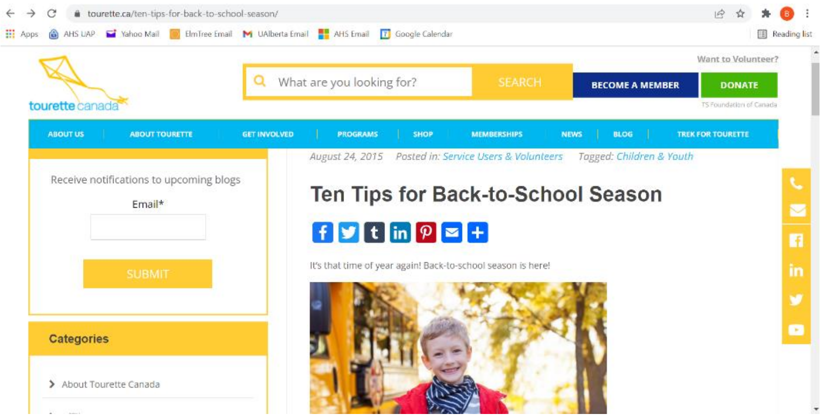
Altmetric – "I'm not being rude. I'd want somebody normal": Adolescents' Perception of their Peers with Tourette's Syndrome: an Exploratory Study...

What conditions are associated with Tourette Syndrome?

TS+ Many other conditions result from genetic factors that are similar to TS. Consequently, the vast majority of people with TS (90%) have one or...

How are the associated conditions treated?

https://tourette.ca/ten-tips-for-back-to-school-season/



August 24, 2015 Posted in: Service Users & Volunteers Tagged: Children & Youth

Ten Tips for Back-to-School Season

It's that time of year again! Back-to-school season is here!

It's tough to leave the fun of summer behind and head back to school. If your youngster has Tourette or another condition, back-to-school time can be even more challenging. Here are some time-tested tips to help you, your son or daughter and your family cope with all the demands of the new school year:

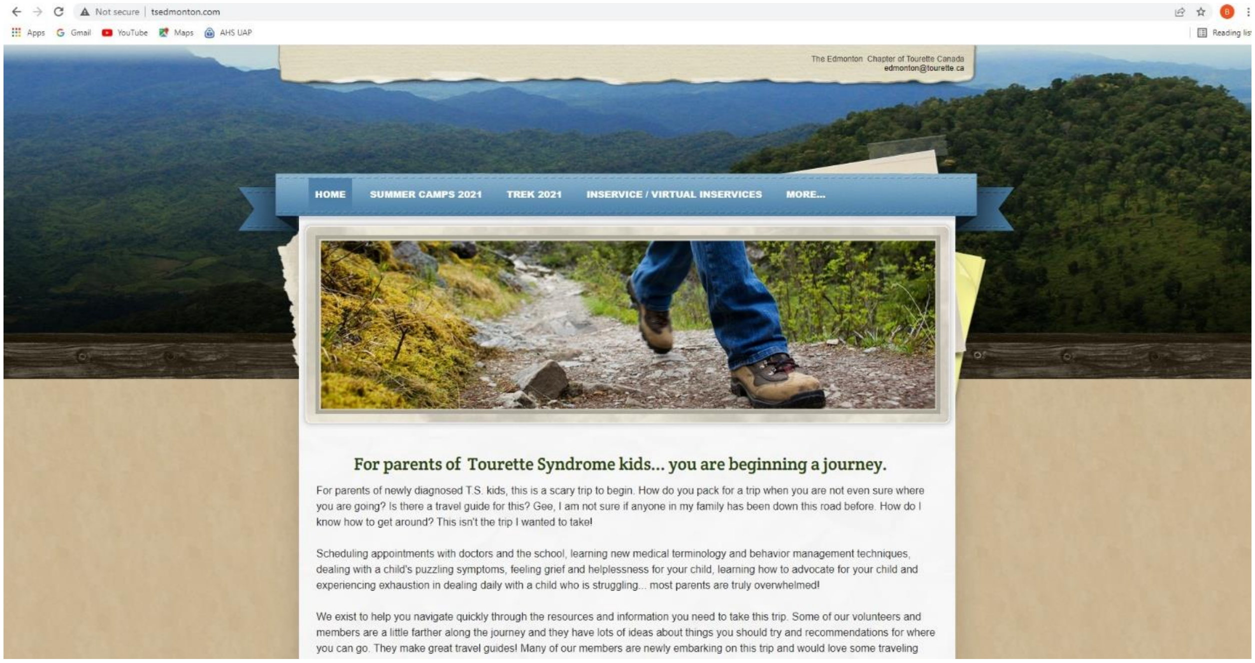
1. **Education Plan Review:** dust off this multi-page document and go through it slowly. Write notes that include questions or comments. If the plan needs adjusting, in your opinion, contact your son or daughter's principal about a review meeting. Some plans may have built-in review times, check your child's plan for this. Don't be nervous about talking to the school about the plan. As a parent, it is reasonable to ask questions abou this plan.

2. **Communicate, communicate, communicate**: Talk to your son or daughter's teacher about what works and what doesn't. You know your child best. You've most likely had different experiences with different teachers. Pass this experience on to the current teacher. Establish a set method that you and the teacher will use to communicate with each other during the year (ex. a log that goes in your child's backpack). You may also want to meet with the Principal to discuss your child's needs as well. Don't be afraid to make suggestions. Listen to what your son or daughter's teacher and/or Principal have to say as well. You may know your child, but they've seen a lot of students. They could have helpful suggestions and advice. They will be with your son or daugther for many hours during the week. Do your best to establish a positive, open, and considerate relationship with one another to ensure that the school year starts off on the right foot. Try not to be negative, overly bossy, or combattive. Be assertive but also be collaborative. You are all on the same team and have the same goal! If your son or daughter is in high school or has multiple teachers, you can request meetings with them or possibly exchange emails depending on the school policy around email.

3. **Routine Time:** Establish routines for before and after school including a consistent bedtime (even on weekends). Schedule time for homework each day or every couple of days. Consistent routines will help your son or daughter know what to expect and to better transition from home to school and back. Support your son or daughter in starting positive study habits at the beginning of the year rather than right before things are due or a test.

THE EDMONTON CHAPTER OF TOURETTE CANADA

http://www.tsedmonton.com/



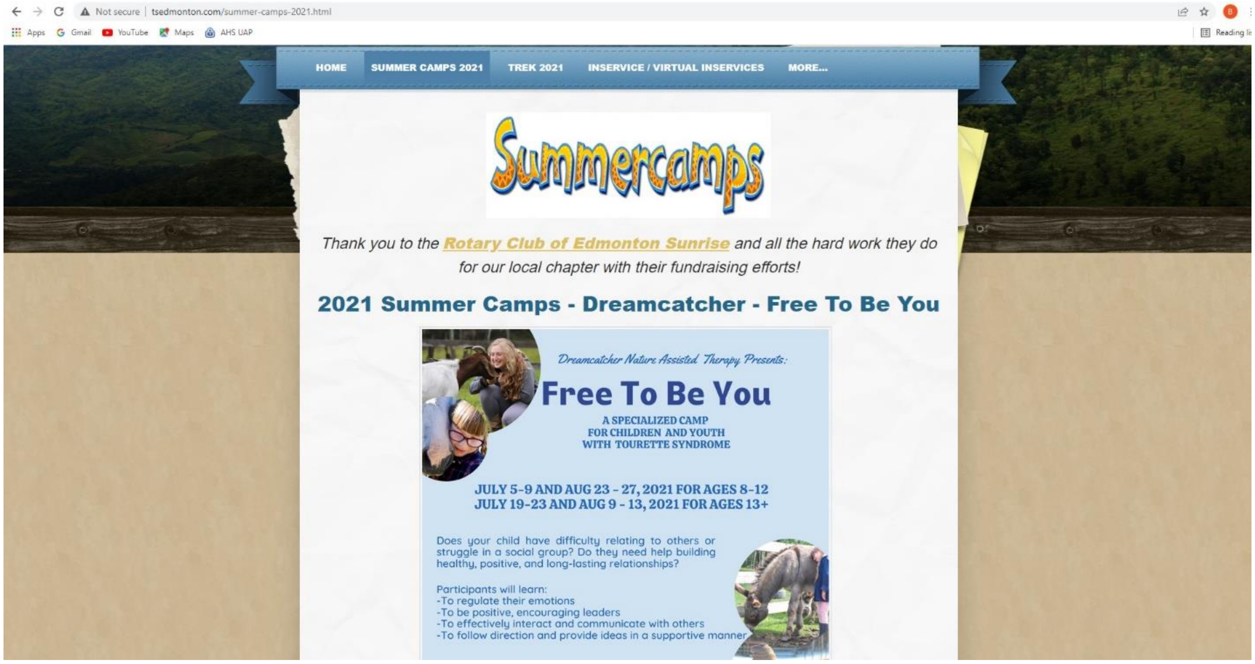
The Edmonton Chapter of Tourette Canada
edmonton@tourette.ca

For parents of Tourette Syndrome kids... you are beginning a journey.

For parents of newly diagnosed T.S. kids, this is a scary trip to begin. How do you pack for a trip when you are not even sure where you are going? Is there a travel guide for this? Gee, I am not sure if anyone in my family has been down this road before. How do I know how to get around? This isn't the trip I wanted to take!

Scheduling appointments with doctors and the school, learning new medical terminology and behavior management techniques, dealing with a child's puzzling symptoms, feeling grief and helplessness for your child, learning how to advocate for your child and experiencing exhaustion in dealing daily with a child who is struggling... most parents are truly overwhelmed!

We exist to help you navigate quickly through the resources and information you need to take this trip. Some of our volunteers and members are a little farther along the journey and they have lots of ideas about things you should try and recommendations for where you can go. They make great travel guides! Many of our members are newly embarking on this trip and would love some traveling



*Thank you to the **Rotary Club of Edmonton Sunrise** and all the hard work they do for our local chapter with their fundraising efforts!*

2021 Summer Camps - Dreamcatcher - Free To Be You

Dreamcatcher Nature Assisted Therapy Presents:

Free To Be You

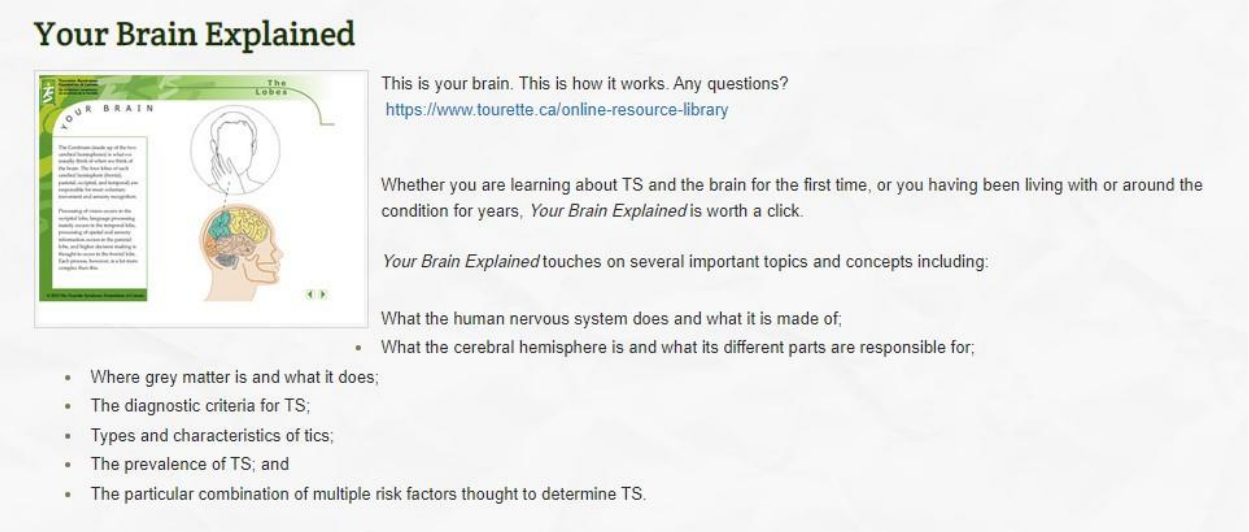
A SPECIALIZED CAMP
FOR CHILDREN AND YOUTH
WITH TOURETTE SYNDROME

JULY 5-9 AND AUG 23 - 27, 2021 FOR AGES 8-12
JULY 19-23 AND AUG 9 - 13, 2021 FOR AGES 13+

Does your child have difficulty relating to others or struggle in a social group? Do they need help building healthy, positive, and long-lasting relationships?

Participants will learn:
-To regulate their emotions
-To be positive, encouraging leaders
-To effectively interact and communicate with others
-To follow direction and provide ideas in a supportive manner

http://www.tsedmonton.com/general-resources.html



Your Brain Explained

This is your brain. This is how it works. Any questions?
https://www.tourette.ca/online-resource-library

Whether you are learning about TS and the brain for the first time, or you having been living with or around the condition for years, *Your Brain Explained* is worth a click.

Your Brain Explained touches on several important topics and concepts including:

- What the human nervous system does and what it is made of;
- What the cerebral hemisphere is and what its different parts are responsible for;
- Where grey matter is and what it does;
- The diagnostic criteria for TS;
- Types and characteristics of tics;
- The prevalence of TS; and
- The particular combination of multiple risk factors thought to determine TS.

http://www.tsedmonton.com/inservice—virtual-inservices.html

Inservices / Virtual Inservices

In-service presentations are available to provide information on Tourette Syndrome (TS) and it's associated disorders (TS PLUS) such as ADHD, OCD, LD, Anxiety, Mood Disorders, etc, and to provide strategies for dealing with TS Plus.

We can present to a variety of forums including:

The School
The Classroom
Employer/workplace

******If you are a parent who would like to see an in-service at your child's school, your school MUST make the request. We are unable to cold-call schools and tell them they need to consider an in-service on a parent's behalf.******

Because of our fundraising efforts, our in-services are free of charge, based on availability. Mileage and expenses may be requested. Alternatively, we can also arrange for your group to receive an in-service by teleconference. Please note that the In-Service Program relies entirely on donations to sustain it financially and any support that you can offer will help support our program. All of our in-service presenters are volunteers.

For any questions please email edmonton@tourette.ca

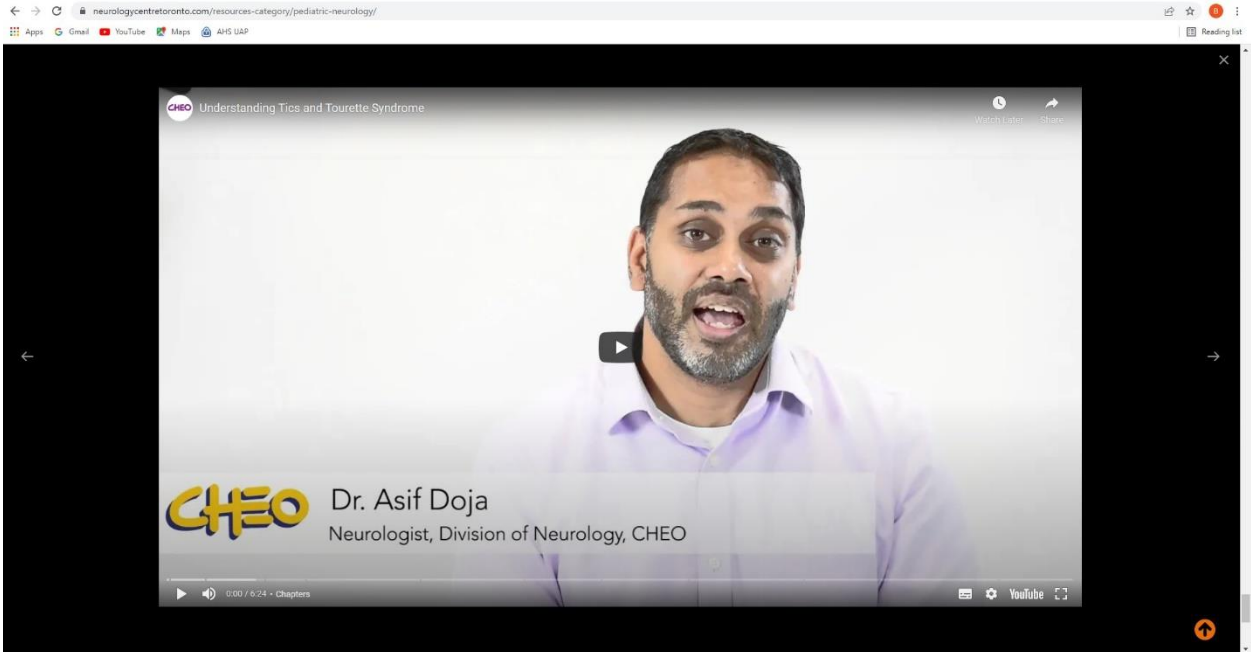
To request an in-service:

** Indicates required field*

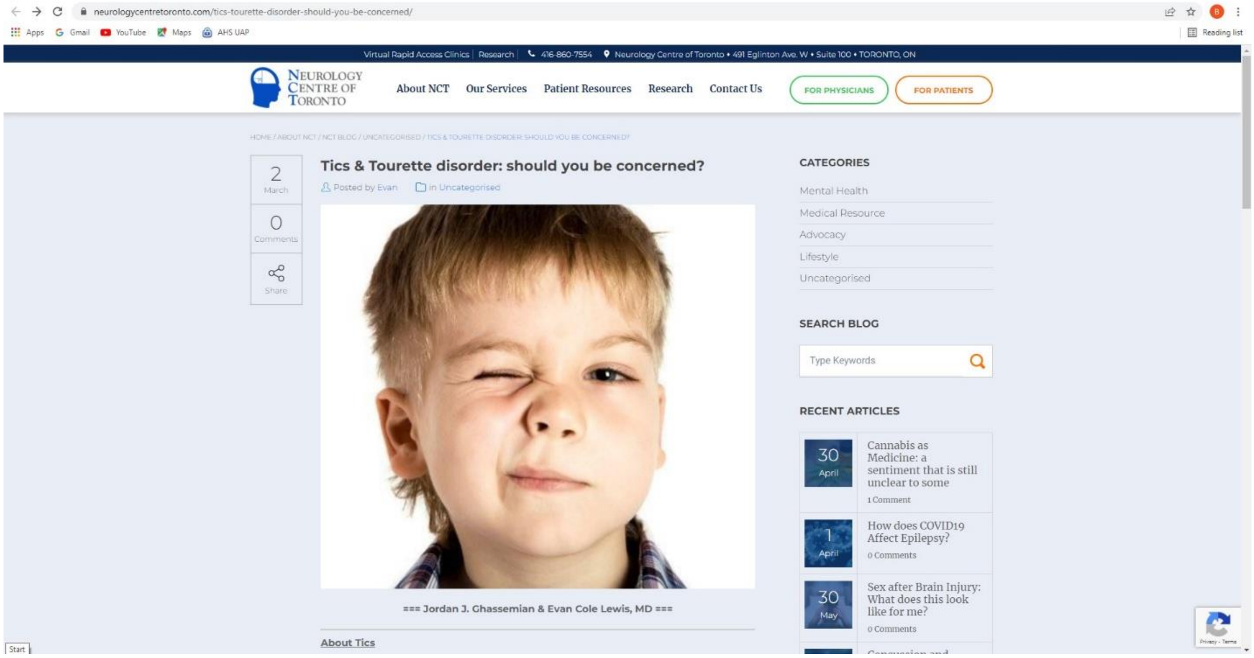
NEUROLOGY CENTRE OF TORONTO – PEDIATRIC NEUROLOGY

https://neurologycentretoronto.com/resources-category/pediatric-neurology/

Video: Understanding Tics & Tourette Syndrome



https://neurologycentretoronto.com/tics-tourette-disorder-should-you-be-concerned/



Tics & Tourette disorder: should you be concerned?

Posted by Evan In Uncategorised

=== Jordan J. Ghassemian & Evan Cole Lewis, MD ===

About Tics

CATEGORIES

- Mental Health
- Medical Resource
- Advocacy
- Lifestyle
- Uncategorised

SEARCH BLOG

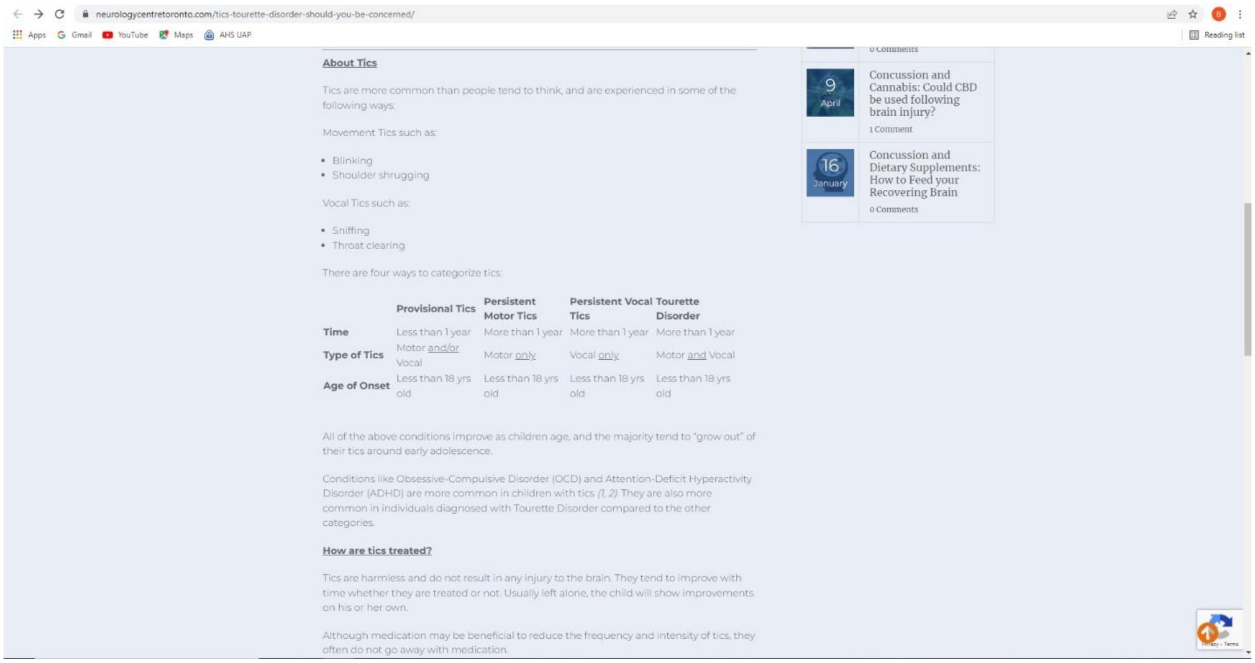
Type Keywords

RECENT ARTICLES

30 April — Cannabis as Medicine: a sentiment that is still unclear to some — 1 Comment

1 April — How does COVID19 Affect Epilepsy? — 0 Comments

30 May — Sex after Brain Injury: What does this look like for me? — 0 Comments



About Tics

Tics are more common than people tend to think, and are experienced in some of the following ways:

Movement Tics such as:

- Blinking
- Shoulder shrugging

Vocal Tics such as:

- Sniffing
- Throat clearing

There are four ways to categorize tics:

	Provisional Tics	Persistent Motor Tics	Persistent Vocal Tics	Tourette Disorder
Time	Less than 1 year	More than 1 year	More than 1 year	More than 1 year
Type of Tics	Motor and/or Vocal	Motor only	Vocal only	Motor and Vocal
Age of Onset	Less than 18 yrs old	Less than 18 yrs old	Less than 18 yrs old	Less than 18 yrs old

All of the above conditions improve as children age, and the majority tend to "grow out" of their tics around early adolescence.

Conditions like Obsessive-Compulsive Disorder (OCD) and Attention-Deficit Hyperactivity Disorder (ADHD) are more common in children with tics *(1, 2)*. They are also more common in individuals diagnosed with Tourette Disorder compared to the other categories.

How are tics treated?

Tics are harmless and do not result in any injury to the brain. They tend to improve with time whether they are treated or not. Usually left alone, the child will show improvements on his or her own.

Although medication may be beneficial to reduce the frequency and intensity of tics, they often do not go away with medication.

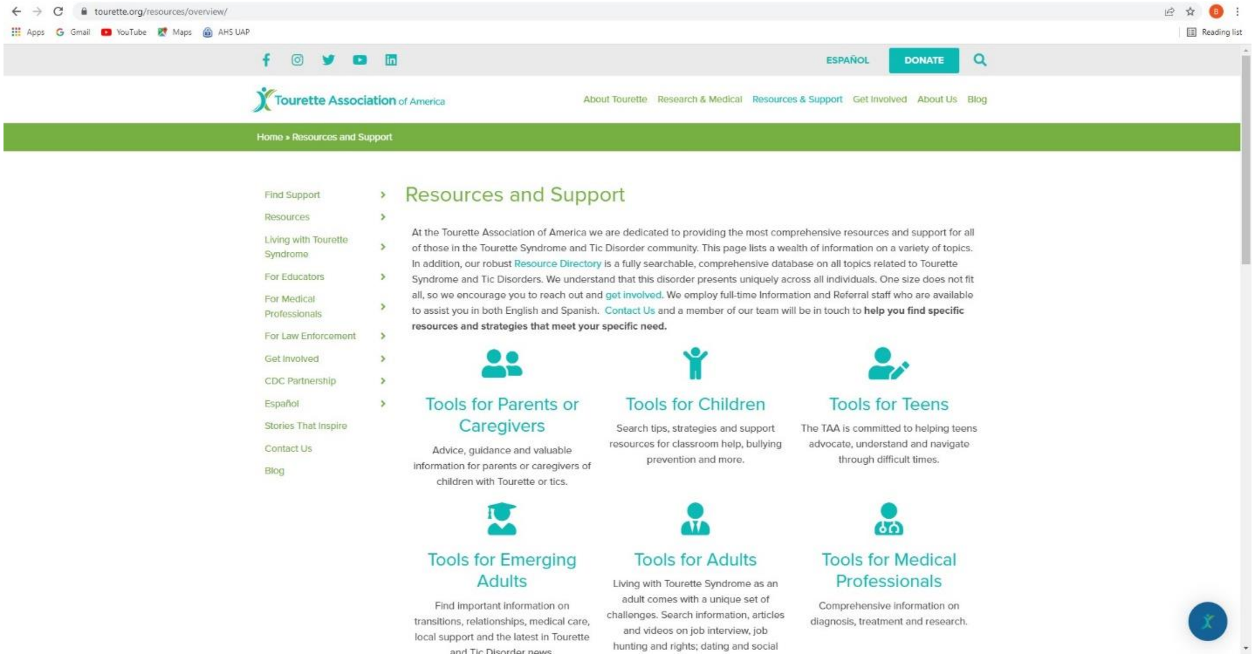
0 Comments

Concussion and Cannabis: Could CBD be used following brain injury?
1 Comment

Concussion and Dietary Supplements: How to Feed your Recovering Brain
0 Comments

TOURETTE ASSOCIATION OF AMERICA

https://tourette.org/
https://tourette.org/resources/overview/



Resources and Support

At the Tourette Association of America we are dedicated to providing the most comprehensive resources and support for all of those in the Tourette Syndrome and Tic Disorder community. This page lists a wealth of information on a variety of topics. In addition, our robust Resource Directory is a fully searchable, comprehensive database on all topics related to Tourette Syndrome and Tic Disorders. We understand that this disorder presents uniquely across all individuals. One size does not fit all, so we encourage you to reach out and get involved. We employ full-time Information and Referral staff who are available to assist you in both English and Spanish. Contact Us and a member of our team will be in touch to **help you find specific resources and strategies that meet your specific need.**

Tools for Parents or Caregivers

Advice, guidance and valuable information for parents or caregivers of children with Tourette or tics.

Tools for Children

Search tips, strategies and support resources for classroom help, bullying prevention and more.

Tools for Teens

The TAA is committed to helping teens advocate, understand and navigate through difficult times.

Tools for Emerging Adults

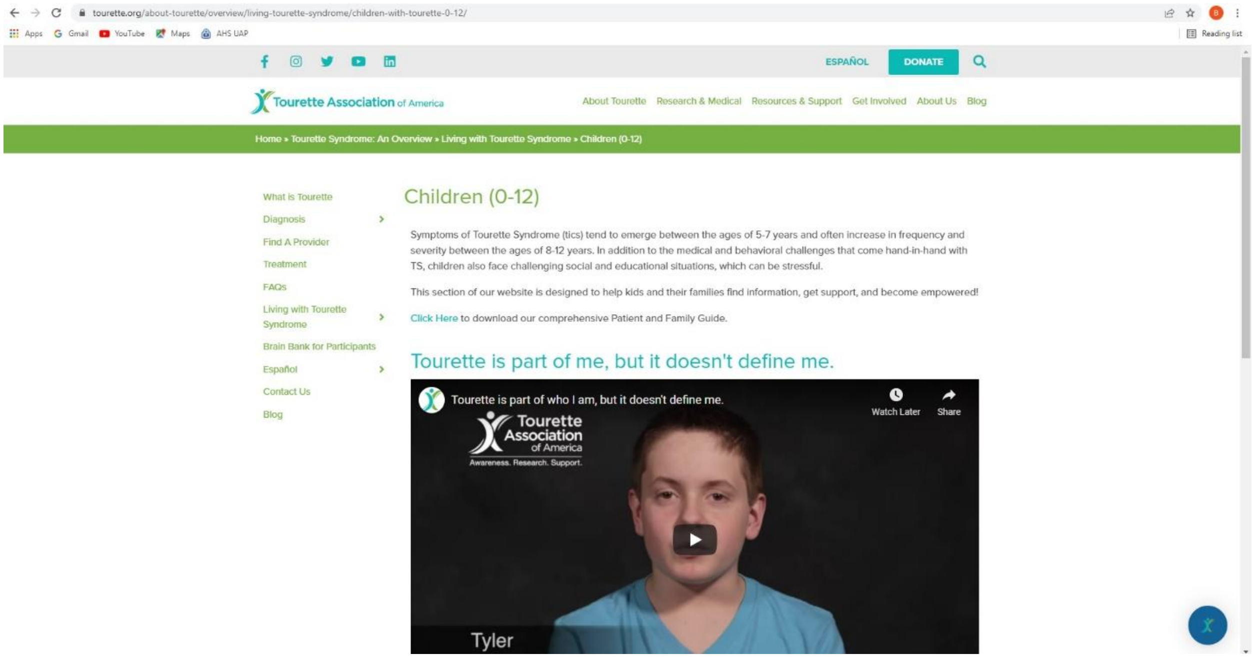
Find important information on transitions, relationships, medical care, local support and the latest in Tourette and Tic Disorder news

Tools for Adults

Living with Tourette Syndrome as an adult comes with a unique set of challenges. Search information, articles and videos on job interview, job hunting and rights; dating and social

Tools for Medical Professionals

Comprehensive information on diagnosis, treatment and research.



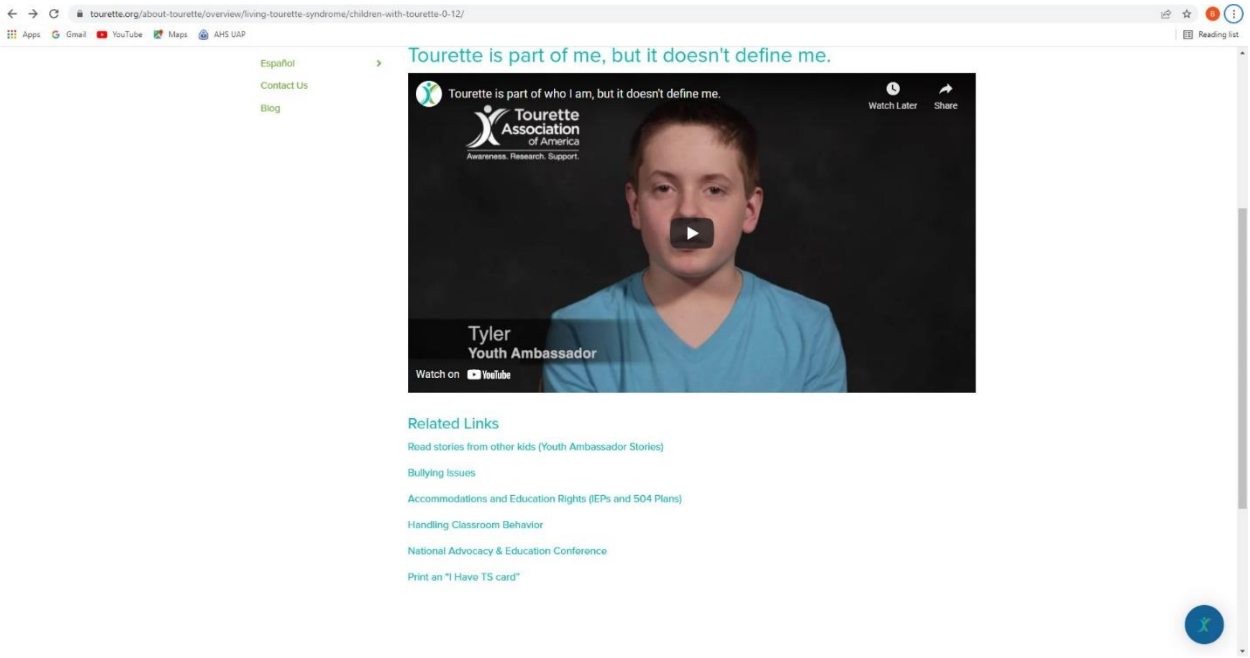
Children (0-12)

Symptoms of Tourette Syndrome (tics) tend to emerge between the ages of 5-7 years and often increase in frequency and severity between the ages of 8-12 years. In addition to the medical and behavioral challenges that come hand-in-hand with TS, children also face challenging social and educational situations, which can be stressful.

This section of our website is designed to help kids and their families find information, get support, and become empowered!

Click Here to download our comprehensive Patient and Family Guide.

Tourette is part of me, but it doesn't define me.


tourette.org/about-tourette/overview/living-tourette-syndrome/children-with-tourette-0-12/
Español
Contact Us
Blog
Tourette is part of me, but it doesn't define me.

Related Links

Read stories from other kids (Youth Ambassador Stories)

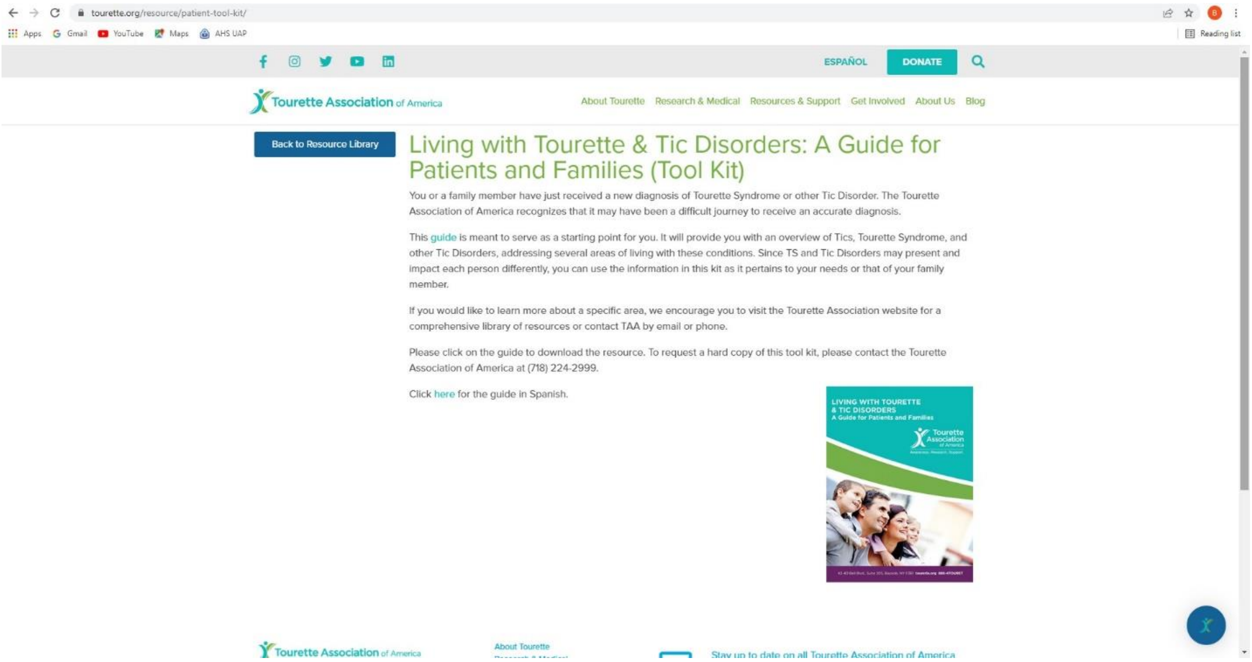
Bullying Issues

Accommodations and Education Rights (IEPs and 504 Plans)

Handling Classroom Behavior

National Advocacy & Education Conference

Print an "I Have TS card"



Living with Tourette & Tic Disorders: A Guide for Patients and Families (Tool Kit)

You or a family member have just received a new diagnosis of Tourette Syndrome or other Tic Disorder. The Tourette Association of America recognizes that it may have been a difficult journey to receive an accurate diagnosis.

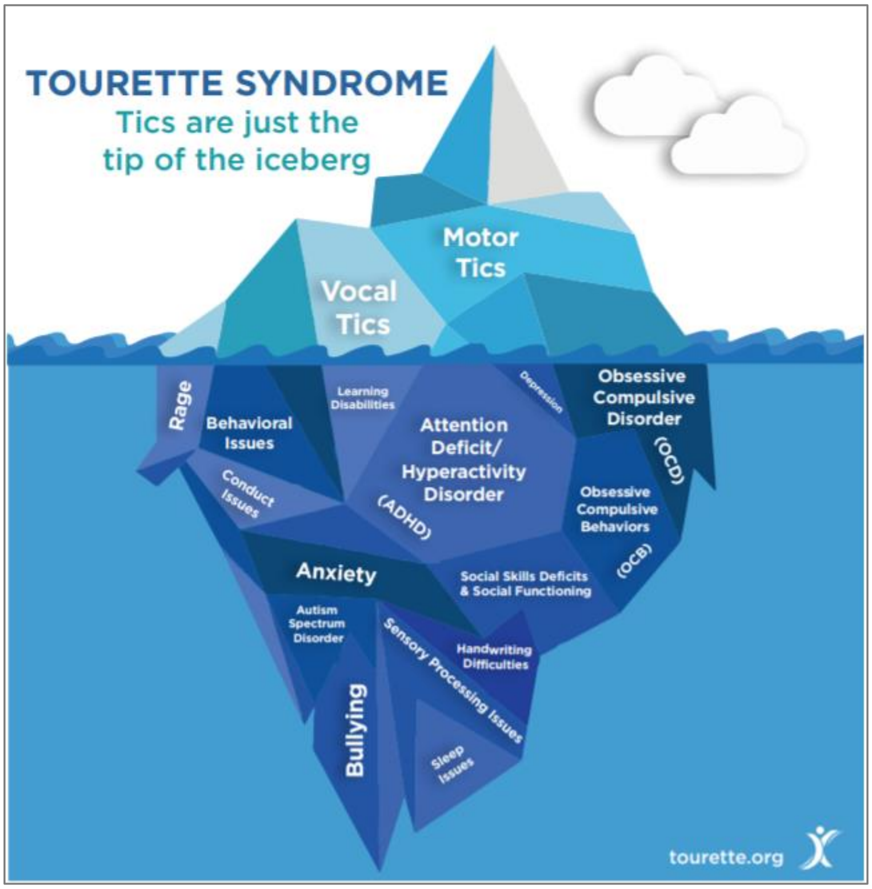
This guide is meant to serve as a starting point for you. It will provide you with an overview of Tics, Tourette Syndrome, and other Tic Disorders, addressing several areas of living with these conditions. Since TS and Tic Disorders may present and impact each person differently, you can use the information in this kit as it pertains to your needs or that of your family member.

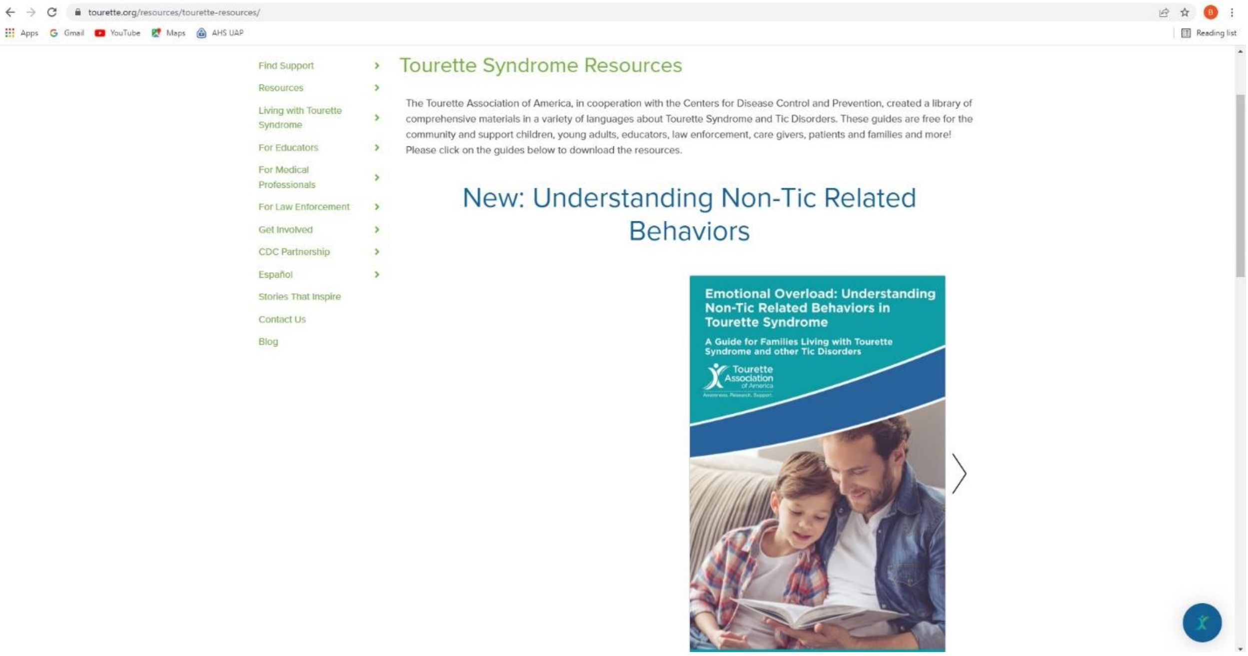
If you would like to learn more about a specific area, we encourage you to visit the Tourette Association website for a comprehensive library of resources or contact TAA by email or phone.

Please click on the guide to download the resource. To request a hard copy of this tool kit, please contact the Tourette Association of America at (718) 224-2999.

Click here for the guide in Spanish.

From 'Living with Tourette & Tic Disorders: A Guide for Patients and Families (Tool Kit)':

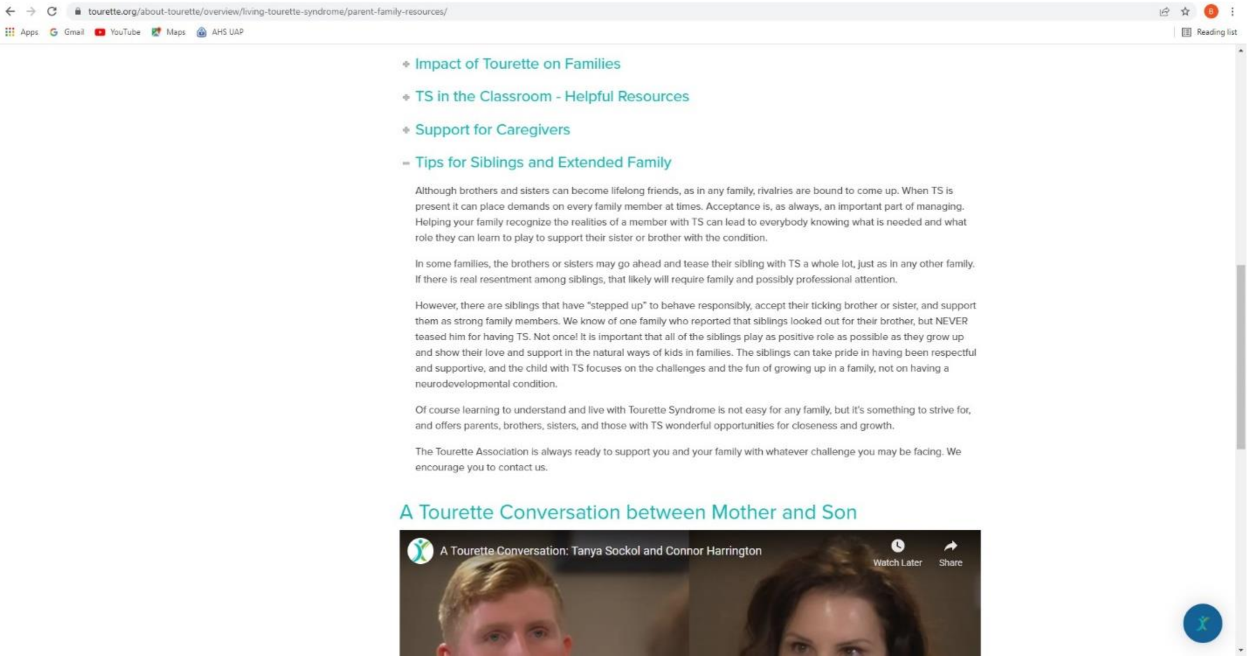




Tourette Syndrome Resources

The Tourette Association of America, in cooperation with the Centers for Disease Control and Prevention, created a library of comprehensive materials in a variety of languages about Tourette Syndrome and Tic Disorders. These guides are free for the community and support children, young adults, educators, law enforcement, care givers, patients and families and more! Please click on the guides below to download the resources.

New: Understanding Non-Tic Related Behaviors



- Impact of Tourette on Families
- TS in the Classroom - Helpful Resources
- Support for Caregivers
- Tips for Siblings and Extended Family

Although brothers and sisters can become lifelong friends, as in any family, rivalries are bound to come up. When TS is present it can place demands on every family member at times. Acceptance is, as always, an important part of managing. Helping your family recognize the realities of a member with TS can lead to everybody knowing what is needed and what role they can learn to play to support their sister or brother with the condition.

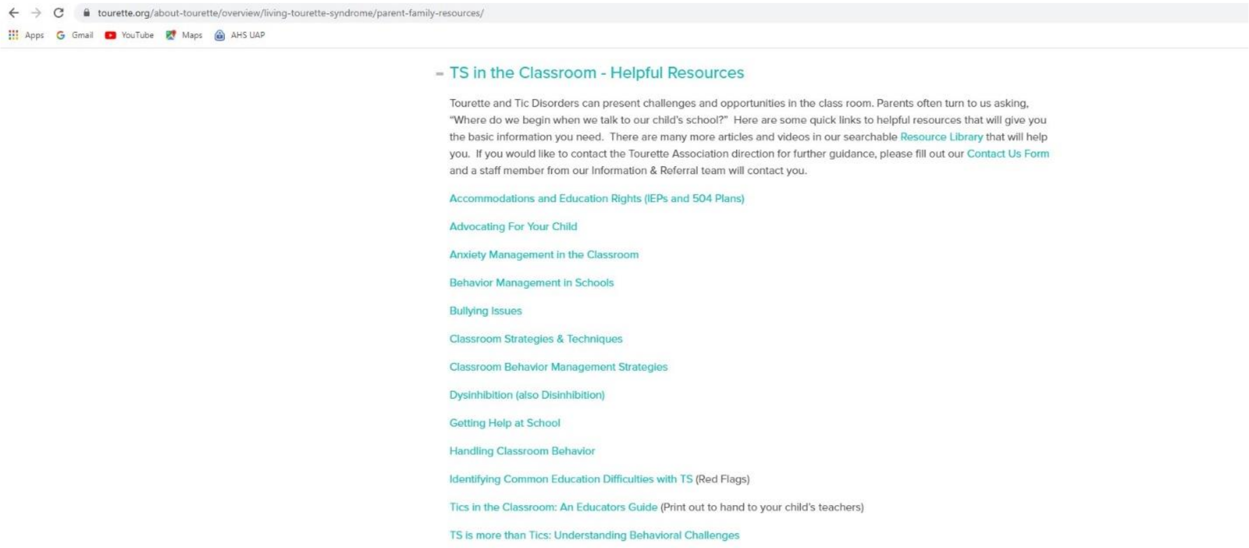
In some families, the brothers or sisters may go ahead and tease their sibling with TS a whole lot, just as in any other family. If there is real resentment among siblings, that likely will require family and possibly professional attention.

However, there are siblings that have "stepped up" to behave responsibly, accept their ticking brother or sister, and support them as strong family members. We know of one family who reported that siblings looked out for their brother, but NEVER teased him for having TS. Not once! It is important that all of the siblings play as positive role as possible as they grow up and show their love and support in the natural ways of kids in families. The siblings can take pride in having been respectful and supportive, and the child with TS focuses on the challenges and the fun of growing up in a family, not on having a neurodevelopmental condition.

Of course learning to understand and live with Tourette Syndrome is not easy for any family, but it's something to strive for, and offers parents, brothers, sisters, and those with TS wonderful opportunities for closeness and growth.

The Tourette Association is always ready to support you and your family with whatever challenge you may be facing. We encourage you to contact us.

A Tourette Conversation between Mother and Son



– TS in the Classroom - Helpful Resources

Tourette and Tic Disorders can present challenges and opportunities in the class room. Parents often turn to us asking, "Where do we begin when we talk to our child's school?" Here are some quick links to helpful resources that will give you the basic information you need. There are many more articles and videos in our searchable Resource Library that will help you. If you would like to contact the Tourette Association direction for further guidance, please fill out our Contact Us Form and a staff member from our Information & Referral team will contact you.

Accommodations and Education Rights (IEPs and 504 Plans)

Advocating For Your Child

Anxiety Management in the Classroom

Behavior Management in Schools

Bullying Issues

Classroom Strategies & Techniques

Classroom Behavior Management Strategies

Dysinhibition (also Disinhibition)

Getting Help at School

Handling Classroom Behavior

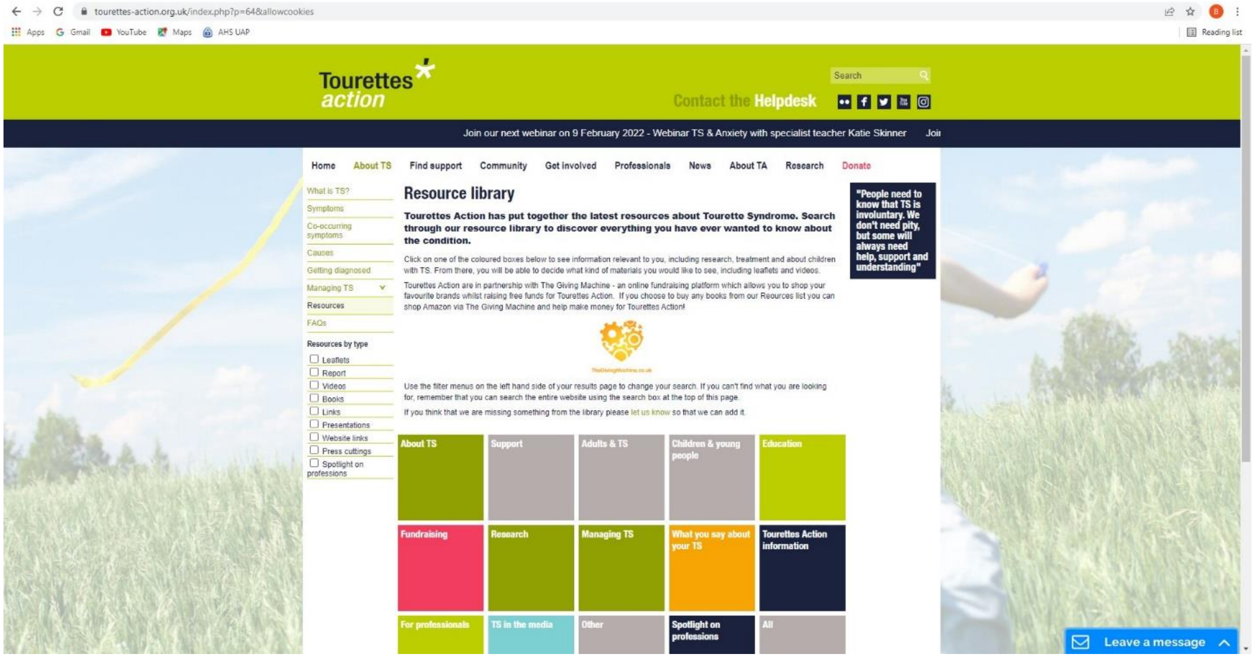
Identifying Common Education Difficulties with TS (Red Flags)

Tics in the Classroom: An Educators Guide (Print out to hand to your child's teachers)

TS is more than Tics: Understanding Behavioral Challenges

TOURETTES ACTION (UK)

https://www.tourettes-action.org.uk/



Resource library

Tourettes Action has put together the latest resources about Tourette Syndrome. Search through our resource library to discover everything you have ever wanted to know about the condition.

Click on one of the coloured boxes below to see information relevant to you, including research, treatment and about children with TS. From there, you will be able to decide what kind of materials you would like to see, including leaflets and videos.

Tourettes Action are in partnership with The Giving Machine - an online fundraising platform which allows you to shop your favourite brands whilst raising free funds for Tourettes Action. If you choose to buy any books from our Reources list you can shop Amazon via The Giving Machine and help make money for Tourettes Action!

Use the filter menus on the left hand side of your results page to change your search. If you can't find what you are looking for, remember that you can search the entire website using the search box at the top of this page.

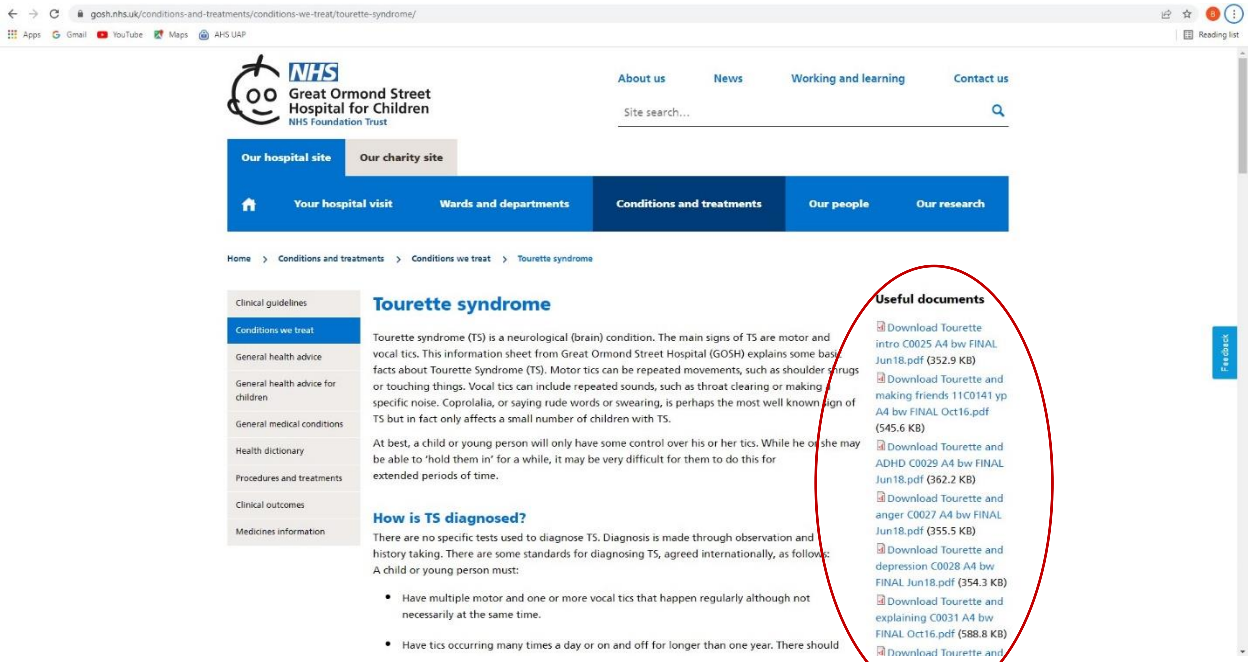
If you think that we are missing something from the library please let us know so that we can add it.

"People need to know that TS is involuntary. We don't need pity, but some will always need help, support and understanding"

GREAT ORMOND STREET HOSPITAL FOR CHILDREN (UK)

https://www.gosh.nhs.uk/conditions-and-treatments/conditions-we-treat/tourette-syndrome/

*Links to multiple further resources on the right of the screen.



Tourette syndrome

Tourette syndrome (TS) is a neurological (brain) condition. The main signs of TS are motor and vocal tics. This information sheet from Great Ormond Street Hospital (GOSH) explains some basic facts about Tourette Syndrome (TS). Motor tics can be repeated movements, such as shoulder shrugs or touching things. Vocal tics can include repeated sounds, such as throat clearing or making a specific noise. Coprolalia, or saying rude words or swearing, is perhaps the most well known sign of TS but in fact only affects a small number of children with TS.

At best, a child or young person will only have some control over his or her tics. While he or she may be able to 'hold them in' for a while, it may be very difficult for them to do this for extended periods of time.

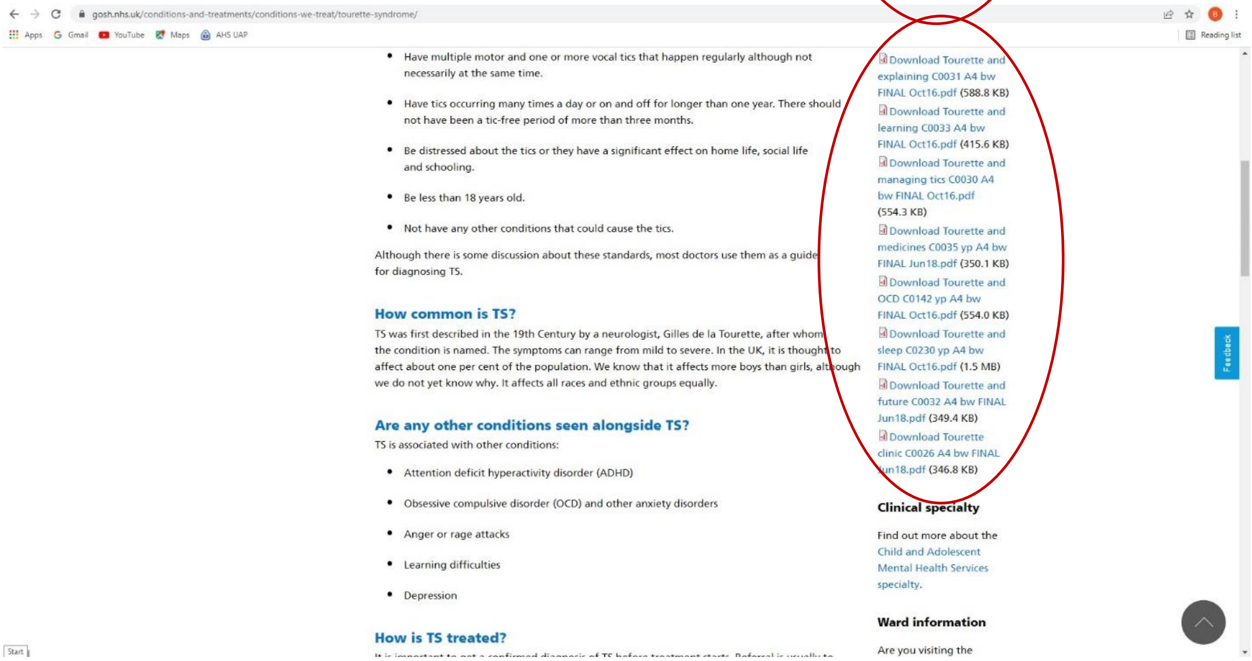
How is TS diagnosed?

There are no specific tests used to diagnose TS. Diagnosis is made through observation and history taking. There are some standards for diagnosing TS, agreed internationally, as follows:
A child or young person must:

- Have multiple motor and one or more vocal tics that happen regularly although not necessarily at the same time.
- Have tics occurring many times a day or on and off for longer than one year. There should

Useful documents

Download Tourette intro C0025 A4 bw FINAL Jun18.pdf (352.9 KB)
Download Tourette and making friends 11C0141 yp A4 bw FINAL Oct16.pdf (545.6 KB)
Download Tourette and ADHD C0029 A4 bw FINAL Jun18.pdf (362.2 KB)
Download Tourette and anger C0027 A4 bw FINAL Jun18.pdf (355.5 KB)
Download Tourette and depression C0028 A4 bw FINAL Jun18.pdf (354.3 KB)
Download Tourette and explaining C0031 A4 bw FINAL Oct16.pdf (588.8 KB)
Download Tourette and



- Have multiple motor and one or more vocal tics that happen regularly although not necessarily at the same time.
- Have tics occurring many times a day or on and off for longer than one year. There should not have been a tic-free period of more than three months.
- Be distressed about the tics or they have a significant effect on home life, social life and schooling.
- Be less than 18 years old.
- Not have any other conditions that could cause the tics.

Although there is some discussion about these standards, most doctors use them as a guide for diagnosing TS.

How common is TS?

TS was first described in the 19th Century by a neurologist, Gilles de la Tourette, after whom the condition is named. The symptoms can range from mild to severe. In the UK, it is thought to affect about one per cent of the population. We know that it affects more boys than girls, although we do not yet know why. It affects all races and ethnic groups equally.

Are any other conditions seen alongside TS?

TS is associated with other conditions:

- Attention deficit hyperactivity disorder (ADHD)
- Obsessive compulsive disorder (OCD) and other anxiety disorders
- Anger or rage attacks
- Learning difficulties
- Depression

How is TS treated?

Download Tourette and explaining C0031 A4 bw FINAL Oct16.pdf (588.8 KB)
Download Tourette and learning C0033 A4 bw FINAL Oct16.pdf (415.6 KB)
Download Tourette and managing tics C0030 A4 bw FINAL Oct16.pdf (554.3 KB)
Download Tourette and medicines C0035 yp A4 bw FINAL Jun18.pdf (350.1 KB)
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Download Tourette and sleep C0230 yp A4 bw FINAL Oct16.pdf (1.5 MB)
Download Tourette and future C0032 A4 bw FINAL Jun18.pdf (349.4 KB)
Download Tourette clinic C0026 A4 bw FINAL Jun18.pdf (346.8 KB)

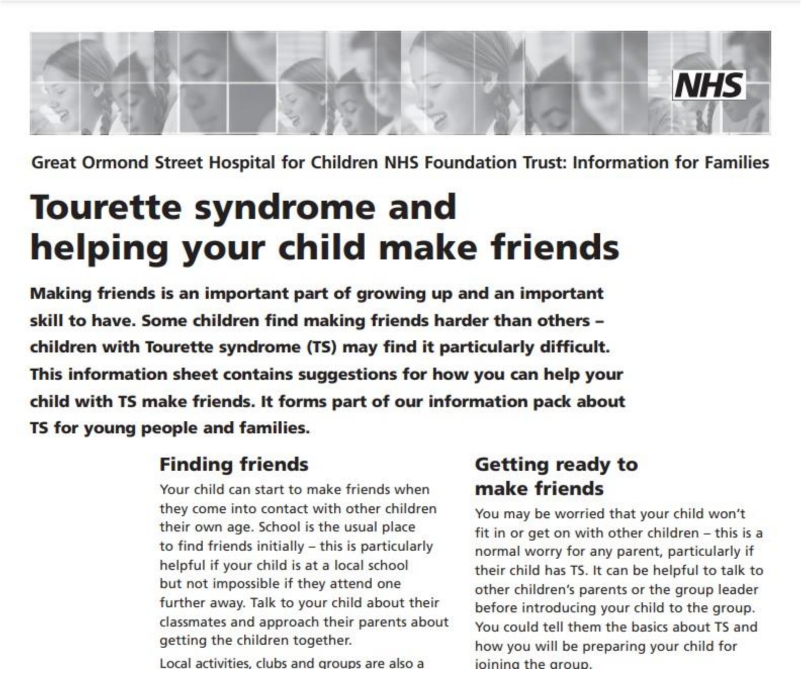
Clinical specialty

Find out more about the Child and Adolescent Mental Health Services specialty.

Ward information

Are you visiting the

https://media.gosh.nhs.uk/documents/Tourette_and_making_friends_F1129_A4_bw_FINAL_Oct16_0.pdf



NHS

Great Ormond Street Hospital for Children NHS Foundation Trust: Information for Families

Tourette syndrome and helping your child make friends

Making friends is an important part of growing up and an important skill to have. Some children find making friends harder than others – children with Tourette syndrome (TS) may find it particularly difficult. This information sheet contains suggestions for how you can help your child with TS make friends. It forms part of our information pack about TS for young people and families.

Finding friends

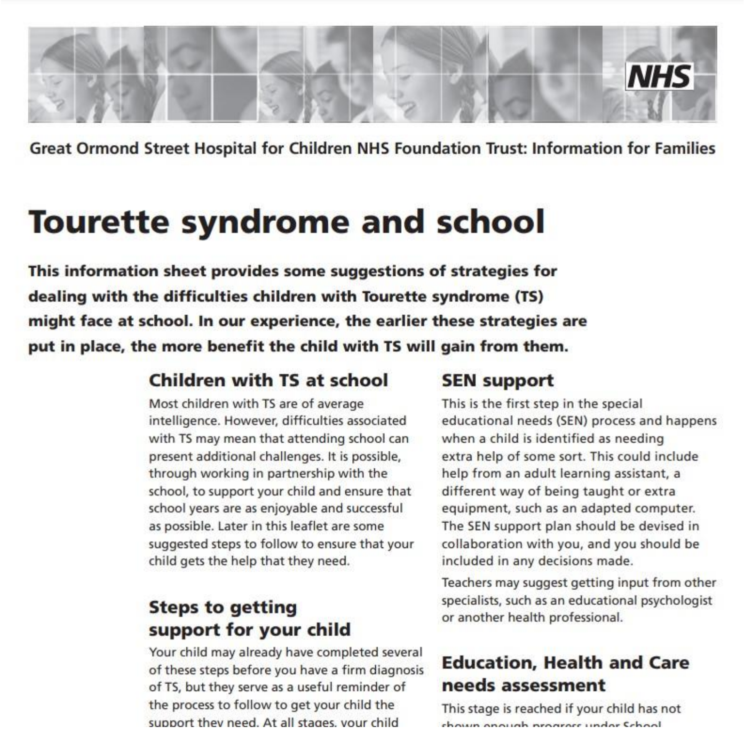
Your child can start to make friends when they come into contact with other children their own age. School is the usual place to find friends initially – this is particularly helpful if your child is at a local school but not impossible if they attend one further away. Talk to your child about their classmates and approach their parents about getting the children together.

Local activities, clubs and groups are also a

Getting ready to make friends

You may be worried that your child won't fit in or get on with other children – this is a normal worry for any parent, particularly if their child has TS. It can be helpful to talk to other children's parents or the group leader before introducing your child to the group. You could tell them the basics about TS and how you will be preparing your child for joining the group.

https://media.gosh.nhs.uk/documents/Tourette_and_school_F0264_A4_bw_FINAL_Oct16_1.pdf



NHS

Great Ormond Street Hospital for Children NHS Foundation Trust: Information for Families

Tourette syndrome and school

This information sheet provides some suggestions of strategies for dealing with the difficulties children with Tourette syndrome (TS) might face at school. In our experience, the earlier these strategies are put in place, the more benefit the child with TS will gain from them.

Children with TS at school

Most children with TS are of average intelligence. However, difficulties associated with TS may mean that attending school can present additional challenges. It is possible, through working in partnership with the school, to support your child and ensure that school years are as enjoyable and successful as possible. Later in this leaflet are some suggested steps to follow to ensure that your child gets the help that they need.

Steps to getting support for your child

Your child may already have completed several of these steps before you have a firm diagnosis of TS, but they serve as a useful reminder of the process to follow to get your child the support they need. At all stages, your child

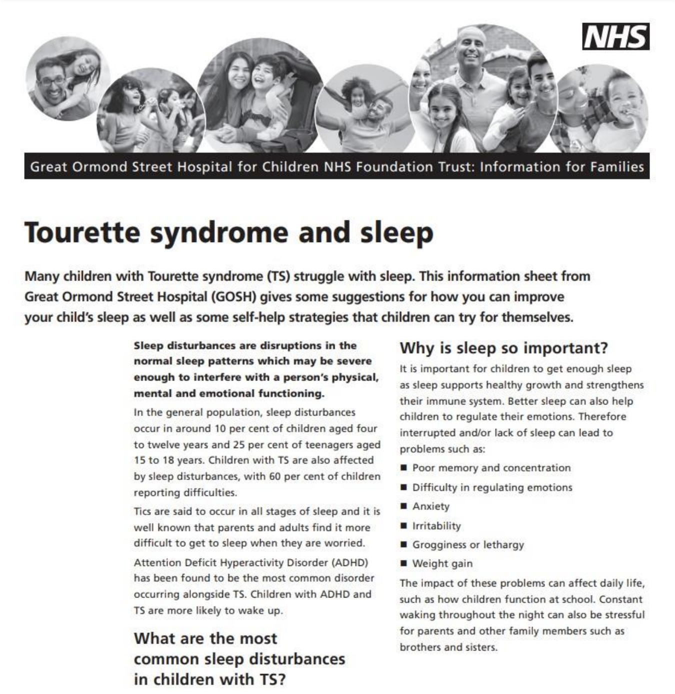
SEN support

This is the first step in the special educational needs (SEN) process and happens when a child is identified as needing extra help of some sort. This could include help from an adult learning assistant, a different way of being taught or extra equipment, such as an adapted computer. The SEN support plan should be devised in collaboration with you, and you should be included in any decisions made.

Teachers may suggest getting input from other specialists, such as an educational psychologist or another health professional.

Education, Health and Care needs assessment

This stage is reached if your child has not https://media.gosh.nhs.uk/documents/TS_and_sleep_F1910_A4_bw_FINAL_Jul18.pdf



Great Ormond Street Hospital for Children NHS Foundation Trust: Information for Families

Tourette syndrome and sleep

Many children with Tourette syndrome (TS) struggle with sleep. This information sheet from Great Ormond Street Hospital (GOSH) gives some suggestions for how you can improve your child's sleep as well as some self-help strategies that children can try for themselves.

Sleep disturbances are disruptions in the normal sleep patterns which may be severe enough to interfere with a person's physical, mental and emotional functioning.

In the general population, sleep disturbances occur in around 10 per cent of children aged four to twelve years and 25 per cent of teenagers aged 15 to 18 years. Children with TS are also affected by sleep disturbances, with 60 per cent of children reporting difficulties.

Tics are said to occur in all stages of sleep and it is well known that parents and adults find it more difficult to get to sleep when they are worried.

Attention Deficit Hyperactivity Disorder (ADHD) has been found to be the most common disorder occurring alongside TS. Children with ADHD and TS are more likely to wake up.

What are the most common sleep disturbances in children with TS?

Why is sleep so important?

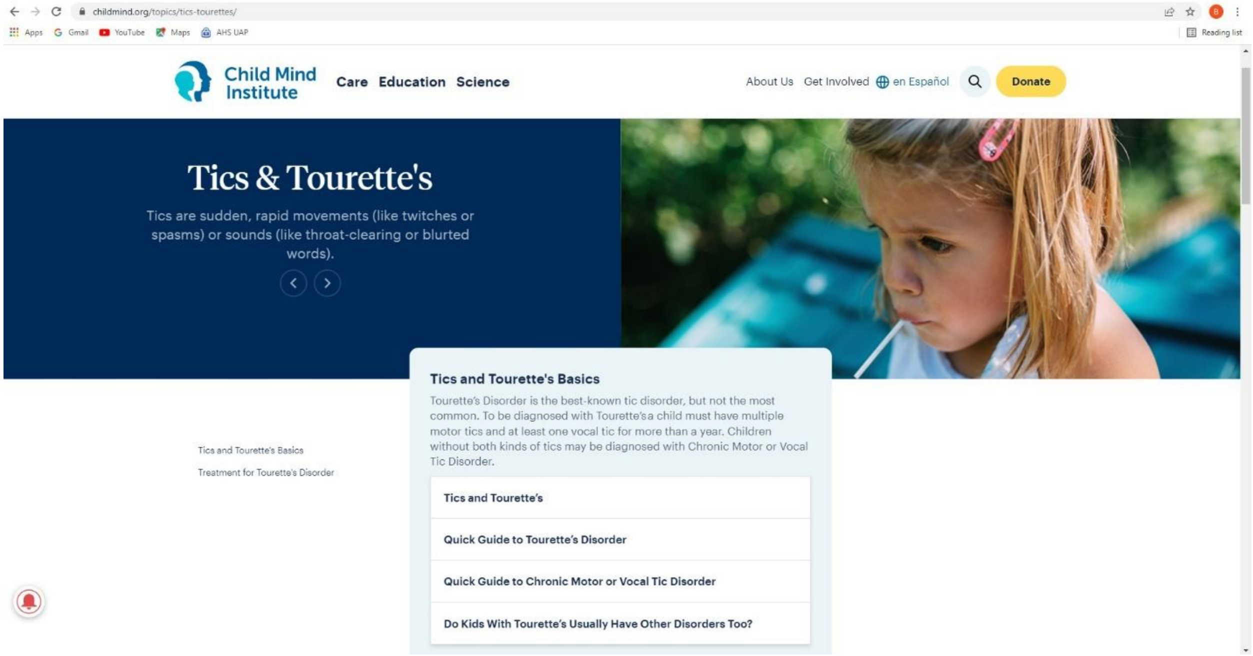
It is important for children to get enough sleep as sleep supports healthy growth and strengthens their immune system. Better sleep can also help children to regulate their emotions. Therefore interrupted and/or lack of sleep can lead to problems such as:

- Poor memory and concentration
- Difficulty in regulating emotions
- Anxiety
- Irritability
- Grogginess or lethargy
- Weight gain

The impact of these problems can affect daily life, such as how children function at school. Constant waking throughout the night can also be stressful for parents and other family members such as brothers and sisters.

CHILD MIND INSTITUTE

https://childmind.org/topics/tics-tourettes/



Tics & Tourette's

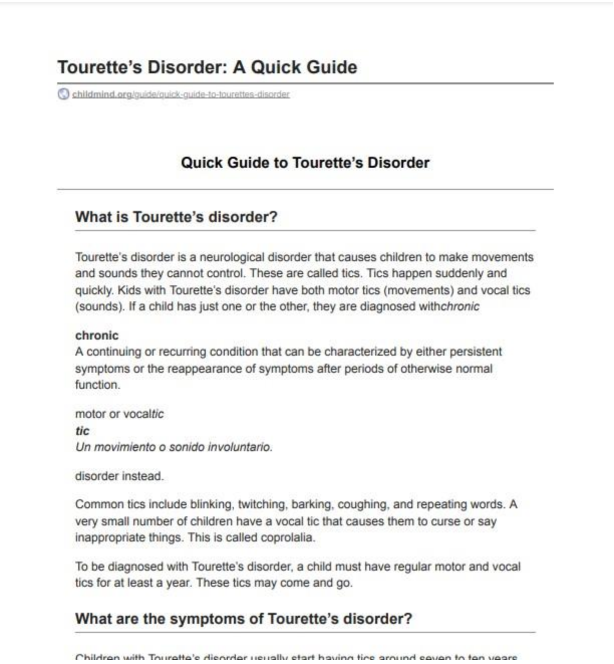
Tics are sudden, rapid movements (like twitches or spasms) or sounds (like throat-clearing or blurted words).

Tics and Tourette's Basics

Tourette's Disorder is the best-known tic disorder, but not the most common. To be diagnosed with Tourette's a child must have multiple motor tics and at least one vocal tic for more than a year. Children without both kinds of tics may be diagnosed with Chronic Motor or Vocal Tic Disorder.

- Tics and Tourette's
- Quick Guide to Tourette's Disorder
- Quick Guide to Chronic Motor or Vocal Tic Disorder
- Do Kids With Tourette's Usually Have Other Disorders Too?

https://childmind.org/guide/quick-guide-to-tourettes-disorder/



Tourette's Disorder: A Quick Guide

childmind.org/guide/quick-guide-to-tourettes-disorder

Quick Guide to Tourette's Disorder

What is Tourette's disorder?

Tourette's disorder is a neurological disorder that causes children to make movements and sounds they cannot control. These are called tics. Tics happen suddenly and quickly. Kids with Tourette's disorder have both motor tics (movements) and vocal tics (sounds). If a child has just one or the other, they are diagnosed with*chronic*

chronic
A continuing or recurring condition that can be characterized by either persistent symptoms or the reappearance of symptoms after periods of otherwise normal function.

motor or vocal*tic*
tic
Un movimiento o sonido involuntario.

disorder instead.

Common tics include blinking, twitching, barking, coughing, and repeating words. A very small number of children have a vocal tic that causes them to curse or say inappropriate things. This is called coprolalia.

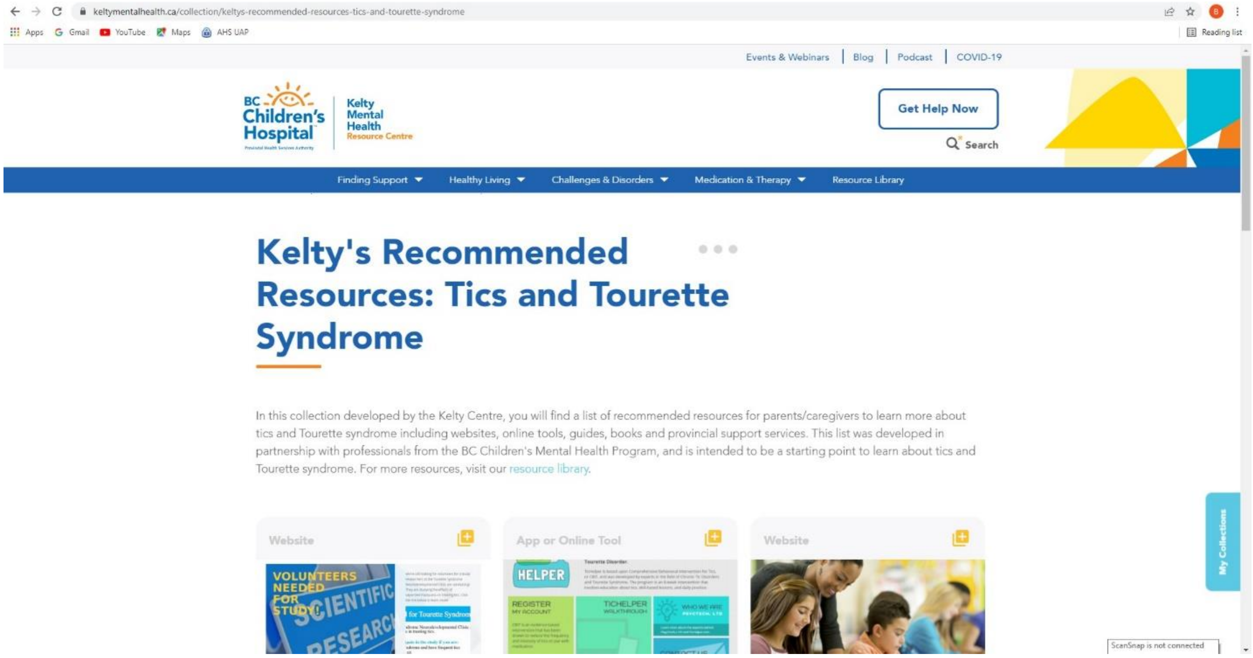
To be diagnosed with Tourette's disorder, a child must have regular motor and vocal tics for at least a year. These tics may come and go.

What are the symptoms of Tourette's disorder?

Children with Tourette's disorder usually start having tics around seven to ten years

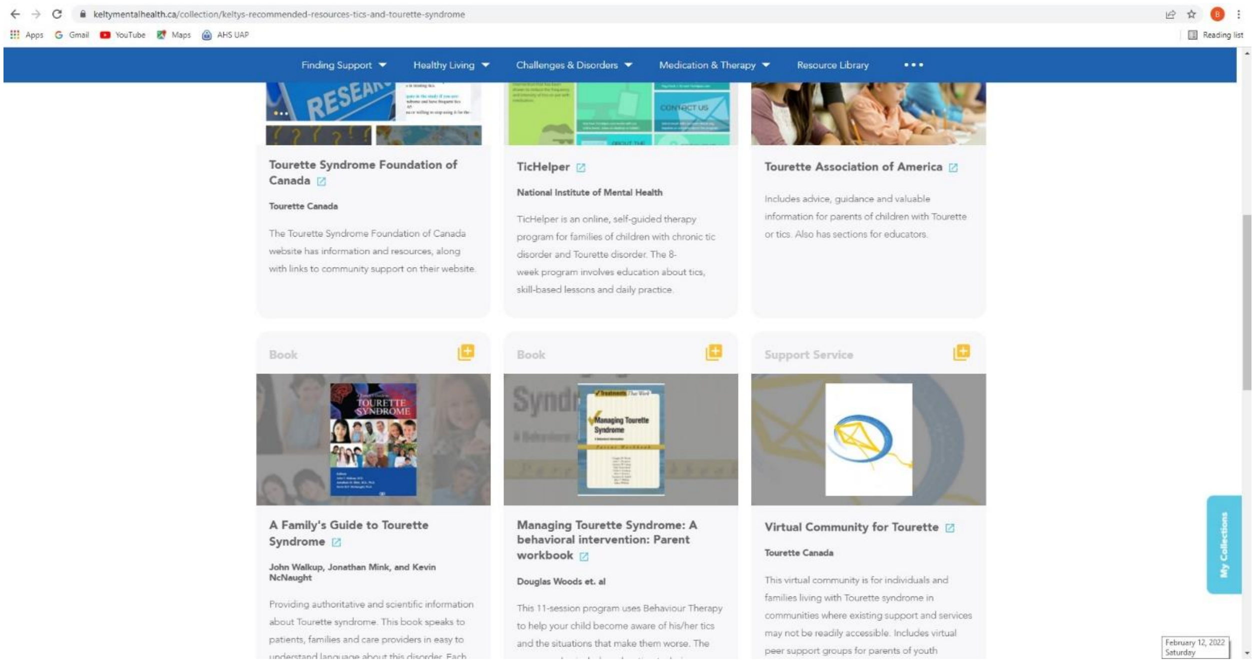
KELTY MENTAL HEALTH

https://keltymentalhealth.ca/tics-tourette-syndrome



Kelty's Recommended Resources: Tics and Tourette Syndrome

In this collection developed by the Kelty Centre, you will find a list of recommended resources for parents/caregivers to learn more about tics and Tourette syndrome including websites, online tools, guides, books and provincial support services. This list was developed in partnership with professionals from the BC Children's Mental Health Program, and is intended to be a starting point to learn about tics and Tourette syndrome. For more resources, visit our resource library.



Tourette Syndrome Foundation of Canada

Tourette Canada

The Tourette Syndrome Foundation of Canada website has information and resources, along with links to community support on their website.

TicHelper

National Institute of Mental Health

TicHelper is an online, self-guided therapy program for families of children with chronic tic disorder and Tourette disorder. The 8-week program involves education about tics, skill-based lessons and daily practice.

Tourette Association of America

Includes advice, guidance and valuable information for parents of children with Tourette or tics. Also has sections for educators.

Book

A Family's Guide to Tourette Syndrome

John Walkup, Jonathan Mink, and Kevin NcNaught

Providing authoritative and scientific information about Tourette syndrome. This book speaks to patients, families and care providers in easy to understand language about this disorder. Each

Book

Managing Tourette Syndrome: A behavioral intervention: Parent workbook

Douglas Woods et. al

This 11-session program uses Behaviour Therapy to help your child become aware of his/her tics and the situations that make them worse. The

Support Service

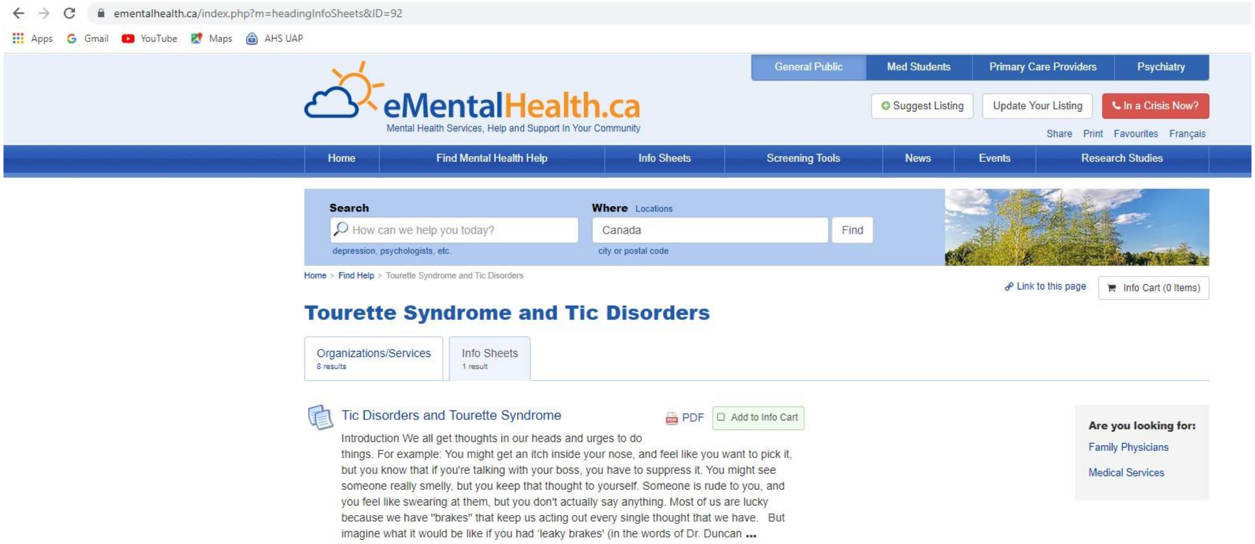
Virtual Community for Tourette

Tourette Canada

This virtual community is for individuals and families living with Tourette syndrome in communities where existing support and services may not be readily accessible. Includes virtual peer support groups for parents of youth

EMENTALHEALTH.CA

https://www.ementalhealth.ca/index.php?m=headingInfoSheets&ID=92



Tourette Syndrome and Tic Disorders

Tic Disorders and Tourette Syndrome

Introduction We all get thoughts in our heads and urges to do things. For example: You might get an itch inside your nose, and feel like you want to pick it, but you know that if you're talking with your boss, you have to suppress it. You might see someone really smelly, but you keep that thought to yourself. Someone is rude to you, and you feel like swearing at them, but you don't actually say anything. Most of us are lucky because we have "brakes" that keep us acting out every single thought that we have. But imagine what it would be like if you had 'leaky brakes' (in the words of Dr. Duncan ...

Are you looking for:

Family Physicians

Medical Services

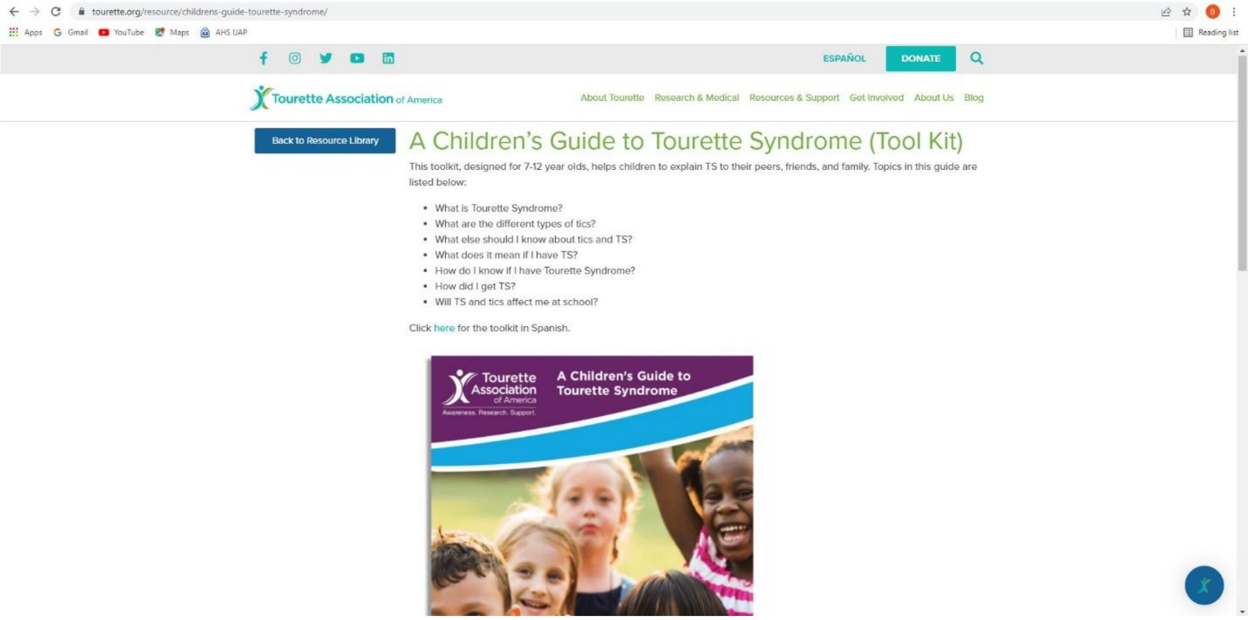
CHILDREN

- Tourette Association of America
- Books

**Note that many of these resources are more suitable for children a little older than the preschool population we see at ElmTree Clinic.*

TOURETTE ASSOCIATION OF AMERICA

https://tourette.org/about-tourette/overview/living-tourette-syndrome/children-with-tourette-0-12/

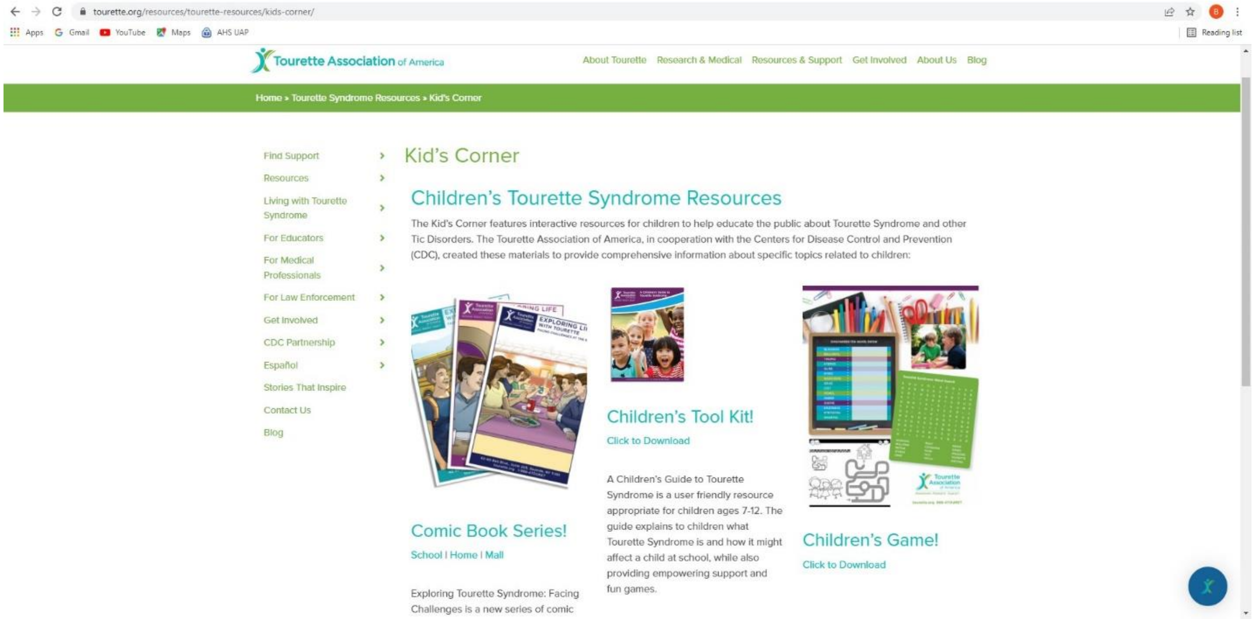


A Children's Guide to Tourette Syndrome (Tool Kit)

This toolkit, designed for 7-12 year olds, helps children to explain TS to their peers, friends, and family. Topics in this guide are listed below:

- What is Tourette Syndrome?
- What are the different types of tics?
- What else should I know about tics and TS?
- What does it mean if I have TS?
- How do I know if I have Tourette Syndrome?
- How did I get TS?
- Will TS and tics affect me at school?

Click here for the toolkit in Spanish.



Kid's Corner

Children's Tourette Syndrome Resources

The Kid's Corner features interactive resources for children to help educate the public about Tourette Syndrome and other Tic Disorders. The Tourette Association of America, in cooperation with the Centers for Disease Control and Prevention (CDC), created these materials to provide comprehensive information about specific topics related to children:

Comic Book Series!

School I Home I Mall

Exploring Tourette Syndrome: Facing Challenges is a new series of comic

Children's Tool Kit!

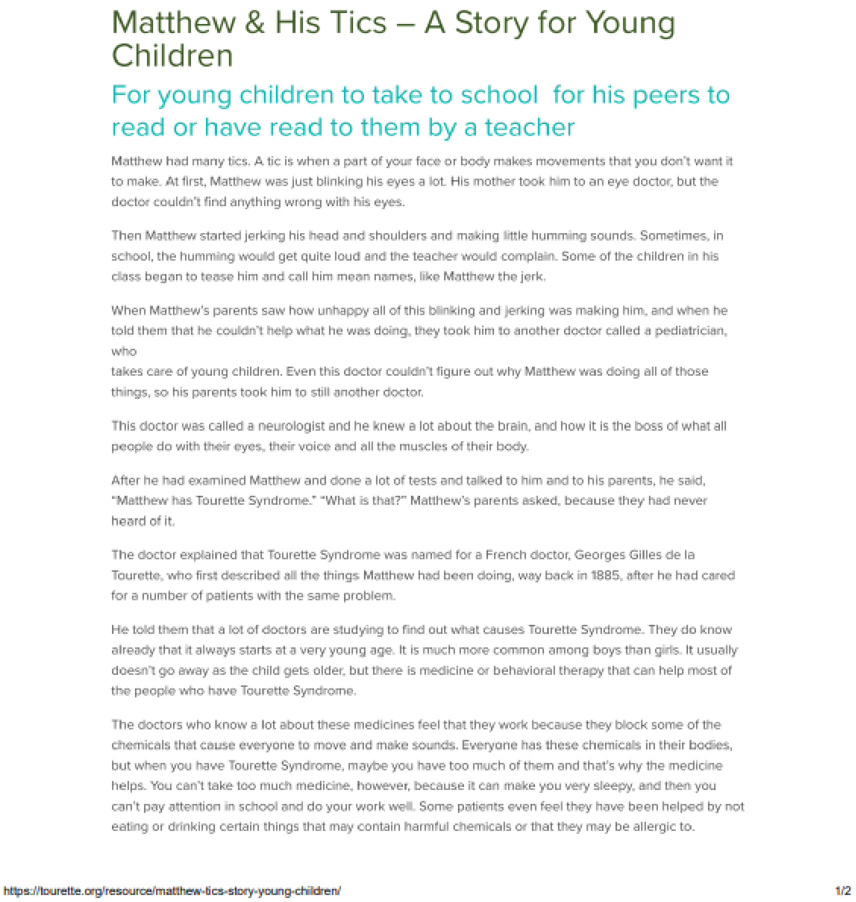
Click to Download

A Children's Guide to Tourette Syndrome is a user friendly resource appropriate for children ages 7-12. The guide explains to children what Tourette Syndrome is and how it might affect a child at school, while also providing empowering support and fun games.

Children's Game!

Click to Download

Matthew & His Tics – A Story for Young Children:
https://tourette.org/resource/matthew-tics-story-young-children/



Matthew & His Tics – A Story for Young Children

For young children to take to school for his peers to read or have read to them by a teacher

Matthew had many tics. A tic is when a part of your face or body makes movements that you don't want it to make. At first, Matthew was just blinking his eyes a lot. His mother took him to an eye doctor, but the doctor couldn't find anything wrong with his eyes.

Then Matthew started jerking his head and shoulders and making little humming sounds. Sometimes, in school, the humming would get quite loud and the teacher would complain. Some of the children in his class began to tease him and call him mean names, like Matthew the jerk.

When Matthew's parents saw how unhappy all of this blinking and jerking was making him, and when he told them that he couldn't help what he was doing, they took him to another doctor called a pediatrician, who
takes care of young children. Even this doctor couldn't figure out why Matthew was doing all of those things, so his parents took him to still another doctor.

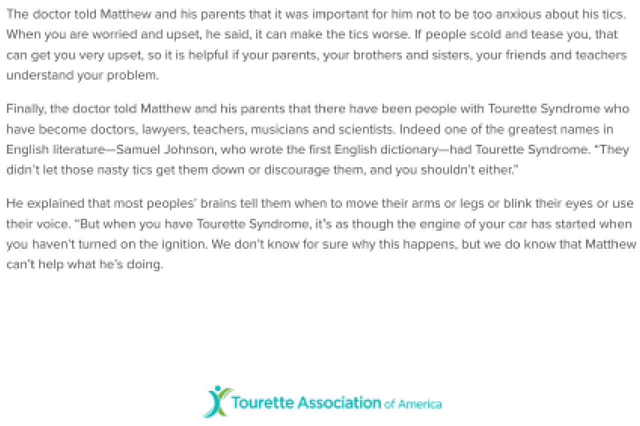
This doctor was called a neurologist and he knew a lot about the brain, and how it is the boss of what all people do with their eyes, their voice and all the muscles of their body.

After he had examined Matthew and done a lot of tests and talked to him and to his parents, he said, "Matthew has Tourette Syndrome." "What is that?" Matthew's parents asked, because they had never heard of it.

The doctor explained that Tourette Syndrome was named for a French doctor, Georges Gilles de la Tourette, who first described all the things Matthew had been doing, way back in 1885, after he had cared for a number of patients with the same problem.

He told them that a lot of doctors are studying to find out what causes Tourette Syndrome. They do know already that it always starts at a very young age. It is much more common among boys than girls. It usually doesn't go away as the child gets older, but there is medicine or behavioral therapy that can help most of the people who have Tourette Syndrome.

The doctors who know a lot about these medicines feel that they work because they block some of the chemicals that cause everyone to move and make sounds. Everyone has these chemicals in their bodies, but when you have Tourette Syndrome, maybe you have too much of them and that's why the medicine helps. You can't take too much medicine, however, because it can make you very sleepy, and then you can't pay attention in school and do your work well. Some patients even feel they have been helped by not eating or drinking certain things that may contain harmful chemicals or that they may be allergic to.



The doctor told Matthew and his parents that it was important for him not to be too anxious about his tics. When you are worried and upset, he said, it can make the tics worse. If people scold and tease you, that can get you very upset, so it is helpful if your parents, your brothers and sisters, your friends and teachers understand your problem.

Finally, the doctor told Matthew and his parents that there have been people with Tourette Syndrome who have become doctors, lawyers, teachers, musicians and scientists. Indeed one of the greatest names in English literature—Samuel Johnson, who wrote the first English dictionary—had Tourette Syndrome. "They didn't let those nasty tics get them down or discourage them, and you shouldn't either."

He explained that most peoples' brains tell them when to move their arms or legs or blink their eyes or use their voice. "But when you have Tourette Syndrome, it's as though the engine of your car has started when you haven't turned on the ignition. We don't know for sure why this happens, but we do know that Matthew can't help what he's doing.

BOOKS

I Tic Paperback – Aug. 23 2017

by Abby Hargrove (Author), Rhema Coleman (Illustrator)

41 ratings

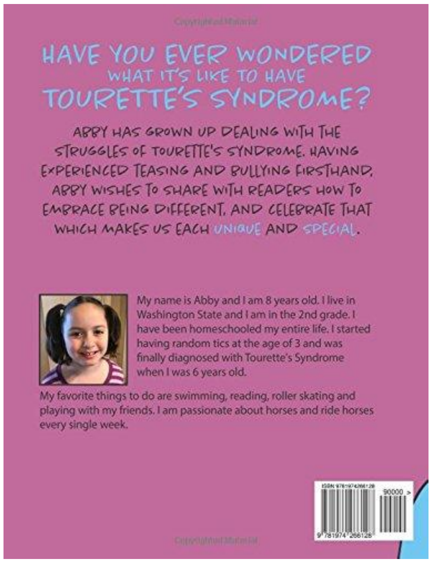
See all formats and editions

Paperback
$17.01

3 Used from $11.65
3 New from $17.01

HAVE YOU EVER WONDERED WHAT IT'S LIKE TO HAVE TOURETTE'S SYNDROME? Abby has grown up dealing with the struggles of Tourette's Syndrome. Having experienced teasing and bullying firsthand, Abby wishes to share with readers how to embrace being different, and celebrate that which makes us each unique and different.

Print length	Language	Publication date	Grade level	Dimensions	ISBN-10
52 pages	English	Aug. 23 2017	1 - 2	21.59 x 0.33 x 27.94 cm	1974266125



HAVE YOU EVER WONDERED
WHAT IT'S LIKE TO HAVE
TOURETTE'S SYNDROME?

ABBY HAS GROWN UP DEALING WITH THE STRUGGLES OF TOURETTE'S SYNDROME. HAVING EXPERIENCED TEASING AND BULLYING FIRSTHAND, ABBY WISHES TO SHARE WITH READERS HOW TO EMBRACE BEING DIFFERENT, AND CELEBRATE THAT WHICH MAKES US EACH UNIQUE AND SPECIAL.

My name is Abby and I am 8 years old. I live in Washington State and I am in the 2nd grade. I have been homeschooled my entire life. I started having random tics at the age of 3 and was finally diagnosed with Tourette's Syndrome when I was 6 years old.

My favorite things to do are swimming, reading, roller skating and playing with my friends. I am passionate about horses and ride horses every single week.

ISBN 9781974266128
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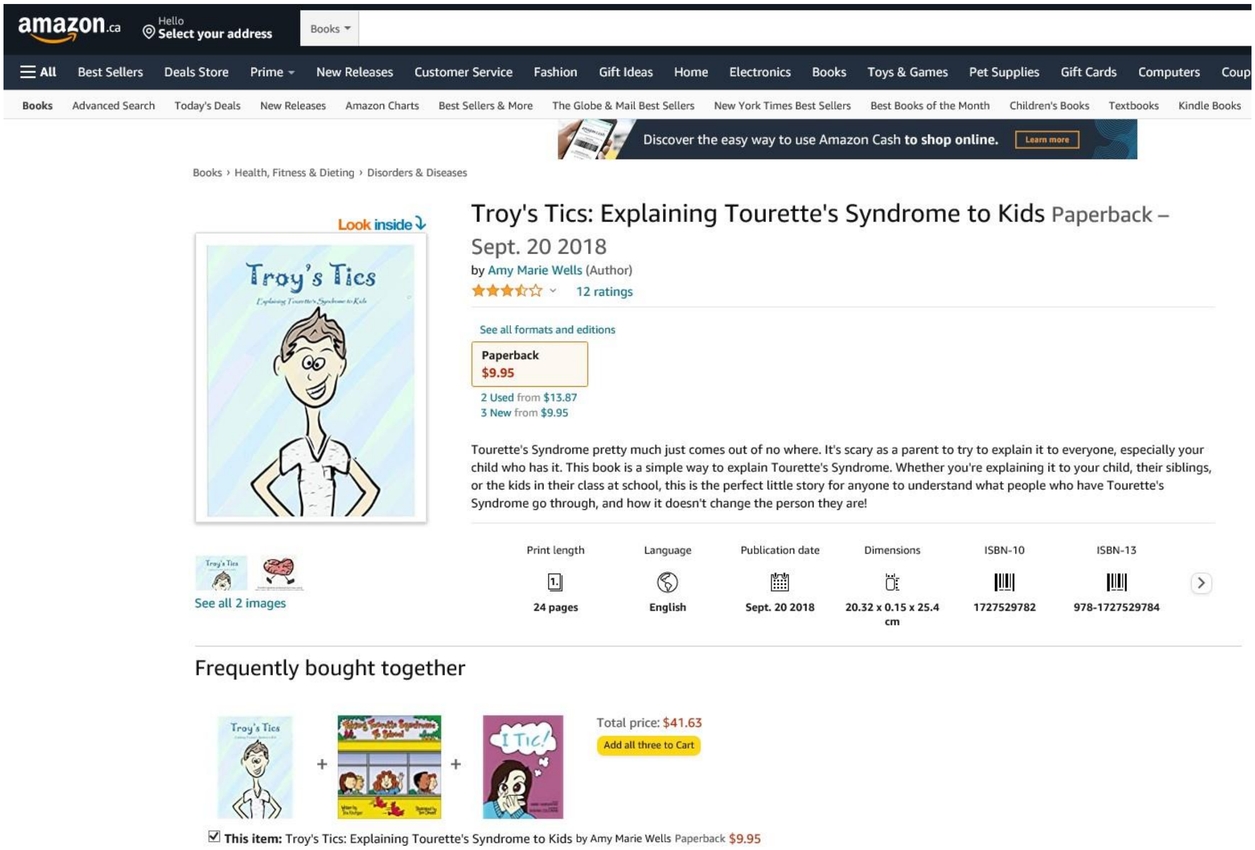

Books › Health, Fitness & Dieting › Disorders & Diseases

Troy's Tics: Explaining Tourette's Syndrome to Kids Paperback – Sept. 20 2018

by Amy Marie Wells (Author)

12 ratings

See all formats and editions

Paperback
$9.95

2 Used from $13.87
3 New from $9.95

Tourette's Syndrome pretty much just comes out of no where. It's scary as a parent to try to explain it to everyone, especially your child who has it. This book is a simple way to explain Tourette's Syndrome. Whether you're explaining it to your child, their siblings, or the kids in their class at school, this is the perfect little story for anyone to understand what people who have Tourette's Syndrome go through, and how it doesn't change the person they are!

Print length	Language	Publication date	Dimensions	ISBN-10	ISBN-13
24 pages	English	Sept. 20 2018	20.32 x 0.15 x 25.4 cm	1727529782	978-1727529784

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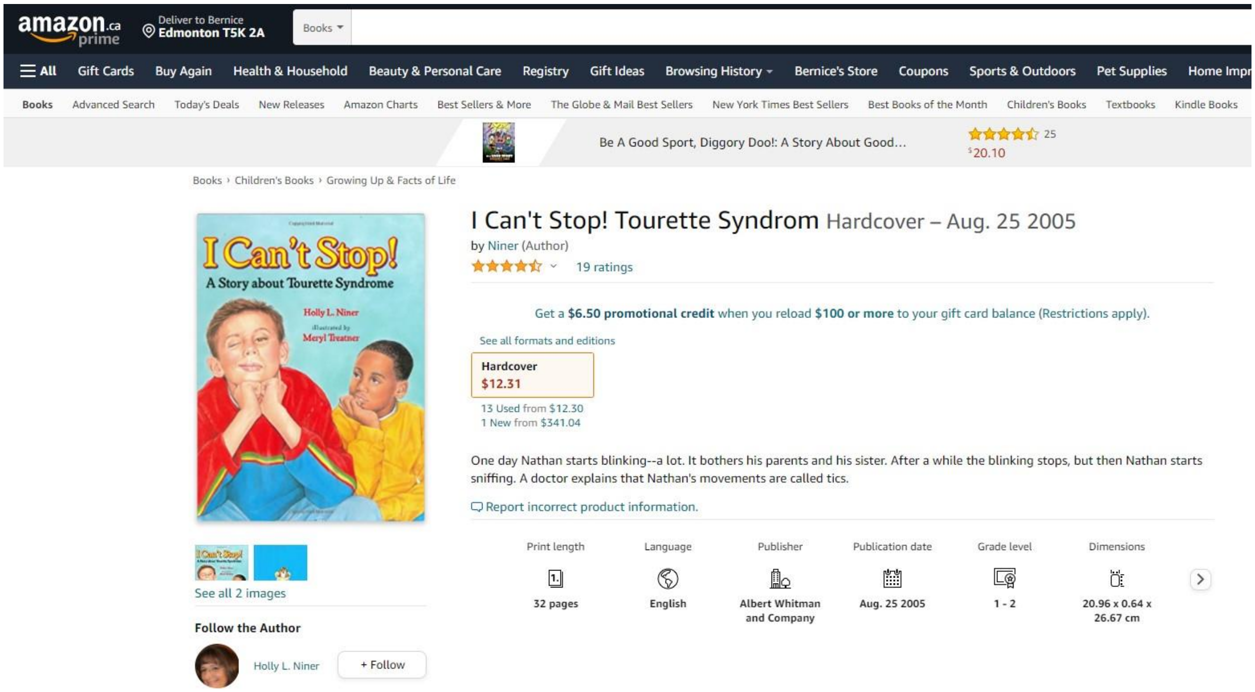
Total price: $41.63

☑ This item: Troy's Tics: Explaining Tourette's Syndrome to Kids by Amy Marie Wells Paperback $9.95



Books › Children's Books › Growing Up & Facts of Life

I Can't Stop! Tourette Syndrom Hardcover – Aug. 25 2005

by Niner (Author)

19 ratings

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Hardcover
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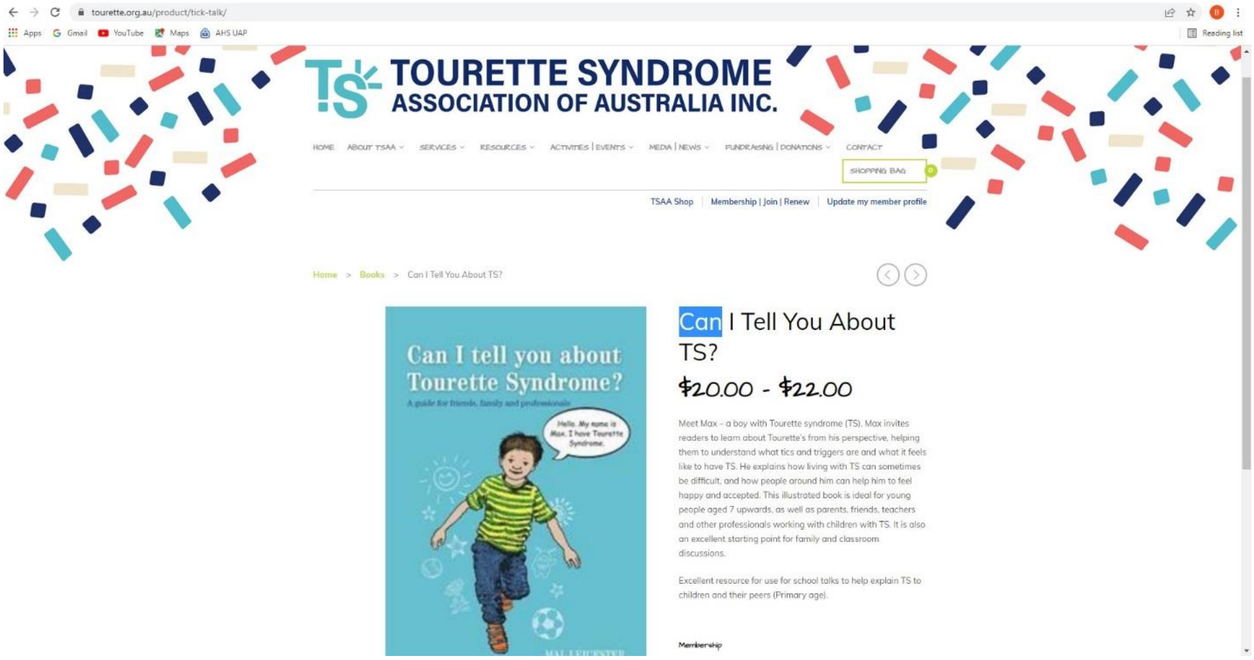
One day Nathan starts blinking--a lot. It bothers his parents and his sister. After a while the blinking stops, but then Nathan starts sniffing. A doctor explains that Nathan's movements are called tics.

Report incorrect product information.

Print length	Language	Publisher	Publication date	Grade level	Dimensions
32 pages	English	Albert Whitman and Company	Aug. 25 2005	1 - 2	20.96 x 0.64 x 26.67 cm



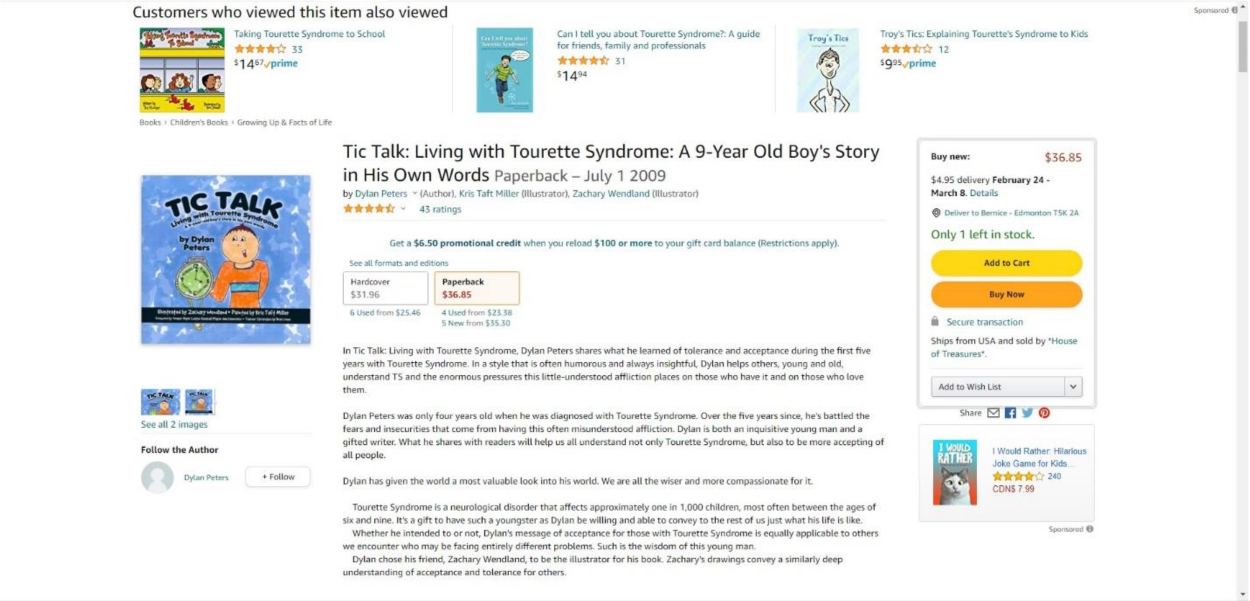
Can I Tell You About TS?

$20.00 - $22.00

Meet Max – a boy with Tourette syndrome (TS). Max invites readers to learn about Tourette's from his perspective, helping them to understand what tics and triggers are and what it feels like to have TS. He explains how living with TS can sometimes be difficult, and how people around him can help him to feel happy and accepted. This illustrated book is ideal for young people aged 7 upwards, as well as parents, friends, teachers and other professionals working with children with TS. It is also an excellent starting point for family and classroom discussions.

Excellent resource for use for school talks to help explain TS to children and their peers (Primary age).

Membership



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Books › Children's Books › Growing Up & Facts of Life

Tic Talk: Living with Tourette Syndrome: A 9-Year Old Boy's Story in His Own Words Paperback – July 1 2009

by Dylan Peters (Author), Kris Taft Miller (Illustrator), Zachary Wendland (Illustrator)
43 ratings

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Paperback
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In Tic Talk: Living with Tourette Syndrome, Dylan Peters shares what he learned of tolerance and acceptance during the first five years with Tourette Syndrome. In a style that is often humorous and always insightful, Dylan helps others, young and old, understand TS and the enormous pressures this little-understood affliction places on those who have it and on those who love them.

Dylan Peters was only four years old when he was diagnosed with Tourette Syndrome. Over the five years since, he's battled the fears and insecurities that come from having this often misunderstood affliction. Dylan is both an inquisitive young man and a gifted writer. What he shares with readers will help us all understand not only Tourette Syndrome, but also to be more accepting of all people.

Dylan has given the world a most valuable look into his world. We are all the wiser and more compassionate for it.

Tourette Syndrome is a neurological disorder that affects approximately one in 1,000 children, most often between the ages of six and nine. It's a gift to have such a youngster as Dylan be willing and able to convey to the rest of us just what his life is like.

Whether he intended to or not, Dylan's message of acceptance for those with Tourette Syndrome is equally applicable to others we encounter who may be facing entirely different problems. Such is the wisdom of this young man.

Dylan chose his friend, Zachary Wendland, to be the illustrator for his book. Zachary's drawings convey a similarly deep understanding of acceptance and tolerance for others.

Buy new: $36.85

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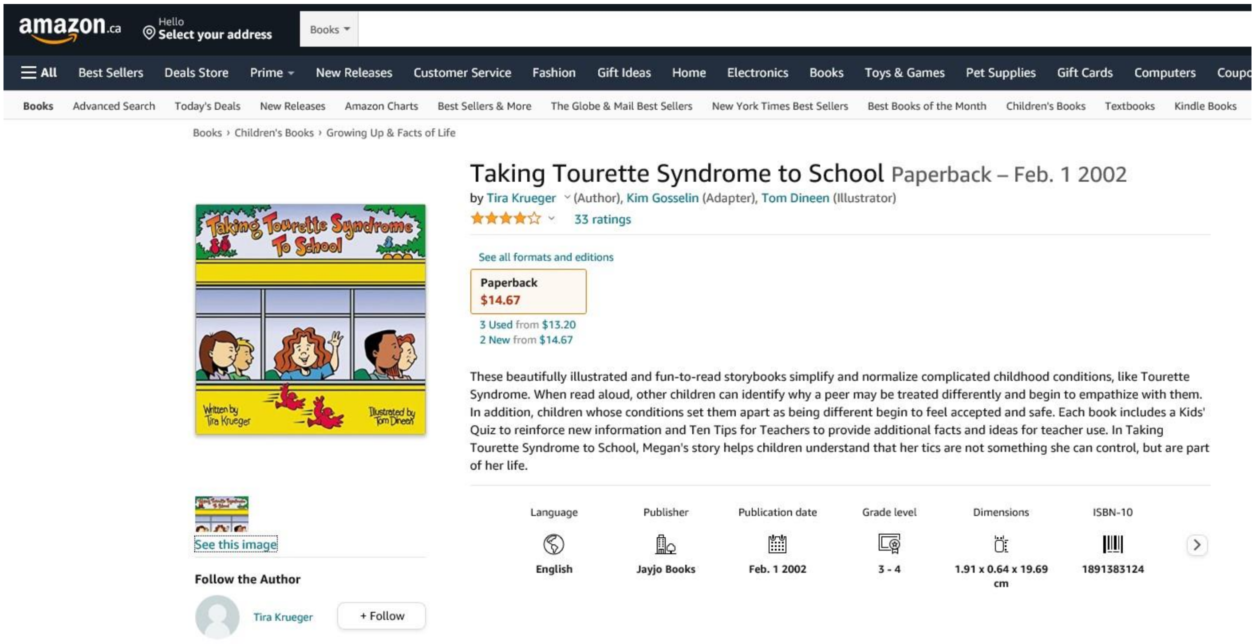


Taking Tourette Syndrome to School Paperback – Feb. 1 2002

by Tira Krueger (Author), Kim Gosselin (Adapter), Tom Dineen (Illustrator)

★★★★☆ 33 ratings

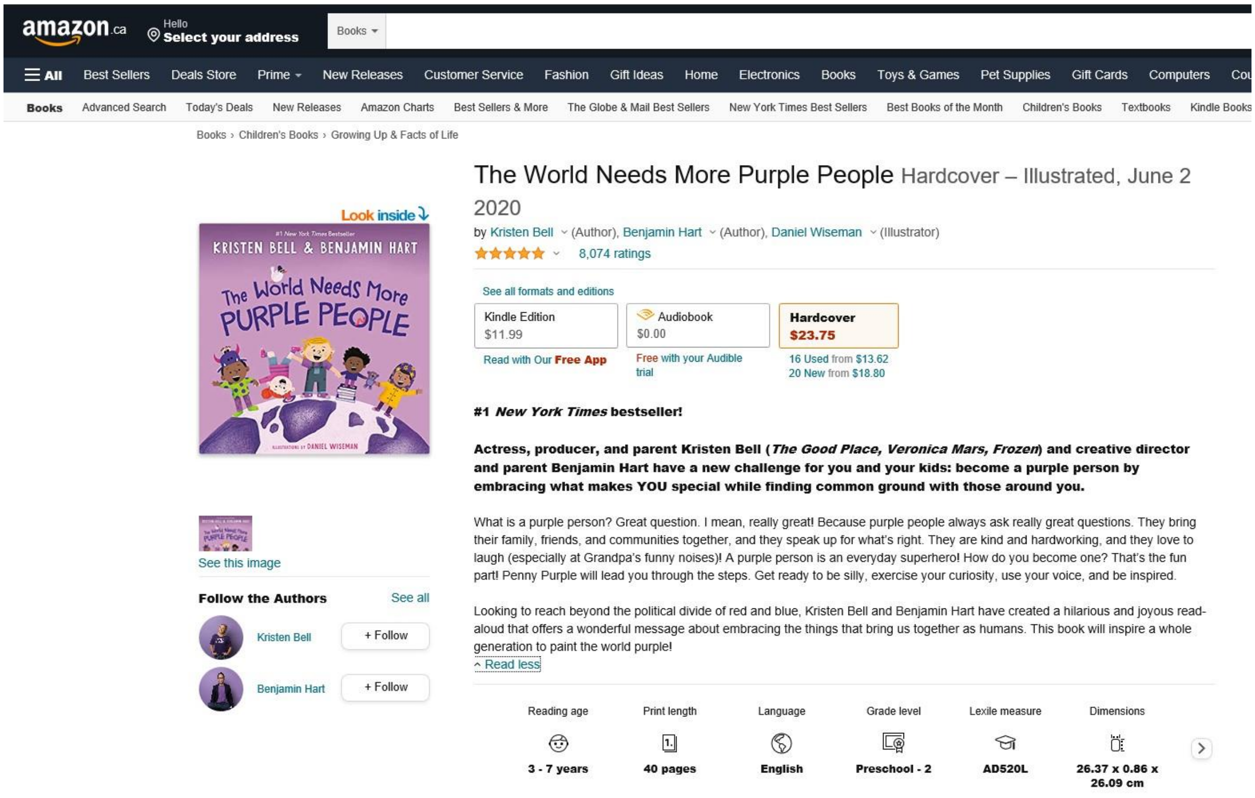
See all formats and editions

Paperback
$14.67

3 Used from $13.20
2 New from $14.67

These beautifully illustrated and fun-to-read storybooks simplify and normalize complicated childhood conditions, like Tourette Syndrome. When read aloud, other children can identify why a peer may be treated differently and begin to empathize with them. In addition, children whose conditions set them apart as being different begin to feel accepted and safe. Each book includes a Kids' Quiz to reinforce new information and Ten Tips for Teachers to provide additional facts and ideas for teacher use. In Taking Tourette Syndrome to School, Megan's story helps children understand that her tics are not something she can control, but are part of her life.

Language	Publisher	Publication date	Grade level	Dimensions	ISBN-10
English	Jayjo Books	Feb. 1 2002	3 - 4	1.91 x 0.64 x 19.69 cm	1891383124



The World Needs More Purple People Hardcover – Illustrated, June 2 2020

by Kristen Bell (Author), Benjamin Hart (Author), Daniel Wiseman (Illustrator)

★★★★★ 8,074 ratings

See all formats and editions

Kindle Edition	Audiobook	Hardcover
$11.99	$0.00	$23.75
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#1 *New York Times* bestseller!

Actress, producer, and parent Kristen Bell (*The Good Place, Veronica Mars, Frozen*) and creative director and parent Benjamin Hart have a new challenge for you and your kids: become a purple person by embracing what makes YOU special while finding common ground with those around you.

What is a purple person? Great question. I mean, really great! Because purple people always ask really great questions. They bring their family, friends, and communities together, and they speak up for what's right. They are kind and hardworking, and they love to laugh (especially at Grandpa's funny noises)! A purple person is an everyday superhero! How do you become one? That's the fun part! Penny Purple will lead you through the steps. Get ready to be silly, exercise your curiosity, use your voice, and be inspired.

Looking to reach beyond the political divide of red and blue, Kristen Bell and Benjamin Hart have created a hilarious and joyous read-aloud that offers a wonderful message about embracing the things that bring us together as humans. This book will inspire a whole generation to paint the world purple!

^ Read less

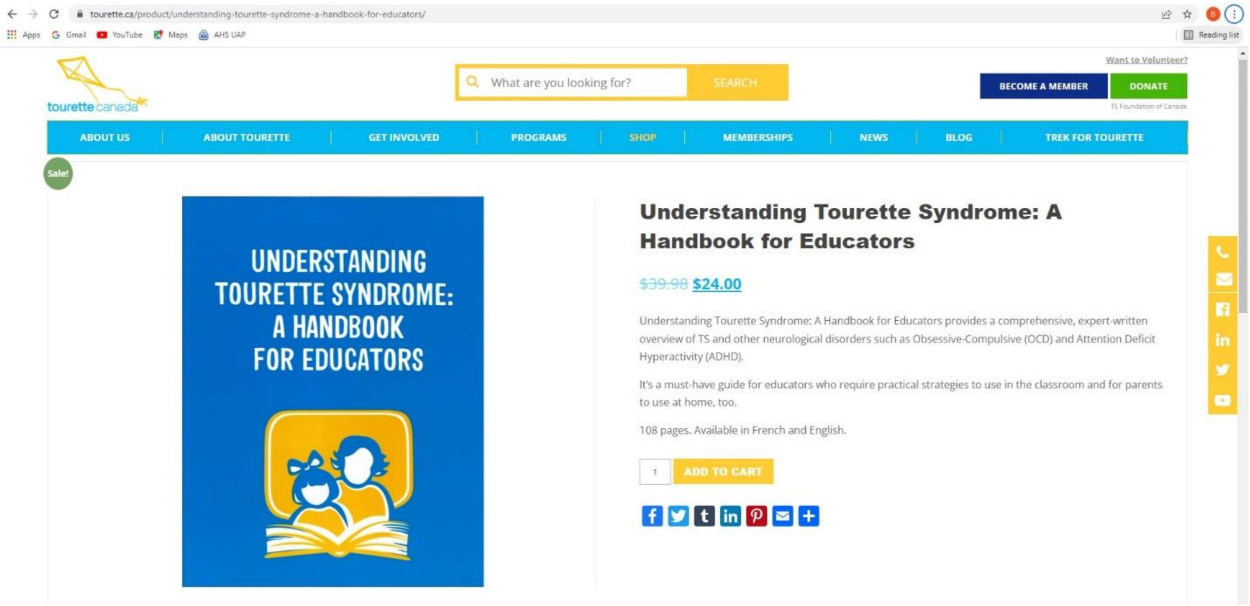
Reading age	Print length	Language	Grade level	Lexile measure	Dimensions
3 - 7 years	40 pages	English	Preschool - 2	AD520L	26.37 x 0.86 x 26.09 cm

EDUCATORS

- Tourette Canada
- The Edmonton Chapter of Tourette Canada
- Tourette Association of America
- Tourettes Action (UK)
- Great Ormond Street Hospital for Children (UK)

TOURETTE CANADA

https://tourette.ca/product/understanding-tourette-syndrome-a-handbook-for-educators/



Understanding Tourette Syndrome: A Handbook for Educators

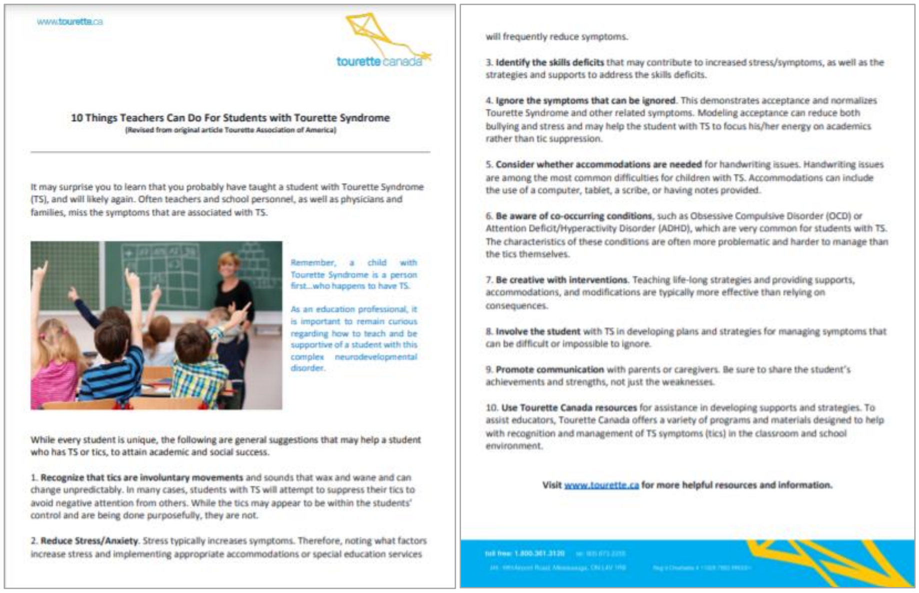
~~$39.98~~ $24.00

Understanding Tourette Syndrome: A Handbook for Educators provides a comprehensive, expert-written overview of TS and other neurological disorders such as Obsessive-Compulsive (OCD) and Attention Deficit Hyperactivity (ADHD).

It's a must-have guide for educators who require practical strategies to use in the classroom and for parents to use at home, too.

108 pages. Available in French and English.

https://tourette.ca/wp-content/uploads/2016/09/10_Helpful_Tips_for_Educators-1.pdf



10 Things Teachers Can Do For Students with Tourette Syndrome

(Revised from original article Tourette Association of America)

It may surprise you to learn that you probably have taught a student with Tourette Syndrome (TS), and will likely again. Often teachers and school personnel, as well as physicians and families, miss the symptoms that are associated with TS.

Remember, a child with Tourette Syndrome is a person first...who happens to have TS.

As an education professional, it is important to remain curious regarding how to teach and be supportive of a student with this complex neurodevelopmental disorder.

While every student is unique, the following are general suggestions that may help a student who has TS or tics, to attain academic and social success.

1. **Recognize that tics are involuntary movements** and sounds that wax and wane and can change unpredictably. In many cases, students with TS will attempt to suppress their tics to avoid negative attention from others. While the tics may appear to be within the students' control and are being done purposefully, they are not.

2. **Reduce Stress/Anxiety**. Stress typically increases symptoms. Therefore, noting what factors increase stress and implementing appropriate accommodations or special education services will frequently reduce symptoms.

3. **Identify the skills deficits** that may contribute to increased stress/symptoms, as well as the strategies and supports to address the skills deficits.

4. **Ignore the symptoms that can be ignored**. This demonstrates acceptance and normalizes Tourette Syndrome and other related symptoms. Modeling acceptance can reduce both bullying and stress and may help the student with TS to focus his/her energy on academics rather than tic suppression.

5. **Consider whether accommodations are needed** for handwriting issues. Handwriting issues are among the most common difficulties for children with TS. Accommodations can include the use of a computer, tablet, a scribe, or having notes provided.

6. **Be aware of co-occurring conditions**, such as Obsessive Compulsive Disorder (OCD) or Attention Deficit/Hyperactivity Disorder (ADHD), which are very common for students with TS. The characteristics of these conditions are often more problematic and harder to manage than the tics themselves.

7. **Be creative with interventions**. Teaching life-long strategies and providing supports, accommodations, and modifications are typically more effective than relying on consequences.

8. **Involve the student** with TS in developing plans and strategies for managing symptoms that can be difficult or impossible to ignore.

9. **Promote communication** with parents or caregivers. Be sure to share the student's achievements and strengths, not just the weaknesses.

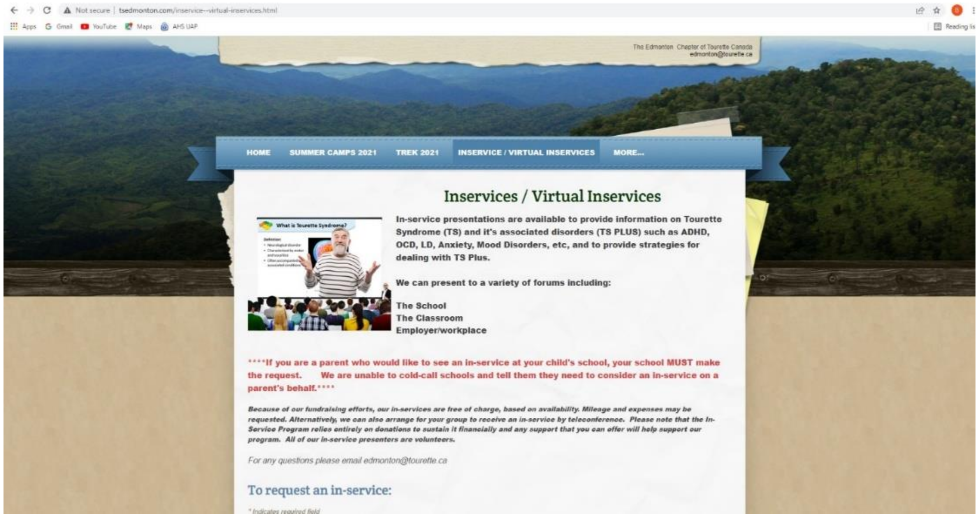
10. **Use Tourette Canada resources** for assistance in developing supports and strategies. To assist educators, Tourette Canada offers a variety of programs and materials designed to help with recognition and management of TS symptoms (tics) in the classroom and school environment.

Visit www.tourette.ca for more helpful resources and information.

toll free: 1.800.361.3120

THE EDMONTON CHAPTER OF TOURETTE CANADA

http://www.tsedmonton.com/inservice--virtual-inservices.html



Inservices / Virtual Inservices

In-service presentations are available to provide information on Tourette Syndrome (TS) and it's associated disorders (TS PLUS) such as ADHD, OCD, LD, Anxiety, Mood Disorders, etc, and to provide strategies for dealing with TS Plus.

We can present to a variety of forums including:

The School
The Classroom
Employer/workplace

******If you are a parent who would like to see an in-service at your child's school, your school MUST make the request. We are unable to cold-call schools and tell them they need to consider an in-service on a parent's behalf.******

Because of our fundraising efforts, our in-services are free of charge, based on availability. Mileage and expenses may be requested. Alternatively, we can also arrange for your group to receive an in-service by teleconference. Please note that the In-Service Program relies entirely on donations to sustain it financially and any support that you can offer will help support our program. All of our in-service presenters are volunteers.

For any questions please email edmonton@tourette.ca

To request an in-service:

** Indicates required field*

TOURETTE ASSOCIATION OF AMERICA

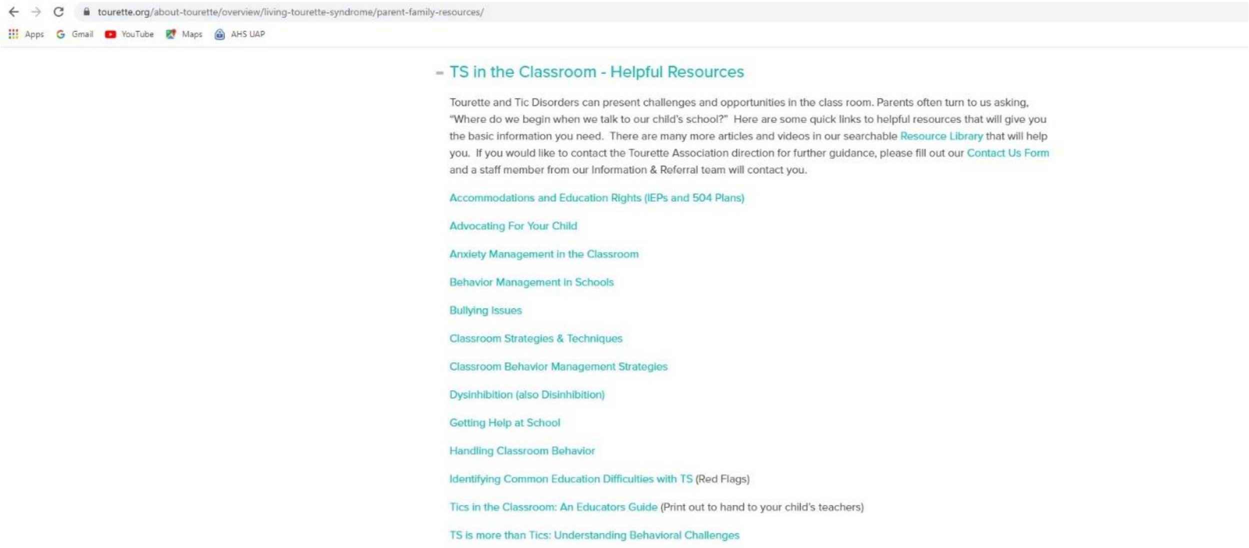
https://tourette.org/resource/educators-guide-planning-support-tool-kit/

An Educator's Guide to Planning and Support (Tool Kit)

This tool kit is designed to assist educators and support staff in recognizing complex symptoms and serve as a guide towards developing effective support plans to allow children with Tourette Syndrome (TS) and Tic Disorders to thrive both socially and academically. The tool kit provides resources to teachers, administrators, counselors, school psychologists, speech and occupational therapists, consultant and resource teachers, school nurses, college professors and other support personnel to help understand and support children with TS and Tic Disorders.

To request a hard copy of this tool kit, please contact the Tourette Association of America at (718) 224-2999.

Click here for the guide in Spanish.



- TS in the Classroom - Helpful Resources

Tourette and Tic Disorders can present challenges and opportunities in the class room. Parents often turn to us asking, “Where do we begin when we talk to our child’s school?” Here are some quick links to helpful resources that will give you the basic information you need. There are many more articles and videos in our searchable Resource Library that will help you. If you would like to contact the Tourette Association direction for further guidance, please fill out our Contact Us Form and a staff member from our Information & Referral team will contact you.

Accommodations and Education Rights (IEPs and 504 Plans)

Advocating For Your Child

Anxiety Management in the Classroom

Behavior Management in Schools

Bullying Issues

Classroom Strategies & Techniques

Classroom Behavior Management Strategies

Dysinhibition (also Disinhibition)

Getting Help at School

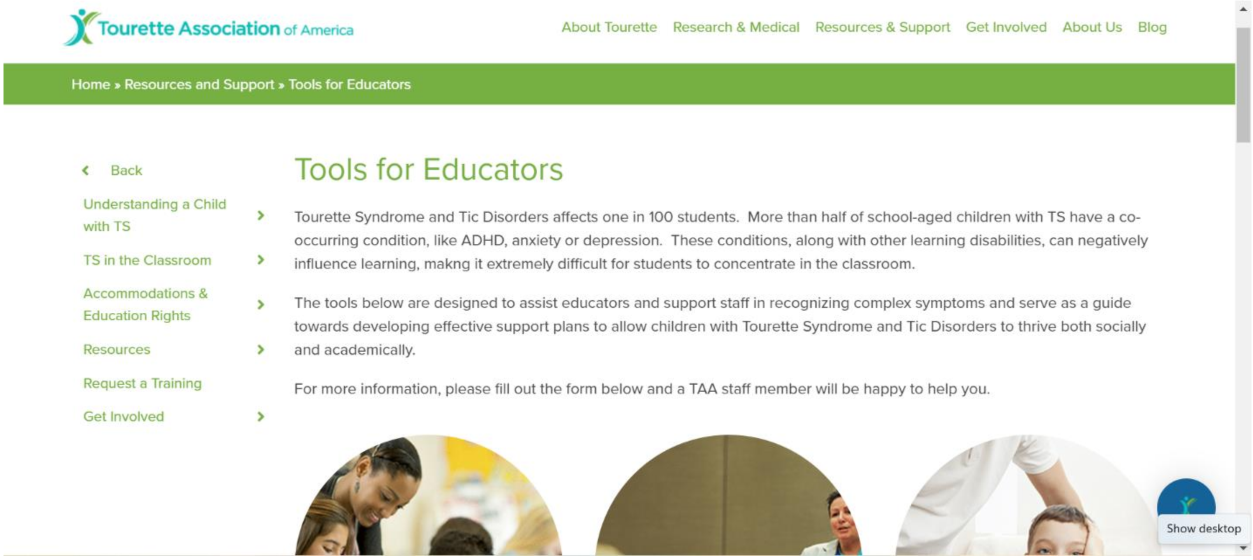
Handling Classroom Behavior

Identifying Common Education Difficulties with TS (Red Flags)

Tics in the Classroom: An Educators Guide (Print out to hand to your child’s teachers)

TS is more than Tics: Understanding Behavioral Challenges

https://tourette.org/resources/overview/tools-for-educators/



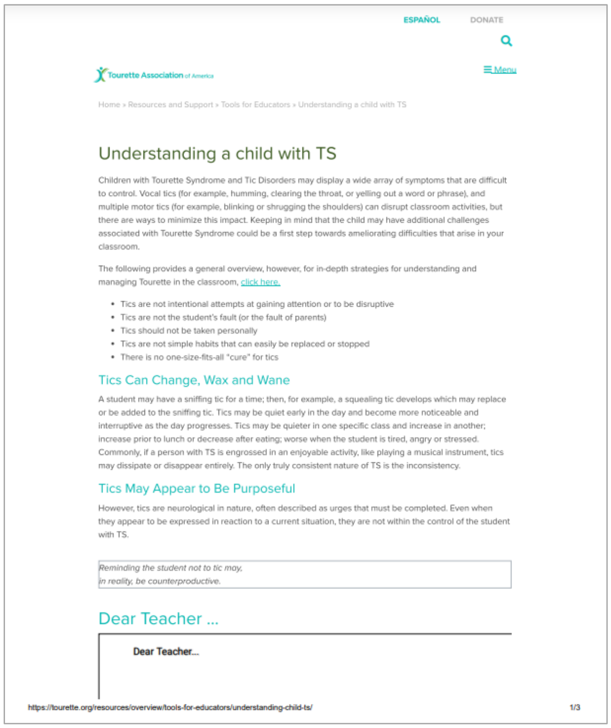
Tools for Educators

Tourette Syndrome and Tic Disorders affects one in 100 students. More than half of school-aged children with TS have a co-occurring condition, like ADHD, anxiety or depression. These conditions, along with other learning disabilities, can negatively influence learning, makng it extremely difficult for students to concentrate in the classroom.

The tools below are designed to assist educators and support staff in recognizing complex symptoms and serve as a guide towards developing effective support plans to allow children with Tourette Syndrome and Tic Disorders to thrive both socially and academically.

For more information, please fill out the form below and a TAA staff member will be happy to help you.

https://tourette.org/resources/overview/tools-for-educators/understanding-child-ts/
https://tourette.org/resources/overview/tools-for-educators/classroom-strategies-techniques/
https://tourette.org/about-tourette/overview/living-tourette-syndrome/bullying-issues/
https://tourette.org/resources/overview/tools-for-educators/accommodations-education-rights/



Understanding a child with TS

Children with Tourette Syndrome and Tic Disorders may display a wide array of symptoms that are difficult to control. Vocal tics (for example, humming, clearing the throat, or yelling out a word or phrase), and multiple motor tics (for example, blinking or shrugging the shoulders) can disrupt classroom activities, but there are ways to minimize this impact. Keeping in mind that the child may have additional challenges associated with Tourette Syndrome could be a first step towards ameliorating difficulties that arise in your classroom.

The following provides a general overview, however, for in-depth strategies for understanding and managing Tourette in the classroom, click here.

- Tics are not intentional attempts at gaining attention or to be disruptive
- Tics are not the student's fault (or the fault of parents)
- Tics should not be taken personally
- Tics are not simple habits that can easily be replaced or stopped
- There is no one-size-fits-all "cure" for tics

Tics Can Change, Wax and Wane

A student may have a sniffing tic for a time; then, for example, a squealing tic develops which may replace or be added to the sniffing tic. Tics may be quiet early in the day and become more noticeable and interruptive as the day progresses. Tics may be quieter in one specific class and increase in another; increase prior to lunch or decrease after eating; worse when the student is tired, angry or stressed. Commonly, if a person with TS is engrossed in an enjoyable activity, like playing a musical instrument, tics may dissipate or disappear entirely. The only truly consistent nature of TS is the inconsistency.

Tics May Appear to Be Purposeful

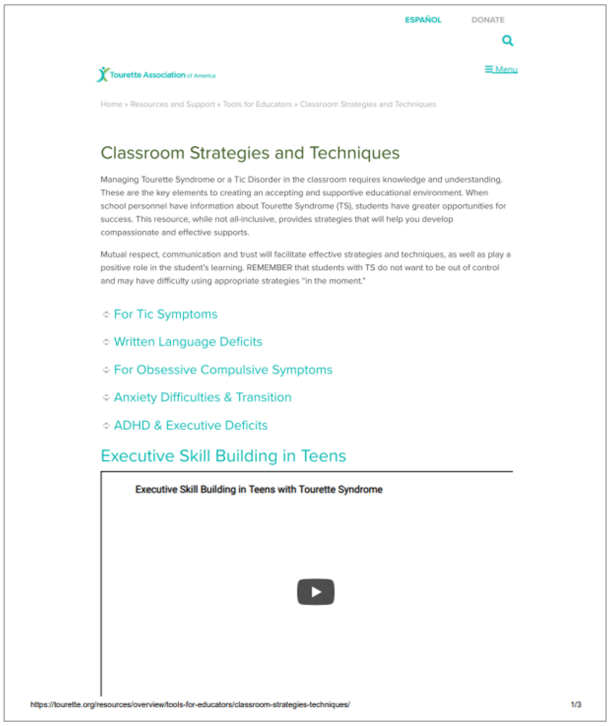
However, tics are neurological in nature, often described as urges that must be completed. Even when they appear to be expressed in reaction to a current situation, they are not within the control of the student with TS.

*Reminding the student not to tic may,
in reality, be counterproductive.*

Dear Teacher ...

Dear Teacher...

https://tourette.org/resources/overview/tools-for-educators/understanding-child-ts/ 1/3



Classroom Strategies and Techniques

Managing Tourette Syndrome or a Tic Disorder in the classroom requires knowledge and understanding. These are the key elements to creating an accepting and supportive educational environment. When school personnel have information about Tourette Syndrome (TS), students have greater opportunities for success. This resource, while not all-inclusive, provides strategies that will help you develop compassionate and effective supports.

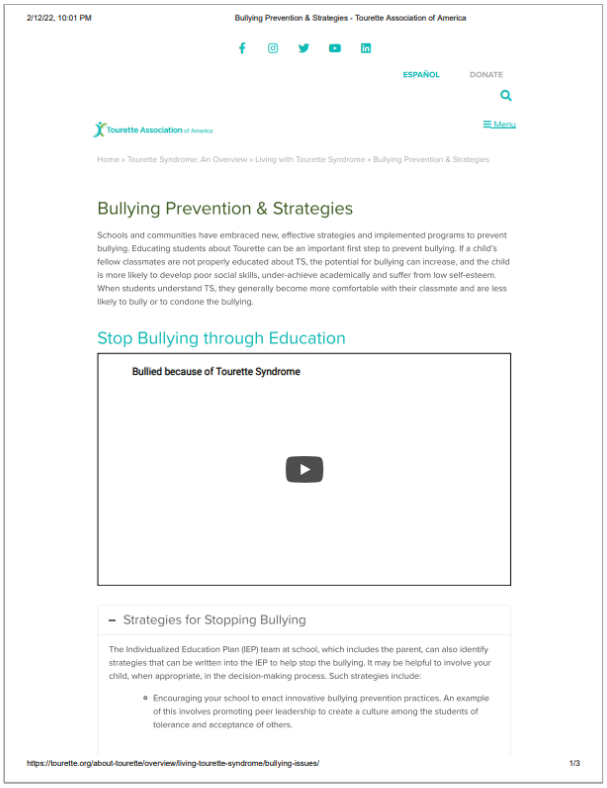
Mutual respect, communication and trust will facilitate effective strategies and techniques, as well as play a positive role in the student's learning. REMEMBER that students with TS do not want to be out of control and may have difficulty using appropriate strategies "in the moment."

- For Tic Symptoms
- Written Language Deficits
- For Obsessive Compulsive Symptoms
- Anxiety Difficulties & Transition
- ADHD & Executive Deficits

Executive Skill Building in Teens

Executive Skill Building in Teens with Tourette Syndrome

https://tourette.org/resources/overview/tools-for-educators/classroom-strategies-techniques/ 1/3


2/12/22, 10:01 PM Bullying Prevention & Strategies - Tourette Association of America

Bullying Prevention & Strategies

Schools and communities have embraced new, effective strategies and implemented programs to prevent bullying. Educating students about Tourette can be an important first step to prevent bullying. If a child's fellow classmates are not properly educated about TS, the potential for bullying can increase, and the child is more likely to develop poor social skills, under-achieve academically and suffer from low self-esteem. When students understand TS, they generally become more comfortable with their classmate and are less likely to bully or to condone the bullying.

Stop Bullying through Education

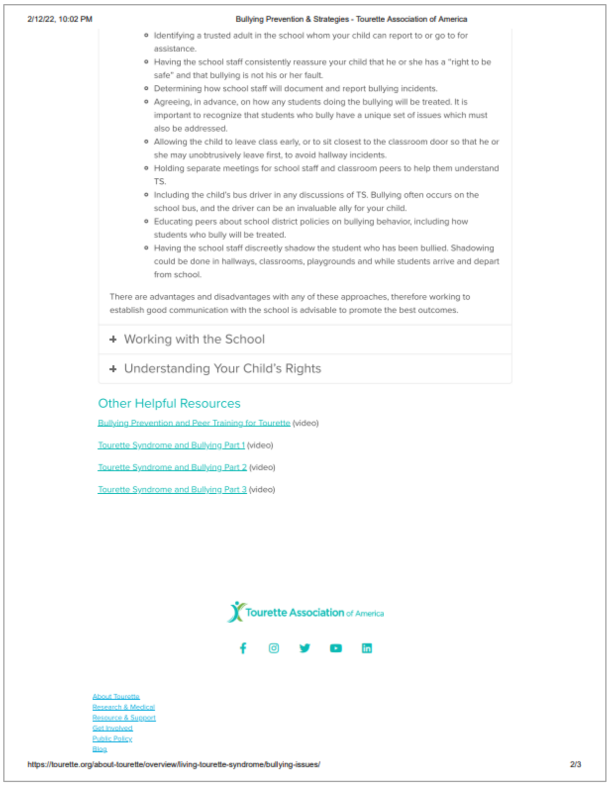
Bullied because of Tourette Syndrome

– Strategies for Stopping Bullying

The Individualized Education Plan (IEP) team at school, which includes the parent, can also identify strategies that can be written into the IEP to help stop the bullying. It may be helpful to involve your child, when appropriate, in the decision-making process. Such strategies include:

- Encouraging your school to enact innovative bullying prevention practices. An example of this involves promoting peer leadership to create a culture among the students of tolerance and acceptance of others.

https://tourette.org/about-tourette/overview/living-tourette-syndrome/bullying-issues/ 1/3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- Identifying a trusted adult in the school whom your child can report to or go to for assistance.
- Having the school staff consistently reassure your child that he or she has a "right to be safe" and that bullying is not his or her fault.
- Determining how school staff will document and report bullying incidents.
- Agreeing, in advance, on how any students doing the bullying will be treated. It is important to recognize that students who bully have a unique set of issues which must also be addressed.
- Allowing the child to leave class early, or to sit closest to the classroom door so that he or she may unobtrusively leave first, to avoid hallway incidents.
- Holding separate meetings for school staff and classroom peers to help them understand TS.
- Including the child's bus driver in any discussions of TS. Bullying often occurs on the school bus, and the driver can be an invaluable ally for your child.
- Educating peers about school district policies on bullying behavior, including how students who bully will be treated.
- Having the school staff discreetly shadow the student who has been bullied. Shadowing could be done in hallways, classrooms, playgrounds and while students arrive and depart from school.

There are advantages and disadvantages with any of these approaches, therefore working to establish good communication with the school is advisable to promote the best outcomes.

+ Working with the School

+ Understanding Your Child's Rights

Other Helpful Resources

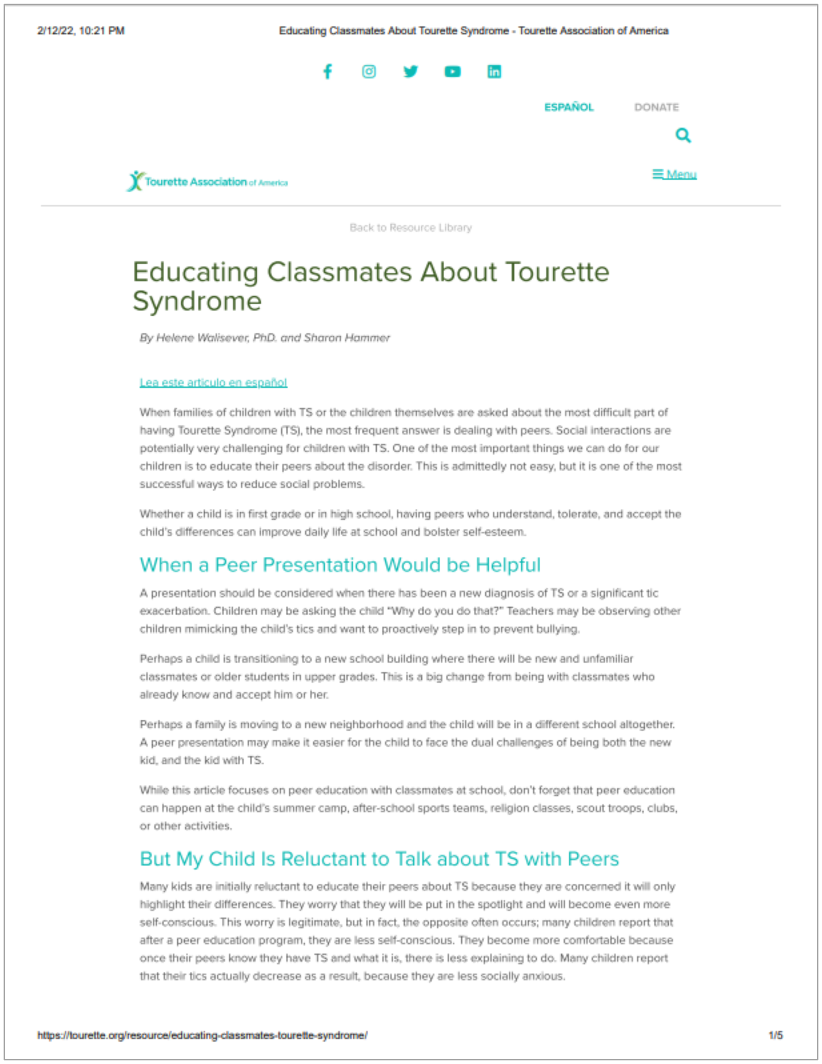
Bullying Prevention and Peer Training for Tourette (video)

Tourette Syndrome and Bullying Part 1 (video)

Tourette Syndrome and Bullying Part 2 (video)

Tourette Syndrome and Bullying Part 3 (video)

https://tourette.org/about-tourette/overview/living-tourette-syndrome/bullying-issues/ 2/3 https://tourette.org/resource/educating-classmates-tourette-syndrome/



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Educating Classmates About Tourette Syndrome - Tourette Association of America

ESPAÑOL DONATE

Tourette Association of America

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Educating Classmates About Tourette Syndrome

By Helene Walisever, PhD. and Sharon Hammer

Lea este articulo en español

When families of children with TS or the children themselves are asked about the most difficult part of having Tourette Syndrome (TS), the most frequent answer is dealing with peers. Social interactions are potentially very challenging for children with TS. One of the most important things we can do for our children is to educate their peers about the disorder. This is admittedly not easy, but it is one of the most successful ways to reduce social problems.

Whether a child is in first grade or in high school, having peers who understand, tolerate, and accept the child's differences can improve daily life at school and bolster self-esteem.

When a Peer Presentation Would be Helpful

A presentation should be considered when there has been a new diagnosis of TS or a significant tic exacerbation. Children may be asking the child "Why do you do that?" Teachers may be observing other children mimicking the child's tics and want to proactively step in to prevent bullying.

Perhaps a child is transitioning to a new school building where there will be new and unfamiliar classmates or older students in upper grades. This is a big change from being with classmates who already know and accept him or her.

Perhaps a family is moving to a new neighborhood and the child will be in a different school altogether. A peer presentation may make it easier for the child to face the dual challenges of being both the new kid, and the kid with TS.

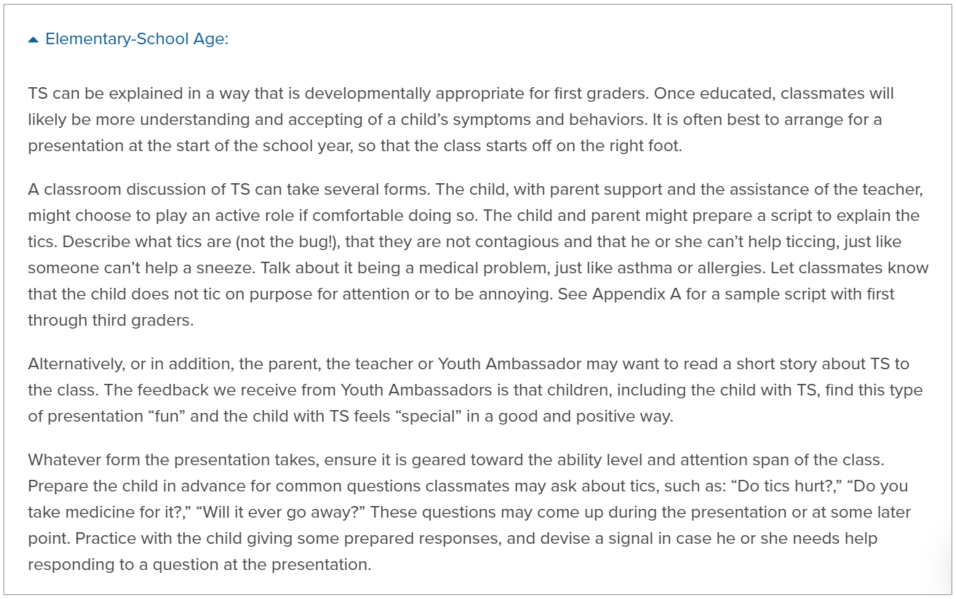
While this article focuses on peer education with classmates at school, don't forget that peer education can happen at the child's summer camp, after-school sports teams, religion classes, scout troops, clubs, or other activities.

But My Child Is Reluctant to Talk about TS with Peers

Many kids are initially reluctant to educate their peers about TS because they are concerned it will only highlight their differences. They worry that they will be put in the spotlight and will become even more self-conscious. This worry is legitimate, but in fact, the opposite often occurs; many children report that after a peer education program, they are less self-conscious. They become more comfortable because once their peers know they have TS and what it is, there is less explaining to do. Many children report that their tics actually decrease as a result, because they are less socially anxious.

https://tourette.org/resource/educating-classmates-tourette-syndrome/ 1/5

See full document. It includes the following sections:



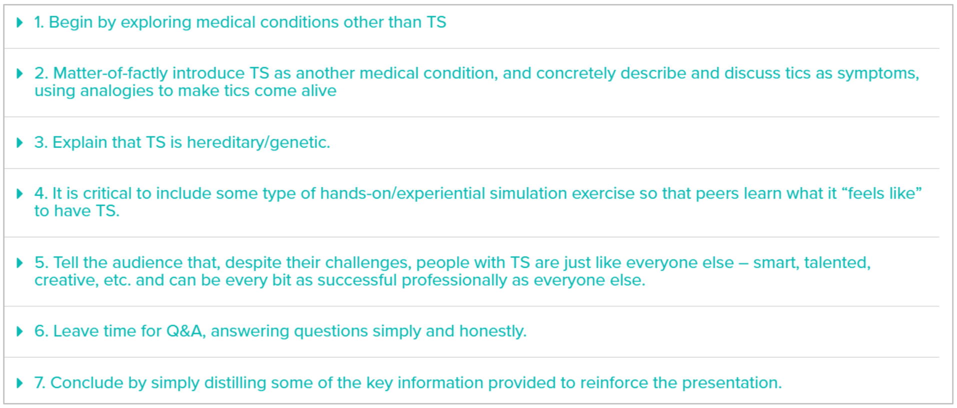
▲ Elementary-School Age:

TS can be explained in a way that is developmentally appropriate for first graders. Once educated, classmates will likely be more understanding and accepting of a child's symptoms and behaviors. It is often best to arrange for a presentation at the start of the school year, so that the class starts off on the right foot.

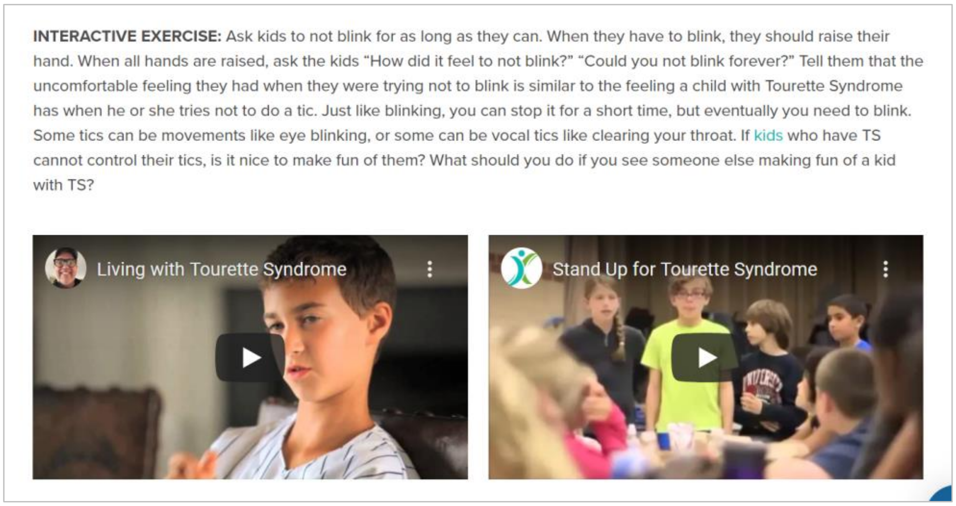
A classroom discussion of TS can take several forms. The child, with parent support and the assistance of the teacher, might choose to play an active role if comfortable doing so. The child and parent might prepare a script to explain the tics. Describe what tics are (not the bug!), that they are not contagious and that he or she can't help ticcing, just like someone can't help a sneeze. Talk about it being a medical problem, just like asthma or allergies. Let classmates know that the child does not tic on purpose for attention or to be annoying. See Appendix A for a sample script with first through third graders.

Alternatively, or in addition, the parent, the teacher or Youth Ambassador may want to read a short story about TS to the class. The feedback we receive from Youth Ambassadors is that children, including the child with TS, find this type of presentation "fun" and the child with TS feels "special" in a good and positive way.

Whatever form the presentation takes, ensure it is geared toward the ability level and attention span of the class. Prepare the child in advance for common questions classmates may ask about tics, such as: "Do tics hurt?," "Do you take medicine for it?," "Will it ever go away?" These questions may come up during the presentation or at some later point. Practice with the child giving some prepared responses, and devise a signal in case he or she needs help responding to a question at the presentation.



- ▸ 1. Begin by exploring medical conditions other than TS
- ▸ 2. Matter-of-factly introduce TS as another medical condition, and concretely describe and discuss tics as symptoms, using analogies to make tics come alive
- ▸ 3. Explain that TS is hereditary/genetic.
- ▸ 4. It is critical to include some type of hands-on/experiential simulation exercise so that peers learn what it "feels like" to have TS.
- ▸ 5. Tell the audience that, despite their challenges, people with TS are just like everyone else – smart, talented, creative, etc. and can be every bit as successful professionally as everyone else.
- ▸ 6. Leave time for Q&A, answering questions simply and honestly.
- ▸ 7. Conclude by simply distilling some of the key information provided to reinforce the presentation.



INTERACTIVE EXERCISE: Ask kids to not blink for as long as they can. When they have to blink, they should raise their hand. When all hands are raised, ask the kids "How did it feel to not blink?" "Could you not blink forever?" Tell them that the uncomfortable feeling they had when they were trying not to blink is similar to the feeling a child with Tourette Syndrome has when he or she tries not to do a tic. Just like blinking, you can stop it for a short time, but eventually you need to blink. Some tics can be movements like eye blinking, or some can be vocal tics like clearing your throat. If kids who have TS cannot control their tics, is it nice to make fun of them? What should you do if you see someone else making fun of a kid with TS?

See also '**Matthew & His Tics – A Story for Young Children:** https://tourette.org/resource/matthew-tics-story-young-children/' under the Children's section (pp. 18/19).

TOURETTES ACTION (UK)

https://www.tourettes-action.org.uk/storage/downloads/1600243154_tourettes-action-key-facts-for-teachers_Feb2020.pdf

- **Neither rewards nor punishment will enable a student to control tics.** However, there may be things which make it easier for tics to be minimised and this can usually be discovered in **discussion with the student and their family.**
- **Try not to respond too much to tics** as this can normalise them. However, often tics are humorous and it would be unnatural not to recognise this.
- **TS is not caused by bad parenting or abuse.** When children are able to suppress their tics at school this may well lead to increased tics and behaviours at home. It does not mean that school is OK and something is wrong at home. Home is a safe place to let all your tics out. However, this does mean that often homework is especially hard.
- It may be helpful to **provide time and space for tics to be let out in private,** thus lessening the build-up of tension. Perhaps a 'time out' card would allow the student to go to the designated place without causing too much disruption if it becomes unbearable for them.
- Try to **avoid seating arrangements where tics will cause the greatest disruption,** for example the middle of rows or near something breakable. Sometimes sitting at the front of the class can improve attention but at other times it makes the tics visible to everyone and so should be avoided.
- **Modify tasks or requirement where possible** as some activities are much harder for students with TS. Especially handwriting and other activities requiring fine motor skills. Distribute instructions rather than asking students to copy long instructions or homework.
- Tics may make handwriting difficult so **try not to mark the student down for poor handwriting.** Consider alternative ways of recording, e.g. laptops, voice to text technology and writing frameworks.
- Exams are stressful for all students and especially so for a child with TS. **Consider special access arrangements such as separate rooms or allowing rest breaks for exams.**
- As TS often worsens at the age of transition this can be especially difficult and may well require **extra planning and support.**

www.tourettes-action.org.uk

Tourettes action

Resources

Tourettes Action can provide **information and PowerPoint presentations** for schools. It may be possible for us to offer some whole school training.

Please note that this leaflet is designed to offer support to teachers in classroom settings and explain how Tourette Syndrome affects students.

It does not cover the legal requirements surrounding the implementation of the disabilities discrimination act, the new code of practice or obtaining an EHC plan.

Contact us

☎ **Lucy Toghill**
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07394 559 025

@ **lucy@tourettes-action.org.uk**

✉ **Tourettes Action**
The Meads Business Centre
19 Kingsmead
Farnborough
Hampshire
GU14 7SR

We are a registered charity, no. 1003317. We are also a company registered in England and Wales, no. 2613993.

Tourette Syndrome (UK) Association, trading as Tourettes Action.

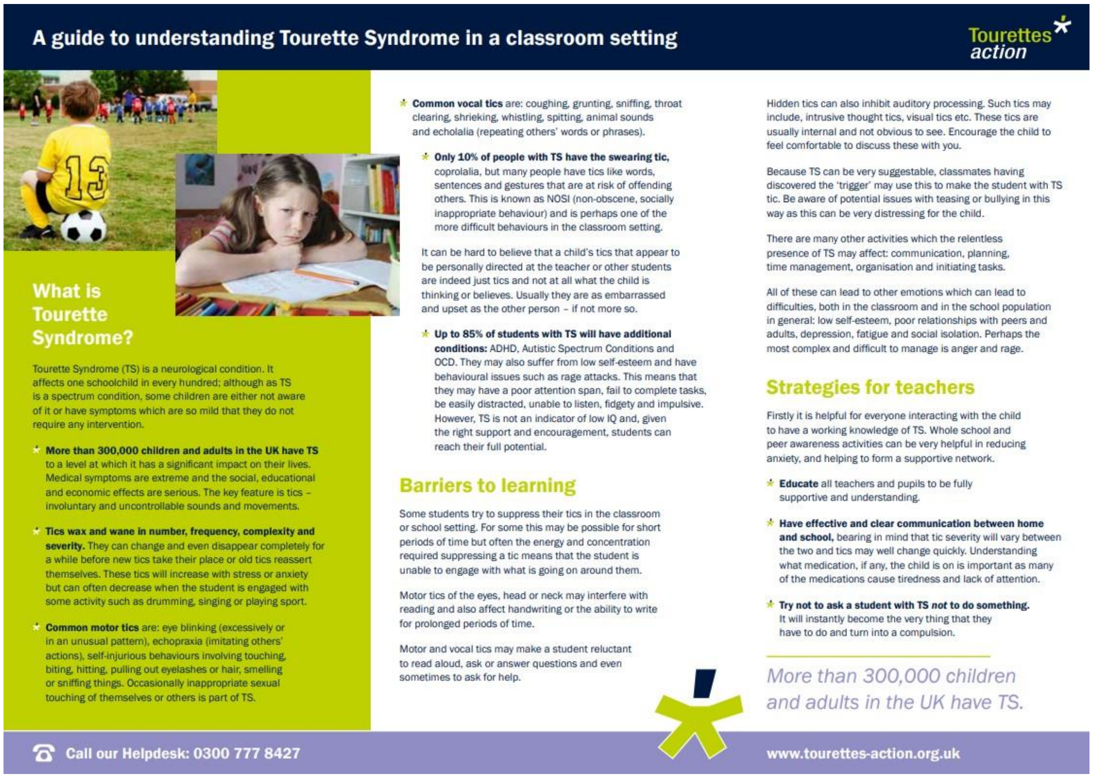
www.tourettes-action.org.uk

Tourettes action

Tourette Syndrome

KEY FACTS FOR TEACHERS

www.tourettes-action.org.uk



A guide to understanding Tourette Syndrome in a classroom setting

Tourettes action

What is Tourette Syndrome?

Tourette Syndrome (TS) is a neurological condition. It affects one schoolchild in every hundred; although as TS is a spectrum condition, some children are either not aware of it or have symptoms which are so mild that they do not require any intervention.

- **More than 300,000 children and adults in the UK have TS** to a level at which it has a significant impact on their lives. Medical symptoms are extreme and the social, educational and economic effects are serious. The key feature is tics – involuntary and uncontrollable sounds and movements.
- **Tics wax and wane in number, frequency, complexity and severity.** They can change and even disappear completely for a while before new tics take their place or old tics reassert themselves. These tics will increase with stress or anxiety but can often decrease when the student is engaged with some activity such as drumming, singing or playing sport.
- **Common motor tics** are: eye blinking (excessively or in an unusual pattern), echopraxia (imitating others' actions), self-injurious behaviours involving touching, biting, hitting, pulling out eyelashes or hair, smelling or sniffing things. Occasionally inappropriate sexual touching of themselves or others is part of TS.
- **Common vocal tics** are: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal sounds and echolalia (repeating others' words or phrases).
  - **Only 10% of people with TS have the swearing tic,** coprolalia, but many people have tics like words, sentences and gestures that are at risk of offending others. This is known as NOSI (non-obscene, socially inappropriate behaviour) and is perhaps one of the more difficult behaviours in the classroom setting.

It can be hard to believe that a child's tics that appear to be personally directed at the teacher or other students are indeed just tics and not at all what the child is thinking or believes. Usually they are as embarrassed and upset as the other person – if not more so.

- **Up to 85% of students with TS will have additional conditions:** ADHD, Autistic Spectrum Conditions and OCD. They may also suffer from low self-esteem and have behavioural issues such as rage attacks. This means that they may have a poor attention span, fail to complete tasks, be easily distracted, unable to listen, fidgety and impulsive. However, TS is not an indicator of low IQ and, given the right support and encouragement, students can reach their full potential.

Barriers to learning

Some students try to suppress their tics in the classroom or school setting. For some this may be possible for short periods of time but often the energy and concentration required suppressing a tic means that the student is unable to engage with what is going on around them.

Motor tics of the eyes, head or neck may interfere with reading and also affect handwriting or the ability to write for prolonged periods of time.

Motor and vocal tics may make a student reluctant to read aloud, ask or answer questions and even sometimes to ask for help.

Hidden tics can also inhibit auditory processing. Such tics may include, intrusive thought tics, visual tics etc. These tics are usually internal and not obvious to see. Encourage the child to feel comfortable to discuss these with you.

Because TS can be very suggestable, classmates having discovered the 'trigger' may use this to make the student with TS tic. Be aware of potential issues with teasing or bullying in this way as this can be very distressing for the child.

There are many other activities which the relentless presence of TS may affect: communication, planning, time management, organisation and initiating tasks.

All of these can lead to other emotions which can lead to difficulties, both in the classroom and in the school population in general: low self-esteem, poor relationships with peers and adults, depression, fatigue and social isolation. Perhaps the most complex and difficult to manage is anger and rage.

Strategies for teachers

Firstly it is helpful for everyone interacting with the child to have a working knowledge of TS. Whole school and peer awareness activities can be very helpful in reducing anxiety, and helping to form a supportive network.

- **Educate** all teachers and pupils to be fully supportive and understanding.
- **Have effective and clear communication between home and school,** bearing in mind that tic severity will vary between the two and tics may well change quickly. Understanding what medication, if any, the child is on is important as many of the medications cause tiredness and lack of attention.
- **Try not to ask a student with TS *not* to do something.** It will instantly become the very thing that they have to do and turn into a compulsion.

More than 300,000 children and adults in the UK have TS.

☎ **Call our Helpdesk: 0300 777 8427**

www.tourettes-action.org.uk

https://www.tourettes-action.org.uk/resource-247-factsheet---executive-functioning.html

Tourettes action

Factsheet: Executive functioning

Executive functioning

Tourette Syndrome is a complex condition and is associated with other neurodevelopmental conditions including ADHD and Autism spectrum disorders. A misunderstood area of neurodevelopmental disorders and a common barrier to learning is known as executive functioning difficulties. There is a good evidence base to indicate that people with Tourette Syndrome often have difficulty with executive functioning.

What is executive functioning?

The executive functions are a group of behaviours that facilitate tasks and independence. They also impact on a person's ability to regulate their behaviours and responses. People of all abilities can have executive functioning difficulties.

Executive functioning falls into a set of mental skills that include three main areas:

- **Working memory** (keeping information in mind and putting it to use)
- **Flexible thinking** (see problems from multiple angles and find different ways to solve them)
- **Self-control** (ability to stop before you respond on impulse)

We use these skills every day to learn, work and manage everyday life. Difficulties with executive functioning can make it hard to focus, follow instructions, regulate emotions etc.

How does this affect children? What can this look like in school?

- Paying attention and focussing
- Monitoring your own performance during a task – for example checking work and spotting mistakes
- Starting and completing new tasks and independently generate new ideas
- Ability to shift focus from one situation/task/activity to another as needed
- Ability to control impulses and stop a behaviour at an appropriate time
- The capacity for holding onto information in the mind (working memory)
- Organisational skills – such as keeping a workspace organised. This could be a school bag, homework folder, desk etc.
- Use of planning skills – setting goals, planning steps and carrying out tasks systematically

How can we help improve children's executive functioning?

Looking all the different executive functions, it is easy to understand why executive functioning difficulties impact on progress for children in school, and this has been shown to be the case. Difficulties also impact on self-esteem and anxiety as they can be misunderstood as laziness or carelessness.

The ways to support children with executive functioning difficulties are varied as strategies depend on the area/s which need support as well as the age of the child (executive functioning skills develop in all children as they get older). However, it is helpful for teachers, parents and carers to consider the types of interventions that can help.

It is also helpful for children and young people with Tourette Syndrome to become curious about their own strengths and challenges and to begin to learn strategies which can be helpful in supporting their growing independence. What is often most helpful is to be curious with children about what works for them and to help them spot when they find a technique helpful so that they can use it again.

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Tourettes Action, The Meads Business Centre, 19 Kingsmead, Farnborough, Hampshire, GU14 7SR

Tourettes action

Factsheet: Executive functioning

Possible strategies for supporting executive functioning difficulties in schools (some of which can also be used at home)

Area of executive function	Possible strategies for support
Controlling impulses	This is particularly tricky for children with TS and ADHD. • Support can include sensory support (e.g. fiddle toys, sensory cushions, lap pads etc). • Movement breaks during tasks. • Practising tolerating urges using fun games such as resisting chewing a sweet. • Taking turns to play games. • Showing compassion and valuing of the fast-acting brain to support self-esteem and self-awareness. • Social skills support.
Switching Attention	• Warnings about endings of activities including visual support (e.g. timer). • Now and Next approaches which help the child to prepare for what is coming next. • Reducing distractions such as background noise. • Presenting activities in stages. • Allowing reasonable adjustments to support concentration during listening (e.g. doodle pad, fiddle toy). • Using a particular signal to indicate the need to switch attention (e.g. 'are we listening?' with clapping).
Starting tasks	• Provide clear instructions with visual support. • Remind about the first thing to do and ask child to repeat it. • Ensure the task feels manageable – for example in small steps and with clear structure. • Let the child know that you will return to them in a set time period (e.g. use a timer). • Provide opportunities for the child to discuss their ideas with a talking partner for more imaginative tasks (e.g. writing a poem) before starting.
Working memory	• Provide clear instructions that build on consolidated knowledge. • Build automatic knowledge to reduce working memory demands (e.g. number bonds and tables facts). • Teach list making and note taking. • Other strategies for remembering information such as rhymes. • Pre-teaching and repetition. • Visual support around the room and for particular tasks to act as reminders. • Highlighting key information (e.g. the numbers in maths word problems). • Adult support to repeat information when needed.
Planning	• Use of visual strategies such as mind-maps and bullet points. • Provide additional structure such as a writing frame to support a story. • Use technology (e.g. setting reminders on a phone).

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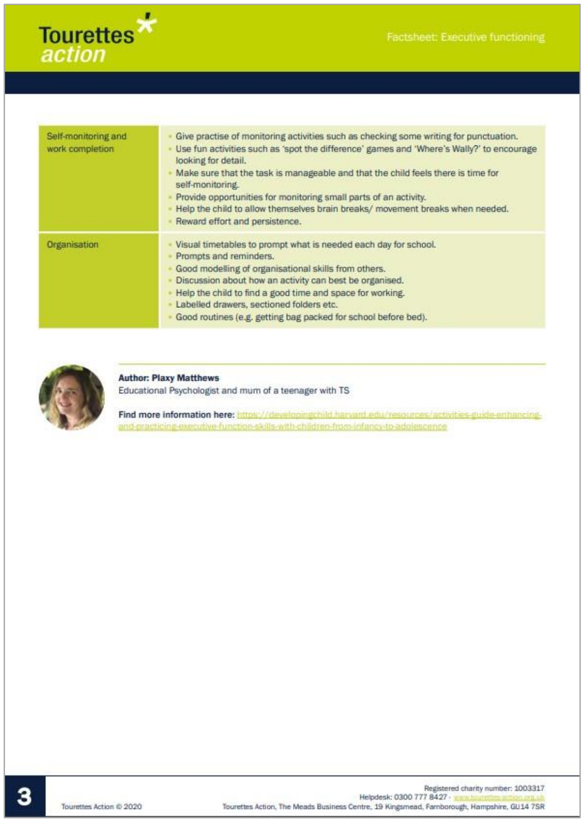

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Factsheet: Executive functioning

Self-monitoring and work completion	• Give practise of monitoring activities such as checking some writing for punctuation. • Use fun activities such as 'spot the difference' games and 'Where's Wally?' to encourage looking for detail. • Make sure that the task is manageable and that the child feels there is time for self-monitoring. • Provide opportunities for monitoring small parts of an activity. • Help the child to allow themselves brain breaks/ movement breaks when needed. • Reward effort and persistence.
Organisation	• Visual timetables to prompt what is needed each day for school. • Prompts and reminders. • Good modelling of organisational skills from others. • Discussion about how an activity can best be organised. • Help the child to find a good time and space for working. • Labelled drawers, sectioned folders etc. • Good routines (e.g. getting bag packed for school before bed).

Author: Plaxy Matthews
Educational Psychologist and mum of a teenager with TS

Find more information here: https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence

3

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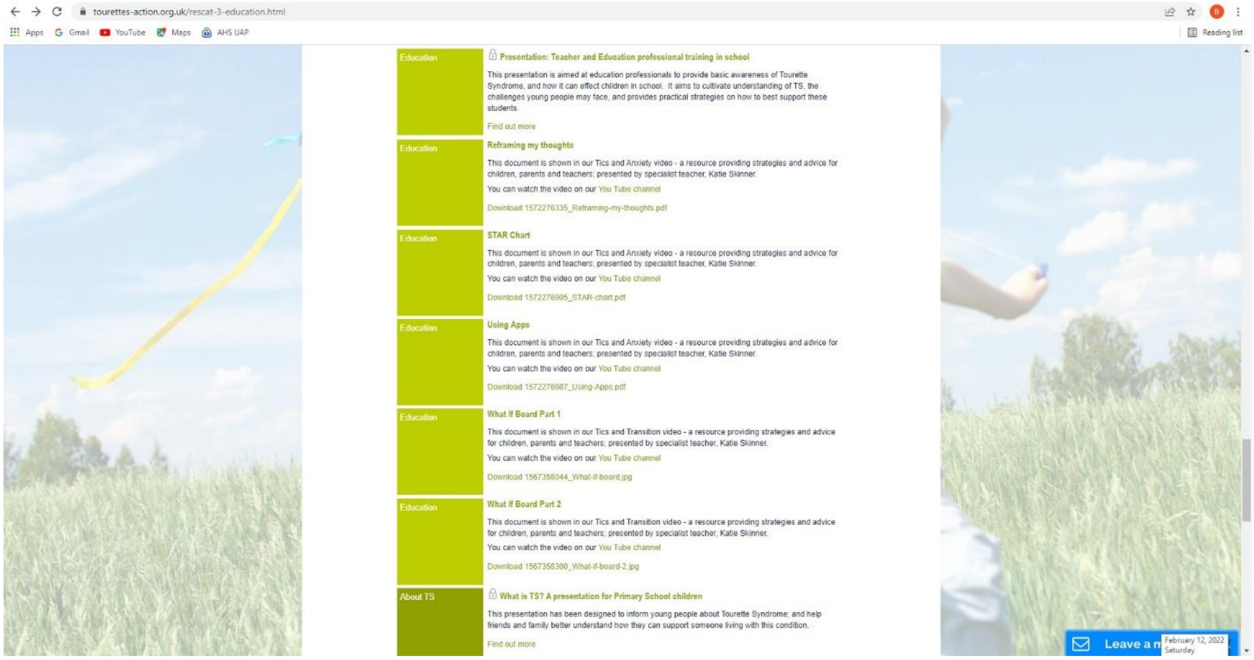

Education

Presentation: Teacher and Education professional training in school

This presentation is aimed at education professionals to provide basic awareness of Tourette Syndrome, and how it can effect children in school. It aims to cultivate understanding of TS, the challenges young people may face, and provides practical strategies on how to best support these students.

Find out more

Education

Reframing my thoughts

This document is shown in our Tics and Anxiety video - a resource providing strategies and advice for children, parents and teachers; presented by specialist teacher, Katie Skinner.

You can watch the video on our You Tube channel

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Education

STAR Chart

This document is shown in our Tics and Anxiety video - a resource providing strategies and advice for children, parents and teachers; presented by specialist teacher, Katie Skinner.

You can watch the video on our You Tube channel

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Using Apps

This document is shown in our Tics and Anxiety video - a resource providing strategies and advice for children, parents and teachers; presented by specialist teacher, Katie Skinner.

You can watch the video on our You Tube channel

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Education

What If Board Part 1

This document is shown in our Tics and Transition video - a resource providing strategies and advice for children, parents and teachers; presented by specialist teacher, Katie Skinner.

You can watch the video on our You Tube channel

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Education

What If Board Part 2

This document is shown in our Tics and Transition video - a resource providing strategies and advice for children, parents and teachers; presented by specialist teacher, Katie Skinner.

You can watch the video on our You Tube channel

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About TS

What is TS? A presentation for Primary School children

This presentation has been designed to inform young people about Tourette Syndrome; and help friends and family better understand how they can support someone living with this condition.

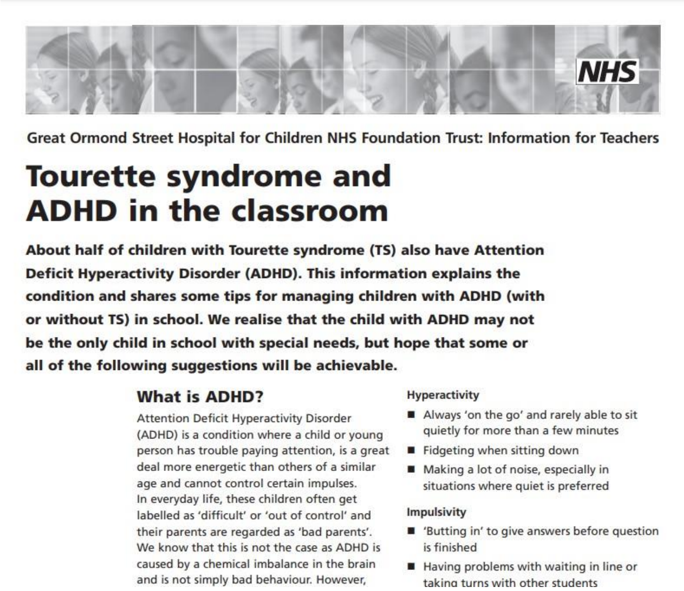
Find out more

GREAT ORMOND STREET HOSPITAL FOR CHILDREN (UK)

https://www.gosh.nhs.uk/conditions-and-treatments/conditions-we-treat/tourette-syndrome/

Information for teachers:

https://media.gosh.nhs.uk/documents/Tourette_and_managing_ADHD_F0260_A4_bw_FINAL_Oct16_1.pdf



Great Ormond Street Hospital for Children NHS Foundation Trust: Information for Teachers

Tourette syndrome and ADHD in the classroom

About half of children with Tourette syndrome (TS) also have Attention Deficit Hyperactivity Disorder (ADHD). This information explains the condition and shares some tips for managing children with ADHD (with or without TS) in school. We realise that the child with ADHD may not be the only child in school with special needs, but hope that some or all of the following suggestions will be achievable.

What is ADHD?

Attention Deficit Hyperactivity Disorder (ADHD) is a condition where a child or young person has trouble paying attention, is a great deal more energetic than others of a similar age and cannot control certain impulses.
In everyday life, these children often get labelled as 'difficult' or 'out of control' and their parents are regarded as 'bad parents'. We know that this is not the case as ADHD is caused by a chemical imbalance in the brain and is not simply bad behaviour. However,

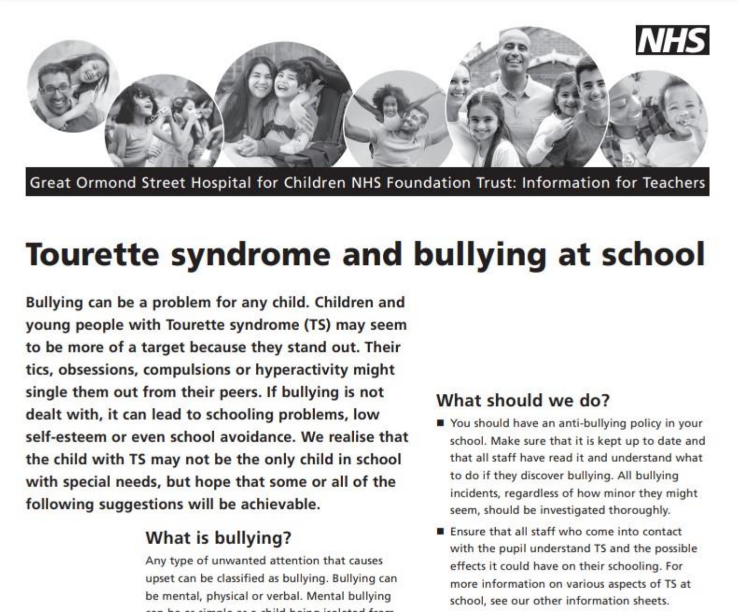
Hyperactivity

- Always 'on the go' and rarely able to sit quietly for more than a few minutes
- Fidgeting when sitting down
- Making a lot of noise, especially in situations where quiet is preferred

Impulsivity

- 'Butting in' to give answers before question is finished
- Having problems with waiting in line or taking turns with other students

https://media.gosh.nhs.uk/documents/Tourette_and_bullying_F0261_A4_bw_FINAL_Jul18.pdf



NHS

Great Ormond Street Hospital for Children NHS Foundation Trust: Information for Teachers

Tourette syndrome and bullying at school

Bullying can be a problem for any child. Children and young people with Tourette syndrome (TS) may seem to be more of a target because they stand out. Their tics, obsessions, compulsions or hyperactivity might single them out from their peers. If bullying is not dealt with, it can lead to schooling problems, low self-esteem or even school avoidance. We realise that the child with TS may not be the only child in school with special needs, but hope that some or all of the following suggestions will be achievable.

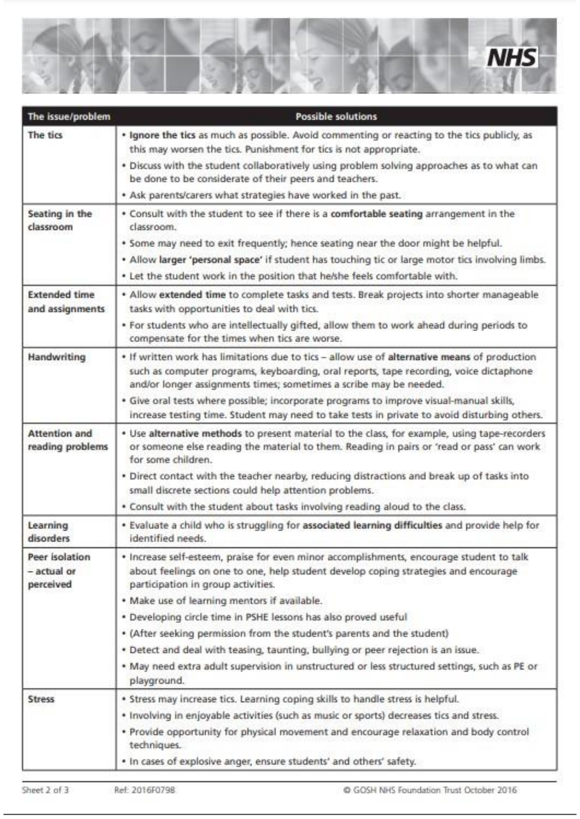
What is bullying?

Any type of unwanted attention that causes upset can be classified as bullying. Bullying can be mental, physical or verbal. Mental bullying

What should we do?

- You should have an anti-bullying policy in your school. Make sure that it is kept up to date and that all staff have read it and understand what to do if they discover bullying. All bullying incidents, regardless of how minor they might seem, should be investigated thoroughly.
- Ensure that all staff who come into contact with the pupil understand TS and the possible effects it could have on their schooling. For more information on various aspects of TS at school, see our other information sheets.

https://media.gosh.nhs.uk/documents/Tourette_and_managing_tics_F0798_A4_bw_FINAL_Oct16_1.pdf



NHS

The issue/problem	Possible solutions
The tics	• **Ignore the tics** as much as possible. Avoid commenting or reacting to the tics publicly, as this may worsen the tics. Punishment for tics is not appropriate. • Discuss with the student collaboratively using problem solving approaches as to what can be done to be considerate of their peers and teachers. • Ask parents/carers what strategies have worked in the past.
Seating in the classroom	• Consult with the student to see if there is a **comfortable seating** arrangement in the classroom. • Some may need to exit frequently; hence seating near the door might be helpful. • Allow **larger 'personal space'** if student has touching tic or large motor tics involving limbs. • Let the student work in the position that he/she feels comfortable with.
Extended time and assignments	• Allow **extended time** to complete tasks and tests. Break projects into shorter manageable tasks with opportunities to deal with tics. • For students who are intellectually gifted, allow them to work ahead during periods to compensate for the times when tics are worse.
Handwriting	• If written work has limitations due to tics – allow use of **alternative means** of production such as computer programs, keyboarding, oral reports, tape recording, voice dictaphone and/or longer assignments times; sometimes a scribe may be needed. • Give oral tests where possible; incorporate programs to improve visual-manual skills, increase testing time. Student may need to take tests in private to avoid disturbing others.
Attention and reading problems	• Use **alternative methods** to present material to the class, for example, using tape-recorders or someone else reading the material to them. Reading in pairs or 'read or pass' can work for some children. • Direct contact with the teacher nearby, reducing distractions and break up of tasks into small discrete sections could help attention problems. • Consult with the student about tasks involving reading aloud to the class.
Learning disorders	• Evaluate a child who is struggling for **associated learning difficulties** and provide help for identified needs.
Peer isolation – actual or perceived	• Increase self-esteem, praise for even minor accomplishments, encourage student to talk about feelings on one to one, help student develop coping strategies and encourage participation in group activities. • Make use of learning mentors if available. • Developing circle time in PSHE lessons has also proved useful • (After seeking permission from the student's parents and the student) • Detect and deal with teasing, taunting, bullying or peer rejection is an issue. • May need extra adult supervision in unstructured or less structured settings, such as PE or playground.
Stress	• Stress may increase tics. Learning coping skills to handle stress is helpful. • Involving in enjoyable activities (such as music or sports) decreases tics and stress. • Provide opportunity for physical movement and encourage relaxation and body control techniques. • In cases of explosive anger, ensure students' and others' safety.

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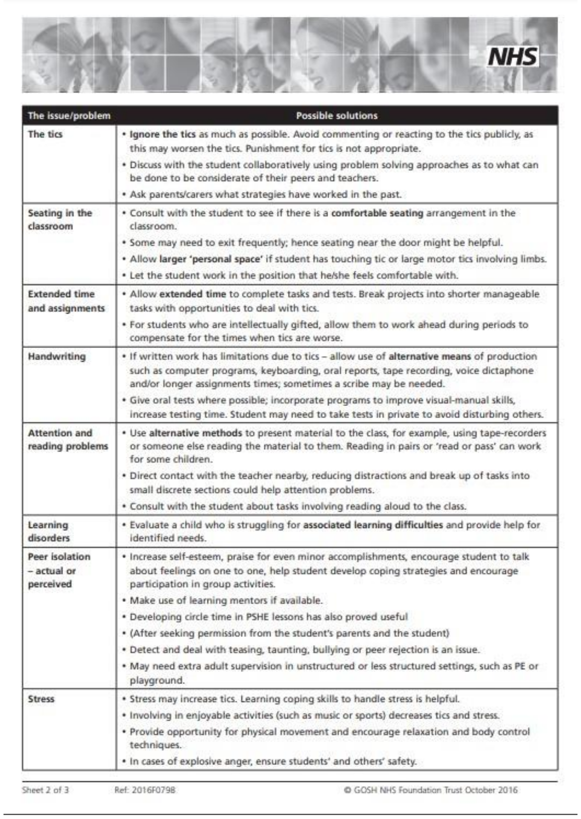

NHS

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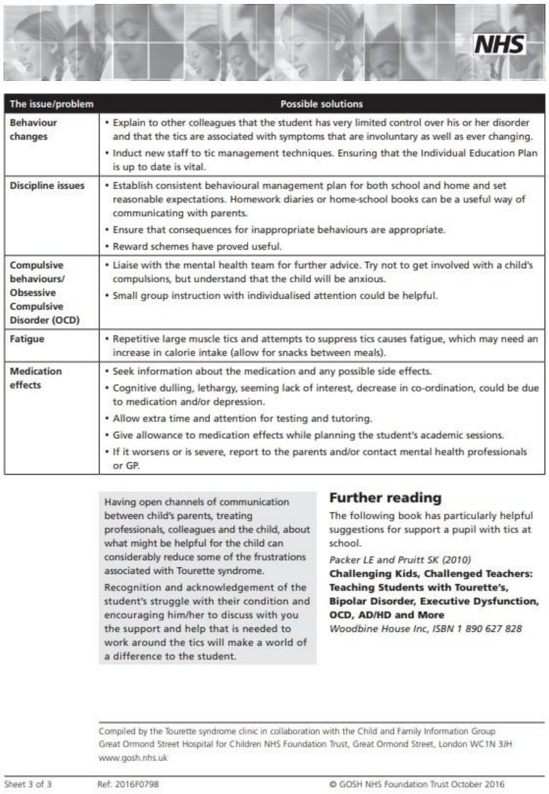

The issue/problem	Possible solutions
Behaviour changes	• Explain to other colleagues that the student has very limited control over his or her disorder and that the tics are associated with symptoms that are involuntary as well as ever changing. • Induct new staff to tic management techniques. Ensuring that the Individual Education Plan is up to date is vital.
Discipline issues	• Establish consistent behavioural management plan for both school and home and set reasonable expectations. Homework diaries or home-school books can be a useful way of communicating with parents. • Ensure that consequences for inappropriate behaviours are appropriate. • Reward schemes have proved useful.
Compulsive behaviours/ Obsessive Compulsive Disorder (OCD)	• Liaise with the mental health team for further advice. Try not to get involved with a child's compulsions, but understand that the child will be anxious. • Small group instruction with individualised attention could be helpful.
Fatigue	• Repetitive large muscle tics and attempts to suppress tics causes fatigue, which may need an increase in calorie intake (allow for snacks between meals).
Medication effects	• Seek information about the medication and any possible side effects. • Cognitive dulling, lethargy, seeming lack of interest, decrease in co-ordination, could be due to medication and/or depression. • Allow extra time and attention for testing and tutoring. • Give allowance to medication effects while planning the student's academic sessions. • If it worsens or is severe, report to the parents and/or contact mental health professionals or GP.

Having open channels of communication between child's parents, treating professionals, colleagues and the child, about what might be helpful for the child can considerably reduce some of the frustrations associated with Tourette syndrome.

Recognition and acknowledgement of the student's struggle with their condition and encouraging him/her to discuss with you the support and help that is needed to work around the tics will make a world of a difference to the student.

Further reading

The following book has particularly helpful suggestions for support a pupil with tics at school.

Packer LE and Pruitt SK (2010)
Challenging Kids, Challenged Teachers: Teaching Students with Tourette's, Bipolar Disorder, Executive Dysfunction, OCD, AD/HD and More
Woodbine House Inc, ISBN 1 890 627 828

Compiled by the Tourette syndrome clinic in collaboration with the Child and Family Information Group
Great Ormond Street Hospital for Children NHS Foundation Trust, Great Ormond Street, London WC1N 3JH
www.gosh.nhs.uk

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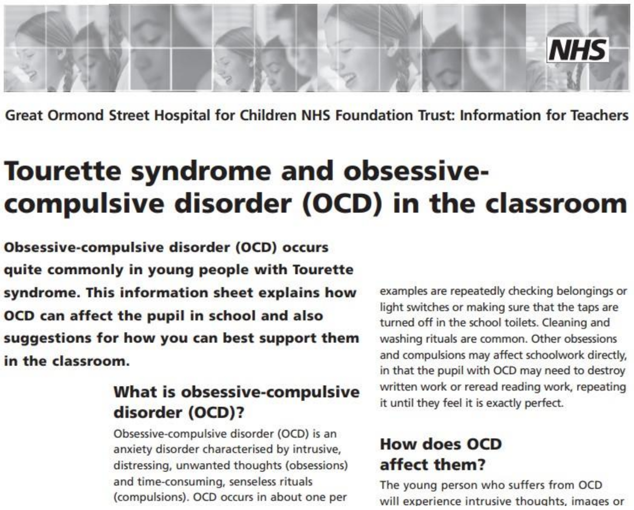

Great Ormond Street Hospital for Children NHS Foundation Trust: Information for Teachers

Tourette syndrome and obsessive-compulsive disorder (OCD) in the classroom

Obsessive-compulsive disorder (OCD) occurs quite commonly in young people with Tourette syndrome. This information sheet explains how OCD can affect the pupil in school and also suggestions for how you can best support them in the classroom.

What is obsessive-compulsive disorder (OCD)?

Obsessive-compulsive disorder (OCD) is an anxiety disorder characterised by intrusive, distressing, unwanted thoughts (obsessions) and time-consuming, senseless rituals (compulsions). OCD occurs in about one per

examples are repeatedly checking belongings or light switches or making sure that the taps are turned off in the school toilets. Cleaning and washing rituals are common. Other obsessions and compulsions may affect schoolwork directly, in that the pupil with OCD may need to destroy written work or reread reading work, repeating it until they feel it is exactly perfect.

How does OCD affect them?

The young person who suffers from OCD will experience intrusive thoughts, images or