

TOURETTES – EVERYBODY TICS DIFFERENTLY

School-Based Strategies to Assist Young People With Tic Disorders



- a. Specifically educating staff and peers about tic disorders.
- b. Adopting predictable routines that are tailored to the student's 'best' times of day in terms of their learning and 'ticking'.
- c. Designating a safe place for the student to go when tics are severe. A time-out pass or signal can often be useful in this regard; however, it is important to avoid allowing tics to become a reason for missing substantial amounts of class time or particular lessons.
- d. Affording the student time for breaks, especially with opportunities for movement.
- e. Using preferential seating (e.g., close to the front of the class and/or close to the door).
- f. Using a buddy system for both learning needs and for social support to enhance friendships and prevent bullying.
- g. Allowing the use of computers or a scribe to overcome slowness or specific writing-related problems.
- h. Considering special provisions for formal examinations, including being seated in a separate room and allowing extra time.
- i. Identifying and fostering strengths — art, music, sport, etc. — to build self-esteem.

Adapted by Get into Neurodiversity for a global audience.

Valsamma Eapen, Rudi Črnčec, Sarah McPherson and Corina Snedden (2013). Tic Disorders and Learning Disability: Clinical Characteristics, Cognitive Performance and Comorbidity. Australasian Journal of Special Education, 37, pp 162-172 doi:10.1017/jse.2013.2

http://journals.cambridge.org/abstract_S103001121300002X