Depending on severity, which may wax and wane, PANDAS/PANS may impact a student's ability to:

- Attend and travel to all school related activities
- Sustain focused attention and executive functioning
- Communicate effectively, both orally and in writing
- Behave in age appropriate ways and demonstrate self-care and daily living skills
- Adapt to transitions and stresses
- Understand and remember information
- Maintain prior level of physical and mental stamina

**KEY CONSIDERATIONS FOR SUPPORT:**

**Collaborate - Communicate - Assess Impact**

**Consider Accommodations & Complementary Services**

- **Build a Supportive & Collaborative Team**
  - Includes parents, teachers, special educators/specialists, the school nurse, school psychologist, administration, and other relevant expertise.

- **Communicate Frequently & Share Updates with the Team**
  - Especially during winter months when flares are common.
  - Discuss current treatment protocols and needs for accommodations and/or modifications.

- **Assess Impact of Symptoms on School Participation**
  - Consider how symptoms may cause deficits in performance particularly in the areas of: attendance (due to lack of sleep, fatigue); cognitive issues affecting behavior, academics - including reading, writing, and math; sensory overload (presenting as challenging behavior in overstimulating situations); fine motor skills; (handwriting and task completion); perceptual and physical issues (tics and other movements) that affect fine/gross motor skills; urinary frequency; ability to eat normally; social issues with peers and more.

**Consider Accommodations and Modifications**

- Consider attendance flexibility (shorter days during an uptick in symptoms, Skype classroom attendance during treatments, etc), alternative activities and placements, breaks in the day, testing modifications as needed.

**Consider Complimentary & Ancillary Services**

- Services may include Occupational therapy, Physical therapy, and Executive Function & Social skills support. If this is a new condition for your district, it can be helpful to talk with public or nonprofit agencies to see what parameters of services are typically available for students with related conditions such as traumatic brain injury (TBI), Tourette syndrome, and encephalitis or encephalitic conditions, etc.

*Some of the above excerpts drawn from “The Critical Importance of School Nurses in Support of Students with PANS” by J. Candelaria Greene (2016). Distributed with Dr. Candelaria Greene’s permission by the PANDAS Network Working Group on Educational Access.*