

Bipolar Disorder, Fear Of Harm, Medications: Symptoms and Accommodations

Patient Specific: [NAME HERE]

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Academic Needs and Accommodations

Symptom: Sleep disruptions caused by thermodysregulation can result in difficulty attending to and retaining lesson information.

Accommodations by School:

- Allow [NAME] to arrive at school a little later or be absent without penalty on days when he has experienced significant sleep disruptions the night before.
- Allow [NAME] to visit the nurse, or another place designated by LJA, where he can rest when he is unable to continue to attend in class.
- Allow [NAME] to go home from school early if he feels that his stamina has been depleted to the point that he can not function properly at school.
- Provide one period per day as an individualized study hall where [NAME] can catch up on school work, ask questions, receive additional instruction, and devise plans for completing long term assignments. (This can be done with the learning support team, with a private tutor, or some combination thereof.)

[NAME]'s Functional Goals:

- Increase the time spent attending to and staying in class when he is fully rested.
 - Develop the ability to self assess stamina levels and make appropriate requests when depleted.
 - Make productive use of individualized study hall time.
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Symptom: Experiencing cognitive dulling, irritability, and a lack of endurance when stamina is depleted. The application of additional pressure decreases the likelihood that assigned work will be completed.

Accommodations by School:

- Allow breaks during class.
- Homework will not be given in classes other than math, science, english, and social studies.
- Homework will be limited to reading and long term projects rather than what might be termed "busy-work" (except for in math where outside of class repetition of concepts is required for knowledge acquisition).
- Expect that homework time will be limited to what stamina allows, even if this means some assignments will be incomplete on the due date.
- Provide additional time to complete all assignments.
- Incomplete assignments are to be completed at home.

[NAME]'s Functional Goals:

- Use unscheduled breaks during class only when absolutely needed.

- Increase the time spent attending to and staying in class.
 - Improve efforts, when stamina allows, to complete work in class.
 - Self-monitor and request additional time, extensions, or additional support when needed instead of simply not completing work.
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Social and Emotional Needs and Accommodations

Symptom: Unusually high levels of emotional sensitivity, feeling hurt, embarrassed, and threatened easily.

Accommodations by School:

- Proactively separate [NAME] from students who have bullied, provoked, or otherwise intentionally sought to hurt, embarrass, threaten, or otherwise provoke.
- Educate teachers and staff in how to respond supportively to [NAME]'s self-advocacy when he is feeling emotionally harmed.
- Provide a safe and private place to go if overwhelmed by other students' behaviors.
- Allowed access to a phone for [NAME] to call and speak with parents or outside support providers at any time during the school day.
- Provide one period per 5 day school week to meet with either an assigned advisor or one of the school counselors to process any issues with fellow students or teachers that are causing challenges.

[NAME]'s Functional Goals:

- Increase self-awareness around behaviors that increase the likelihood of conflict with other students.
 - Reduce provocative behaviors that increase the likelihood of conflict with other students.
 - Develop skills to self-advocate and ask for help earlier to avoid becoming overwhelmed.
 - Express and address concerns with the advisor and/or school counselor before they become overwhelming.
 - Increase coping skills strategies and increase implementation of those strategies.
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Symptom: Struggles increase in the winter months of January-March. As a result daily stamina levels will be reduced during that season increasing sensitivity to social and emotional stressors.

Accommodations by School:

- Anticipate and allow for greater leniency regarding attendance and academic requirements during this time period.

[NAME]'s Functional Goals:

- Increase implementation of self-monitoring, self-advocacy, coping skills, and de-escalation strategies.

Symptom: Mood fluctuations that are outside the student's control such as anxiety, sadness, overstimulation, frustration, and irritability.

Accommodations by School:

- Provide a safe and private place to go when experiencing mood changes that impede ability to function in class.
- Educate the teachers *and* staff about potential triggers to reduce their prevalence on campus.
- Assign a staff/school person who the student can go see when feeling unable to cope. This can be any person with whom the student feels safe and whom the student trusts and chooses.
- Establish a private signal between student and teachers so a private exit can be made without alerting the rest of the class.

[NAME]'s Functional Goals:

- Increase implementation of self-monitoring, self-advocacy, coping skills, and de-escalation strategies.
- Increase effective use of self-soothing, self-calming, and emotion & anger management techniques.
- Decrease inability to cope and therefore reduce the need to access staff for assistance.
- Decrease and ultimately eliminate any physical expressions of frustration and anger.
- Work in private therapy and with a school counselor to identify triggers.
- Work in private therapy and with a school counselor to identify appropriate interventions for problematic behaviors.

Symptom: Difficulty with peers resulting from poor social skills, misperceptions of the behaviors and intentions of others, and occasional social inappropriateness.

Accommodations by School:

- Educate the teachers *and* staff about delayed social skill development and discourage attributing associated behaviors with willful intention.
- Monitor and prevent other students from engaging in bullying behaviors.

[NAME]'s Functional Goals:

- Work in private therapy and with a school counselor to develop social skills.
 - Work in private therapy and with a school counselor to expand awareness of alternative perspectives.
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Physical and Medication Needs and Accommodations

Symptom: Effects from medication adjustments or changes.

Accommodations by School:

- Provide a safe and private place to go if experiencing any side effects from medication changes.
- Provide materials for learning at home for short periods of time should he need to during medication changes.

[NAME]'s Functional Goals:

- Develop the ability to self-monitor and to identify when mood fluctuations or physical wellness is being impacted by medications.
 - ([NAME]'s parents) Inform the school when medication changes are taking place and keep [NAME] home from school until it has been determined that the medication changes or side effects will not interfere with the ability to function at school.
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Symptom: Experiencing excessive thirst, bouts of hunger, a frequent need to urinate, or bouts of diarrhea as a result of some medications.

Accommodations by School:

- Allow [NAME] to keep a bottle of ice-water at his or her side or to have unlimited access to fluids.
- Allow [NAME] to have snacks during the day to maintain appropriate blood sugar levels.
- Allow unlimited access to the bathroom (with a signal to each teacher as to where the student is going—without having to announce it publicly).
- Educate the teachers *and* staff about potential medication side effects which may include drowsiness, diarrhea, stomach aches, and cognitive dulling *and the need to accommodate for these* without interpreting them as work avoidance strategies.

[NAME]'s Functional Goals:

- Reduce any distracting behaviors associated with having a bottle of ice-water at all times during the day.
 - Reduce any distracting behaviors associated with eating small snacks during class.
 - Commit to not using physical symptoms or side effects as a work avoidance strategy.
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Symptom: Temperature dysregulation, which can lead to overheating and overstimulation in gym classes.

Accommodations by School:

- Always provide access to water and give permission to rest.
- Reduce the competitive nature of physical activities, providing options for scorekeeping, equipment management, or other non-competitive contributions.
- Provide grades based on attendance rather than participation.

[NAME]'s Functional Goals:

- Increase self-monitoring behaviors to assess for increases in overheating, irritability, and overstimulation.
 - Increase self-advocacy to alert teaching staff as to the need for water or rest.
 - Increase ability to accept feedback and observation from teaching staff regarding overheating, irritability, and overstimulation.
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School / Family Communications

Need: Regular and clear communication between the school and the family.

School Responsibilities:

- Provide short weekly summaries of academic performance.
- Provide short weekly summaries of behavior.
- Provide a weekly 10 minute phone call to discuss any concerns the school or family has regarding the academic and behavior performance reports.
- Conduct monthly team meetings with the family.
- Express and address concerns with the advisor, school counselor, teachers, and designated school representative before they become overwhelming.

Family Responsibilities:

- Participate in a weekly 10 minute phone call to discuss academic or behavioral concerns.
- Provide information to teachers regarding how homework is being managed.
- Consent for advisor, school counselor, and designated school representative to communicate with private psychiatrist, therapist, and/or tutor (if applicable).
- Express and address concerns with the advisor, school counselor, teachers, and designated school representative before they become overwhelming.