





Upcoming AET Workshops and Seminars

- Dallas Professional Seminar: January 23**
 - Understanding the Student with Anxiety with Kevin Blake, PhD (registration is open)
- San Francisco Bay Area Workshop: February 6**
 - New Frontiers for ADHD with Stephen Henshaw, PhD
- Chicago 22nd Annual Regional Meeting: March 11**
 - Educational Therapy in a Complex World: The Interface Between Brain Function, Learning Challenges and Clinical Intervention with Joseph Palombo, MA, LCSW and Andrew Suth, PhD
- Los Angeles Area Workshop: April 18**
 - Technology Tools: Making Informed Choices to Support Access and Learning with Lauren Levine and Laura Doto



Mood Disorders in School: Reshaping Best Practices for Clinicians and Classrooms Part 2



Presented by Paula Dufault, BCET and Christine Hartley

DISCLAIMER

The information presented today represents the opinions and beliefs of the presenters and is not considered to be absolute and definitive due to the nature of the topic and the continuing controversy in research of mood disorders and youth.

OUTCOMES

- Participants will be able to recognize symptoms of anxiety and mood disorders that impair a student's social and academic performance
- Participants will be able to identify accommodations that are appropriate in an educational setting



Adjust the Environment to Accommodate the Child



SYMPTOMS AND ACCOMMODATIONS

Symptom: Seasonal Variability of mood/energy/sleep



- Home/School Communication
- Allow time to adjust to environment
- Allow flexibility to accommodate fatigue
- Allow for flexible scheduling/ modified day per physician

SYMPTOMS AND ACCOMMODATIONS

Symptom : Mood Lability: The student may have periods of excessive sadness, anxiety, or irritability (daily or seasonal basis)



- Assign access to a consistent staff member
- Home/School Communication
- Allow time to adjust to environment
- Reduce academic demands
- Allow separate environment to reduce sensory input
- On site counseling

SYMPTOMS AND ACCOMMODATIONS

Symptom: Anxiety


- Facilitate personal breaks
- Reduce academic demands
- Facilitate relationships
- Monitor student progress
- Avoid drawing attention to student



SYMPTOMS AND ACCOMMODATIONS

Symptom: Irritability


- Reduce sensory input
- Sensory breaks
- Flexibility/choice of work location
- Do not force social interactions
- Reduce stimulation
- Temporary work reduction
- Allow student personal space



SYMPTOMS AND ACCOMMODATIONS

Symptom: Depression

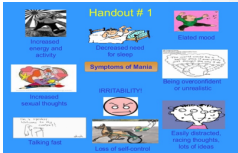
- Expect reduced work output
- Flexible assessments
- Allow alternatives to pen/paper
- Prioritize necessary make-up work
- Tell student you understand
- Provide attainable goals

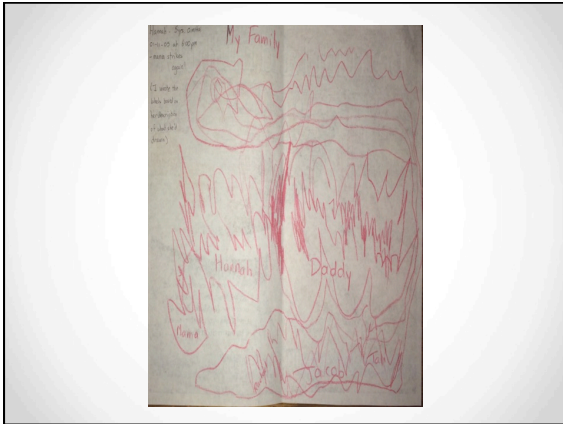


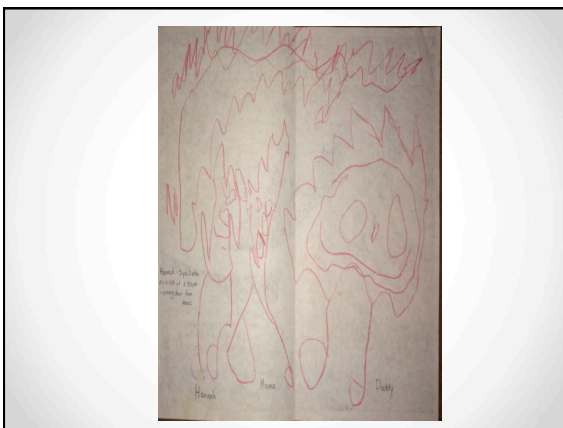
SYMPTOMS AND ACCOMMODATIONS

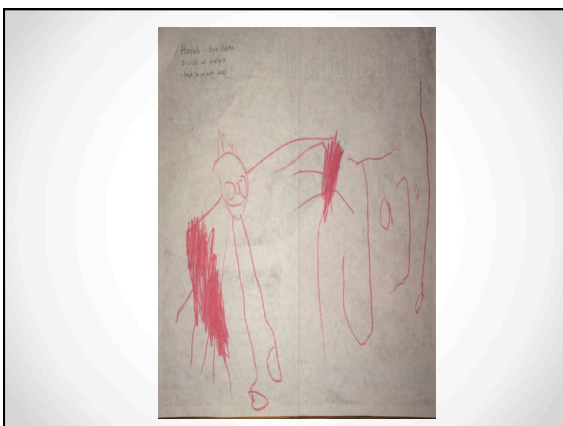
Symptom: Mania/Hypomania

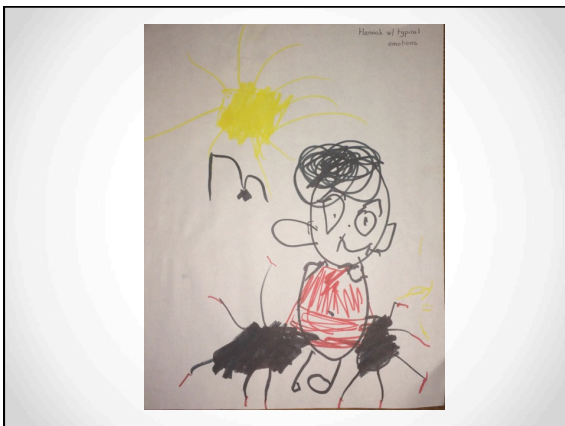
- Sensory breaks
- Provide motor activity
- Monitor social interaction
- Goal orientated projects
- Alternative setting
- Consider sending student home

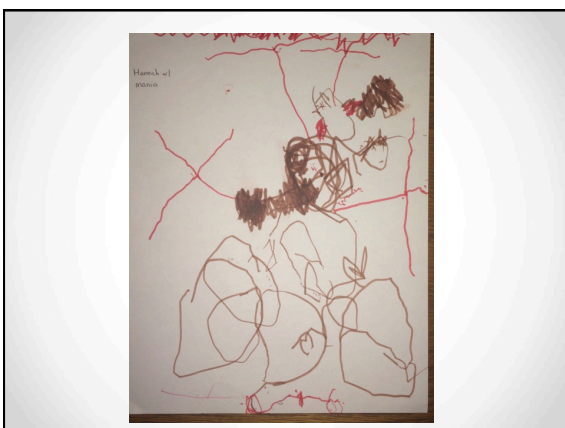












SYMPTOMS AND ACCOMMODATIONS

Symptom: Under achievement/Work Refusal

- Collect data on work completion
- Prioritize core assignments
- Strategy meeting between team and parent
- Create attainable goals

18

SYMPTOMS AND ACCOMMODATIONS

Symptom: Impaired Socialization


- Monitor social interactions
- Understand parents view
- Support staff to help understand and correct misattributions and misperceptions
- Facilitated lunch



SYMPTOMS AND ACCOMMODATIONS

Symptom: Medication


- Opportunity for nap/rest
- Access to water/snack
- Permanent pass to restroom
- Involve nurse/staff
- Block of time for work completion
- Decrease work load school to home



SYMPTOMS AND ACCOMMODATIONS

Symptom: Difficulty staying on task, fidgety, and paying attention.

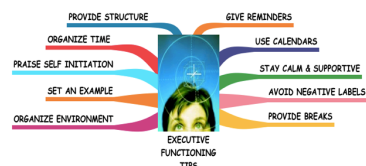
- Offer choices
- Break card
- Proximity to instruction
- Allow alternatives to desk
- Allow student to redo assignments to improve score



SYMPTOMS AND ACCOMMODATIONS

Symptom: Executive Functioning and Working Memory Deficits

- Set of books for home
- Reduction of cognitive load
- Teach organization system
- Allow tables/formulas
- Prioritize assignments



22

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23

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24

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
- The Storm in my Brain. A publication from the Child & Adolescent Bipolar Foundation (CABF). http://www.bpkids.org/site/pageserver/?pagename=lm_books_children
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25

