

Tourette Syndrome, the Anxiety of Going Back to School after Holidays

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Classes in schools are just a few days away. This always causes anxiety, nerves in both teachers and parents but especially in children. What would happen if that child also has a diagnosis of Tourette Syndrome?

The parents' anxiety will have increased thinking if teachers will know how to handle the situation and especially if they know about TS.

The anxiety of the teachers for a new group, a new year of work and a student who does not know and also has a diagnosis that he had never heard or read.

The anxiety of the child, which overflows as the start date approaches the new Scottish year that begins, is much higher in those who have TS, since the increase in anxiety causes an increase in tics, which generates more situations of Stress as the day approaches.

For this reason it is so, but so important that parents inform the school about the diagnosis of their son or daughter so that teachers can find out how to help their student, how to tell their classmates about what the TS is and that according to the age of the students can be done with a talk given by an association, by a doctor, through a movie, a story a game, any resource can be used to get a child to empathize with his partner and ensure that those who suffer from it can spend a happy school year.

If, as parents, we do not inform the school and we do not make sure that they understand and care about including our child in the educational system, a series of difficulties may arise, for example: What happens when you say at school that you child has Tourette Syndrome...

Many times, more than we need or want to hear, we are told by the school that our child's registration is NOT renewed.

Also, when we want to change schools, the same thing can happen. How can this happen?

It happens more than we would like in schools with students who are already enrolled from the initial level in the same institution that before the presentation of a diagnosis there was a vacancy the following year. Suddenly, there is no place in that course where our children already have a group of belonging, companions, friends, etc.

Unfortunately, the excuses are diverse, such as:

- Teachers do not know how to handle it in class.
- The parents of their classmates say that their children have trouble paying attention to him / her present.
- Do not respect the slogans
- It cannot keep pace with the rest of the group.
- We do not have staff at the school to follow him / her so closely to help him / her.
- You cannot be aware of just one student, there are 20 others that require attention, that is why we are Not prepared.
- It is Not the school for your child, there are others that can be better under your condition, it is Not that we do not want it him/ her in our school, it is for your good.

Unfortunately these are some of the excuses we hear and make the world come down, first for not being able to understand the ignorance of those who tell us, secondly for not being able to understand how professionals trained in education can leave a child side above all for not wanting to learn and learn about the differences (thank God) that each child has with respect to another, they are not robots that will react in the same way to a stimulus.

These things happen, then families begin to perceive a lot of feelings and emotions that they never thought to experiment on the school they chose for their children. Anger, sadness, insecurity, indignation.

They also begin the search for answers and aids, denounce before the agencies that supervise that school, back and forth document letters, lawyers. All this for the no registration of the boys in a school, do you understand what I am talking about ?, is not it crazy ?, since when a school where there are workers who supposedly studied to teach a child can tell you no to someone who presents a difficulty? As a teacher for 33 years I cannot understand it and I begin to experience the same emotions as parents when I find out about a discriminatory situation: yes, it is a situation of discrimination, schools can draw it in different ways and with different arguments but to my understand none valid.

Schools are pressured by teachers saying that they cannot deal with this or that child, the pressure of the parent group and instead of training teachers to understand certain cases of some students or to become strong before a group of students. Parents who ask that another child NOT to attend more to that institution, the easiest and fastest way is the no enrollment.

So much, but there is so much talk of inclusion and we know that in many institutions they do not apply it and that there is the National Education Law.

In our case, this is to say, children with Tourette Syndrome, it is very simple what teachers should learn, because if we rely on the associated disorders in a class there are many children who can also present them or they are simply "children". "They are hyperactive, they get bored, but wait. I'm talking about children, is not that normal? Is not it logical that this happens to a child? It's not healthy ask, move, get bored, get tired, talk, etc.

Do not we teachers have tools to manage a group? I think so and if they cannot ask for help and training from their managers, do we have to learn other things? Do we have to worry and take care of ourselves? You are right!!!

Those of us who study to be in front of a class, a group, know that it is made up of individuals and as the word says in its definition, we should remember that we cannot expect everyone to listen, attend, process, understand, execute, assimilate all same time.

So, if there is a student with Tourette Syndrome in the school, the resources and tools that teachers have are very simple to apply.

For example:

- Divide the topics to evaluate in 2 or 3 stages of evaluation, not only on different sheets but on different days.
- Allow the student to do it in another sector of the school (secretary's office, project's office), if it so.
- Many times they prefer to give oral lessons/presentations instead of written or vice versa.
- Allow them to have a piece of paper as memory aids(facilitators).
- Do not evaluate the student orally before the whole class if he/she shows many phonetic or motor tics.
- Give the student assignments to be carried out at home and allow him/her to do it in stages. This is another way to evaluate his/her performance.

- Check that the student be focused on the subjects.
- Teachers notice the student has nervous, never ask them to “STOP”
- If you have an inappropriate reaction, do not think that they are disrespectful or that they are rude, ignore the situation but then escort the student out of the classroom to talk to him/her.
- Think of someone from the institution who can accompany the teacher at the time of the evaluation.
- Your evaluations cannot be measured for a specific time because that would not help to lower the students anxiety.
- Allow students to leave the classroom to walk around the hall or playground to help them relax and help their concentration.
- During the evaluation allow the student to do something that he/she feels comfortable to be able to concentrate again. some type of motor activity during the time of intense concentration. For example: squeeze a soft ball with he/her hand, hit a pencil a soft object (a sponge), stomp their feet (without shoes), move his/her body, scribble on paper while the student is listening or writing.
- When instructions are given, have the student repeat them to be sure they have understood correctly.
- Organize the topics, make a list of each one so that students can be cross them out off when they finished working on them.
- Many times it helps to use your computer as a tool to do the evaluation.
- Explain to the rest of the class how they will be evaluated so that when they see the differences they do not start making comments out of place to avoid any kind of bullying.

Remember that when children concentrate to NOT show tics, the students get distracted from all the contents he/she should studied.

These tips are some that teachers can implement in their classes.

Hopefully in each school where there is a boy or girl with TS, there are teachers who are interested in allowing that student to go through a happy schooling.

Happy back to school!

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