

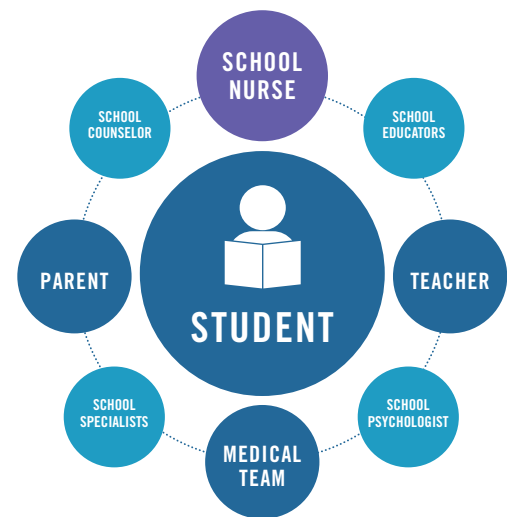
PANDAS, PANS:

IMPACT

FOR SCHOOL NURSES

Case Study: Jane

At a faculty meeting, Several teachers mentioned changes in Jane's classroom behavior and academic performance. Earlier that month, Jane's mom commented that her daughter was experiencing tics and OCD-like symptoms which were out of the ordinary for Jane. The School Nurse recalled Jane and several kids in her class tested positive for strep infection a month prior.



Key considerations for support.

The **School Nurse** role is vital for the PANDAS/PANS student success. As the lead facilitator, you will spearhead the collaboration among parents, teachers, medical providers, special educators/specialists, the school psychologist, administrators and the student.

- **Build a Supportive and Collaborative Team** and discuss information about PANDAS/PANS signs and symptoms with faculty and parents
- **Establish best practices prior to the start of school** regarding illness prevention, hygiene, and awareness (i.e. Back to School Community Awareness Letter, 'Sick Season' email with flu and strep information, etc.)
- **Share updates with the team**, and inform parents of classroom illness especially when flares are common.
- **Consider current treatment protocols** including effectiveness and side effects of medications, etc.

Advocate Further as needed for:

- Fine Motor/Visual Motor/Assistive Technology
- Visual Processing (acuity, processing speed, memory)
- Assessments of Functional Behavior and Social Emotional Development (peer supports/bullying)
- Memory Skills (Visual and Auditory)
- Executive Functioning Skills
- Sensory Integration/Sensory Defensiveness
- Adaptive PE/Gross Motor/Recreational
- Auditory Processing/Language Processing (supports for building social/communicative skills)
- Psychiatric referrals (OCD, anxiety, tics and other)
- Extended time accommodations for testing, assignments and standardized testing needs for College Board exams

IMPACT

FOR SCHOOL NURSES

Develop an Individual Health Care Plan (IHCP)
The IHCP will bridge the student's educational and medical needs.

- **Start with Collaboration** - Recognize the need for the school staff, providers, family, and when possible, the student, to provide feedback and work together.

- **Symptom Impact** - Consider interventions that will address symptoms affecting attendance and participation during the school day, to include:

Physical symptoms: lack of sleep, fatigue/poor stamina, ability to eat normally, urinary frequency, movement issues, tics, etc.

Fine motor skills (handwriting and task completion)

Behavior and emotions, separation anxiety, OCD symptoms

Academics, including reading, writing and math; poor cognitive stamina

Sensory overload (this may present as challenging behavior in overstimulating situations)

- **Consider schedule changes, alternative activities and placements, transportation logistics and attendance flexibility.**
- **Consider Occupational Therapy, Physical therapy, and Social Skills Support.**

Develop Safe, and Effective Responses to Inappropriate Behaviors

reducing stimulation and demands on student, redirecting student's attention, and implementing Cognitive Behavioral Techniques and/or other therapeutic measures. Regarding behaviors that could be PANS related, how does the school apply federal safeguards regarding inappropriate disciplinary actions/techniques by staff?

Consider aspects of an emergency plan for the diffusion of 'behavioral storms' at school; to include behavioral interventions and immediate support (by parent, staff member, therapist, emergency medical support) and use of specific language and phrases.

Testing and Workload Accommodations and Modifications

will likely surround provisions for extra time, distraction free settings, assistive technology, alternate methods of access and completion, prioritization of task completion designed to reflect competence, use of notetakers, reduced academic and/or homework load, rest periods with nurse, adapted PE and home/hospital instruction. Monitor authorized accommodations and modifications, as needed.

Complementary Support/ Services - If this is a new condition for your school or district, it can be helpful to talk with local agencies to understand what services are available for students with related conditions such as traumatic brain injury, Tourettes Syndrome, encephalitic conditions, mental health conditions, etc.