



MOOD DISORDERS: RESHAPING BEST PRACTICES FOR THE CLINICIAN AND THE CLASSROOM

PART 2: ACCOMMODATIONS

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SYMPTOM : THE STUDENT HAS FLUCTUATIONS IN MOOD AND ENERGY ON A DAILY AND/OR SEASONAL BASIS.

Accommodations:

- Personal welcome (accolades for student's presence)
- Educator/parent communication to compare mood presentations between home and school (Pre-school/Post-school)
- Allow time to adjust to environment (predetermined menu: audio book, bean bag)
- Reduce academic demands

SYMPTOM: SLEEP CYCLE VARIATIONS SLEEP/WAKE REVERSAL, EXCESSIVE OR DECREASED NEED FOR SLEEP.

Accommodation:

- Educator/parent communication
- Allow for flexible scheduling – late start (medical recommendation)
- Shortened school day (medical recommendations)
- Allow flexibility to accommodate fatigue (nap/rest)
- When student is labile- slow pace with fewer academic demands
- Delay assessments and/or allow extended time for testing

SYMPTOM: MOOD LABILITY. THE STUDENT MAY HAVE PERIODS OF EXCESSIVE SADNESS, ANXIETY, IRRITABILITY, EXCESS ENERGY, OR AGITATION

Accommodation:

- Assign a staff member whom the student can talk to and who is consistently available.
- Allow the student to have an accessible journal to log anxiety producing thought and experiences.
- Allow for and facilitate breaks
- Daily visual schedule to be reviewed with the student in the AM by a consistent staff person.
- Allow student to have increase mobility within classroom (i.e. stand)
- Provide smaller, secluded, and less distracting test/work environments
- Allow separate environment to reduce sensory input (predetermined space)
- Student has access to staff member for expression of emotions/stress/worry
- On-site professional counseling

SYMPTOM: ANXIETY**Accommodation:**

- Daily check-in/schedule review (with consistent staff member)
- Break down assignments into manageable parts (chunking), consider reduction
- Allow and strategically facilitate personal breaks
- Teacher to frequently monitor students' accuracy during assignments (prevention)
- Modify time constraints w/student to ease feelings of pressure.
- Avoid singling the student out in any way (do not call on student).
- Identify triggers and provide support. (i.e. peer, group work, transitions).
- Do not draw attention to student.
- Social anxiety- facilitate relationships or allow alternative to recess.
- Increase minutes gradually student must participate on playground.
- On site professional counseling

SYMPTOM: IRRITABILITY**Accommodation:**

- Sensory input reduction
- Provide sensory products.
- Sensory breaks
- Assign student a staff member to deescalate situations inappropriate to class room setting.
- Flexibility/choice of work location
- Consider a program for mood regulation.
- Identify and teach self-calming strategies.
- Temporary work reduction
- Reduce language and less stimulation
- Do not force social interaction.
- Allow student personal space.
- Student may be able to identify their own need

SYMPTOM: DEPRESSION**Accommodation:**

- Allow student to listen rather than create work output
- Reduce classroom pressure.
- Flexible assessments
- Prioritize necessary makeup work.
- Focus on standards.
- Provide aide support.
- Allow computer over writing.
- Allow audio books.
- Allow dictation.

SYMPTOM: MANIA / HYPOMANIA (IF STUDENTS' IS EXPERIENCING RAPID SPEECH, EXCESSIVE TALKING, OR MOTOR ACTIVITY- DO NOT ASK STUDENT TO CONTROL).**Accommodation:**

- Sensory breaks
- Assign tasks involving motor activity.
- Goal oriented projects
- Monitor social interactions.
- Provide alternative environment.
- Identify alternative setting if student is interfering with learning of others.
- Consider sending student home.

SYMPTOM: UNDER ACHIEVEMENT/WORK REFUSAL**Accommodation:**

- Collect data on work completion.
- Prioritize core assignments.
- Schedule a strategy meeting with team and parent.
- Create attainable goal for success.

SYMPTOM: IMPAIRED SOCIALIZATION**Accommodation:**

- Develop social skills program with school and outside providers.
- Support staff (aide/behavioral tutor) to help understand, and correct misattributions or misperceptions by student.
- Monitor social interactions over extended periods of time (collect data).
- Interview parent and note parents observation in their natural settings.
- School Lunch Bunch

SYMPTOM: MEDICATION SIDE EFFECTS**Accommodation:**

- Provide opportunity for the student to take a brief nap in safe place.
- Access to water and snack
- Permanent pass to bathroom
- Educate staff and nurse.
- Academic breaks
- Block of time for work completion
- Decrease work load (school/home).
- Educator/parent/nurse communication

SYMPTOM: DIFFICULTY STAYING ON TASK, FIDGETY, AND PAYING ATTENTION DUE TO MANIA/HYPOMANIA**Accommodation:**

- Offer choices. (quiet area outside the classroom, study carrel)
- Assign a study partner. (modeling opportunities)
- Frequent breaks

- Proximity to instruction
- Let student stand.
- Allow student to leave classroom for sensory break (predetermined) with colleague.
- Allow student to redo assignments or turn assignments in late to improve score.
- Allow student to listen to soothing music/silencing headphones.

SYMPTOM: EXECUTIVE FUNCTIONING AND WORKING MEMORY DEFICITS

Accommodation:

- Set of text books for home
- Check-out system
- Monitor planner
- Use a travel folder.
- Color code subject folders to textbooks.
- Prioritize assignments with time designation.
- Reduction of cognitive load
- Organization must be a rigid routine taught and practiced without punishment.
- Allow to have copy of tables and formulas
- Scaffold the instruction.

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RESOURCES

- Balanced Mind Institute www.thebalancedmind.org
- California Department of Education www.cde.ca.gov/sp/se
- Center for Disease Control www.cdc.gov
- Child and Adolescent Bipolar Foundation (CABF) cabf@bpkids.org www.bpkids.org
- Each Mind Matters www.eachmindmatters.org
- Juvenile Bipolar Research Foundation www.jbrf.org
- Ryan Licht Sang Foundation
<http://www.ryanlichtsangbipolarfoundation.org/site/c.ltJZJ8MMIsE/b.2107311/k.BCD3/Home.htm>
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