

Managing functional tic like behaviours: the development of an advice sheet for use in schools

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Background & Aim

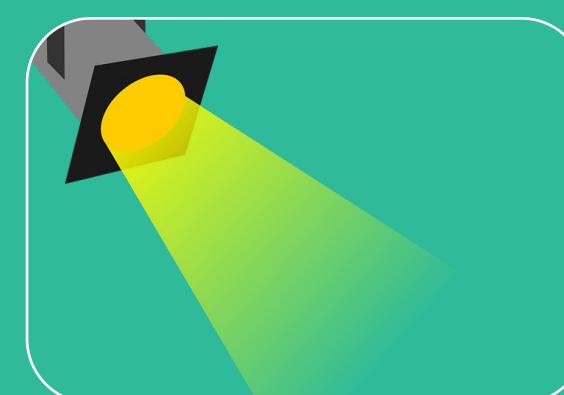
- Functional tic like behaviours (FTLBs) increased significantly during the COVID-19 pandemic, having a significant impact on affected individual's ability to engage with education.
- There is a need for health and education services to work together to share information on the best support for these individuals to manage symptoms and increase access to education.
- Our aim was to generate a resource for professionals working in schools to support young people with FTLBs.
- Case studies were used to investigate the impact of these strategies.

Methods

- Ten young people with FTLBs attending TANDeM clinic underwent a clinical review to determine which strategies suggested in clinic consultations had been trialled to support their symptoms and access to education.
- An advice sheet was then generated based on a literature review and information gathered from these clinical reviews.

Results

Figure 1: Most common strategies implemented by schools



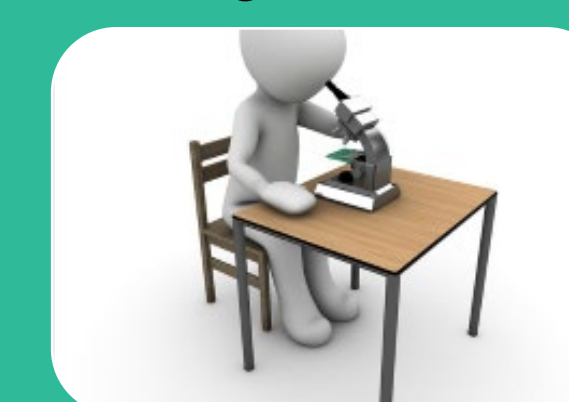
Reducing attention around FTLBs



Supporting student with own strategies



Access to student support



Exam accommodations

- Six out of ten young people reported a reduction in FTLBs.
- All children reported an increase in their access to education from a time and quality perspective.



Scan QR code for link to article and advice sheet.

Conclusion

- Initial consultations suggests a potential positive impact of these strategies on increasing access to education and, in some circumstances, reducing symptoms. This highlights that, if young people are well supported they can access school in spite of FTLBs.
- The advice sheet has limitations as it has not been through a rigorous scientific evaluation process and we are not able to claim a direct impact of the strategies on improvement as in many cases the strategies were given as part of a holistic intervention package.
- A more rigorous evaluation process is planned as part of the next step in our process and there is a clear need to gain school and patient feedback to assess the accessibility, feasibility and effectiveness of the advice sheet.