



FND NEW PATIENT PACKET

Developed by the Pediatric Special Interest Group of the Functional Neurological Disorder Society, an interdisciplinary group of clinicians, therapists and researchers working to improve care for children with FND.

Includes classroom supports, response plans, and school guidance for immediate use.





CLINICIAN QUICKSTART GUIDE

GOAL:

Clinicians report less confusion and fear, and greater patient confidence and self-efficacy, when this packet is shared alongside a brief explanation script in pediatric neurology clinics and inpatient rehabilitation programs.

USE THIS PACKET:

Print the pages, place them in a folder, and share them with patients diagnosed with FND.

To print from Canva:

Share → Download → PDF → Select pages

DIAGNOSIS SCRIPT:

“What you are experiencing is called Functional Neurological Disorder (FND). Your symptoms are real. They happen when the brain and body aren’t communicating smoothly. Your brain is healthy and capable of change.

Many people find relief with the right skills and support.

This packet explains FND and includes tools you can start using right away. Let’s look at it together.”

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One way to see FND



Everyone has a nervous system bucket that holds the demands of the day.

1

Things like illness, injury, sensory overload, poor sleep, or big emotions can add water to the bucket.

2

When the bucket gets too full, the nervous system may send confusing signals to the brain and body.

For some people, those signals show up as FND symptoms.



3

The goal of treatment is to learn ways to turn on the tap using nervous system skills and coping tools. This lowers the water level in your bucket and strengthens your nervous system over time.

Functional Neurological Disorder (FND)



What is FND?

Functional Neurological Disorder (FND) is a medical condition that results from a problem with the functioning of the nervous system and how the brain and body send and receive information. FND is not due to damage or structural disease of the nervous system. FND can consist of a wide variety of neurological symptoms that impact how our body works.

How is it Diagnosed?

A diagnosis is made with positive findings, including key symptom features teamed with a thorough medical history during assessment by a medical professional. Medical providers may order tests and scans, but negative findings are used to help confirm an FND diagnosis.

What are the Symptoms?

FND symptoms vary in presentation and can present as motor impairments (coordination and weakness), sensory changes and/or functional seizures. These symptoms impact overall functioning and often occur with other symptoms such as fatigue, pain, vestibular changes and more.

I have been diagnosed with FND - Now what?

Once you have been diagnosed with FND, it will be important to learn about your symptoms, treatment approaches and available support. While FND symptoms may present different for everyone, the following trusted sources provide a comprehensive starting point for learning and FND community engagement.

Neurosymptoms.org



This website was created by FND experts and has become a leading site for information on Functional Neurological Disorder.

My FND app



This app was created by clinicians specializing in FND treatment and includes information, strategies for FND and a symptom tracker.

FNDHope.org



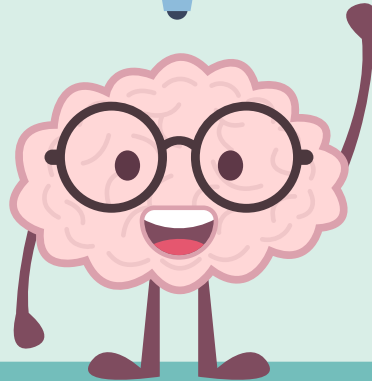
FND Hope is an international patient advocacy organization created to share resources and unite people diagnosed with FND.

Classroom Friendly Calming Tips for your nervous system



Temperature:

Cold will slow your heart rate.
Drink ice cold water. Rub
an ice cube on your wrist.



Taste:

Suck on sour
candy.

Engage all of your senses
with the 54321 Method. It
will bring you out of your
head and into the present
moment.

Opposite Action:

Do something intentional with
the affected body part. Press a
shaking hand, swing a jerking
arm, breathe deeply when you
have the urge to tic cough.



Bilateral tapping:

Gently tap your hands on
your thighs, alternating right
and left and imagine a
peaceful place.



After getting permission,
step away from what
you're doing or into the
hallway for 5-10
minutes.



Progressive muscle relaxation:

Start with the top of your
body from head, shoulders,
knees and toes. Tighten each
muscle for 5 seconds and then
release.

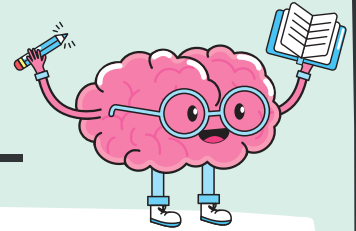


Aromatherapy:

Carry a scent you
like with you and
inhale when needed.



FND Response Plan



Name/DOB: _____

I, _____, Have been diagnosed with functional neurological disorder, by my health care provider. Symptoms can happen throughout the day or in episodes. Episodes are more likely to occur with nervous system overwhelm, ****are not medical emergencies**** and can get better when responded to correctly.

For me, FND looks like:

My warning signs

What to do if an episode is about to happen

- Give me a reassuring nonverbal signal that I know means, "I'm here. You are going to be okay."
- Remind me to use a coping skill to regulate my nervous system.

What to do during

- Remain Calm.
- Speak positively about me or better yet, not at all. I can hear you and attention can make it worse.
- Help me safely to the ground or into a safe seated position.
- Cover hard surfaces near me.
- Say "You are having an FND episode. you are safe. you have the tools to get through it. I am here when you are ready." then give me privacy and space.
- Keep me in your line of sight. Check on me periodically & offer words of support.

What to do after

Re-involve me in class.
Praise me one-on-one for coping through my symptoms.
Please wait until the end of the day to contact my caregiver using their preferred method.

What NOT to do

- Do not call emergency services unless there is an injury or new medical concern. (follow individual guidance)
- Do not remove me from school.
- Do not behave frantically.
- Do not time the episodes. Unlike epilepsy, the care does not change after 5 minutes.

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Adapted from Reset & Rewire: The FND Workbook for Kids & Teens.

Provider Signature: _____

Date: _____

Provider Name: _____

Provider Contact: _____

FND School Support

How schools can support Functional Neurological Disorder (FND) recovery

School & Family Conversations



The purpose of this packet is to help your student and school nurse know how to regulate the nervous system and return to class.

Some questions you can ask:

- Can you schedule a caregiver/school meeting to discuss the FND Response Plan?
- Can an individualized learning plan help your student have scheduled daily coping time?
- What are the school nurse and counselor's recommendations to help the student stay in school and cope with physical sensations and overwhelming thoughts?

What is FND?



FND is a problem with nervous system function. It is the brain's inability to send and receive signals properly. This can result in physical and cognitive symptoms which are not dangerous but which can be debilitating. The Pandemic and lock down have dramatically increased rates of FND in children and adults. Promoting normalcy and healthy coping skills in the classroom is important for your students, especially those with FND.

“ We recommend in person school for students with functional neurological disorder. Progress and recovery happen when we face challenges with the support of our community.

-FND Society



Share resources with your school

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Adapted from Reset & Rewire: The FND Workbook for Kids & Teens.

- FND Response Plan
- Classroom friendly calming tips
- Preferred contact method for caregiver:
-
- Provider who diagnosed the student:
Name/Number:

School Letter Recommendation of Inclusions to Support a Patient with Functional Neurological Disorder (FND) or Functional (dissociative) Seizures in the School Setting.

This document is a recommended framework for healthcare providers when communicating with educators and school personnel. It aids in understanding and supporting patients with FND by outlining essential information to consider for reasonable and appropriate accommodations and effective responses when in the school setting.

Recommended Considerations to Include in School Letter: (see sample letter for a detailed outline of these recommendations below)

- **Patient's name and date of birth**
- **Provider Name and Contact Information**
 - Name of clinic and/or healthcare provider managing FND care
 - Phone/Email Contact Information
- **Diagnosis Confirmation** of Functional Neurological Disorder
- **Definition of Diagnosis:** (see sample letter)
Patient presentation/symptoms: Example: Currently, {Patient name} symptoms and presentation include (List here):
- **Plan** for response to a patient's symptoms when experienced at school.
- What **supports/accommodations** could be helpful (Example: creating an individualized healthcare plan, time to make up missed work, intervention plan for symptom onset and recovery, etc.)
 - Discuss and collaborate with the treatment team and family prior to removing/adjusting support or accommodations.
- **Reminder to the school team**, this is not a medical emergency and does not require removal from school. It is important to collaborate with the patient's healthcare providers treating FND and parent/guardians when making changes to any support plan.
- **ATTACHMENTS:** School Pack
 - FND Response Plan
 - What is FND?
 - Nervous System Calming Tips
 - Adaptive Devices for Schools

SAMPLE LETTER:

This document is a diagnosis notification sample letter for healthcare providers to send to school teams. The intent is to aid in the understanding and support of patients with FND, outline essential information, and guide potential next steps.

[Clinic Letterhead]

Date: [Insert Date]
To: Re: [School Name]
From: Support for [Patient Name], DOB: [Date of Birth]
Contact: [Healthcare Provider Name], [Clinic Name] [Clinic Phone Number], [Clinic email]

Introduction

*[Patient Name], born [DOB], has been diagnosed with **Functional Neurological Disorder (FND)**. They are currently receiving care at [Clinic Name] under my supervision, and their primary care pediatrician is [PCP Name] at [PCP Clinic Name].*

We are reaching out to collaborate with your team to ensure [Patient Name] receives the support they need to thrive in the school environment. Below is a summary of FND and guidance on how the school team can help.

What is Functional Neurological Disorder (FND)?

FND is a neurological condition that affects motor and/or sensory function due to a disruption in how the brain and body communicate. It is not caused by structural damage and typically does not show abnormalities on imaging. Symptoms may resemble other neurological conditions but are distinct in origin.

FND may also be referred to as:

- *Psychogenic Non-Epileptic Seizures (PNES/PNEE)*
- *Functional Seizures*
- *Conversion Disorder*
- *Dissociative Seizures*
- *Functional Movement Disorder*

More information is available at www.neurosymptoms.org.

Presentation and Symptoms

[Patient Name] typically experiences:

- *[List individualized functional symptoms: (e.g., muscle spasms/twitching, involuntary movement, weakness, altered gait, loss of balance, dissociation, loss of consciousness, fainting, functional seizure, pain, fatigue, cognitive fog, visual and speech impairments, sensory sensitivities, etc.)]*

Symptoms may fluctuate daily and can be influenced by stress, emotional/physical illness or injury, fatigue, or environmental factors.

Key Considerations for Schools

*FND is a serious but **not life-threatening** condition.*

- *Symptoms may appear alarming but **do not require emergency medical intervention** unless another health emergency is present.*
- ***911 should not be called** unless there is a clear life-threatening concern.*
- ***Minimizing disruption and attention** during symptoms often leads to quicker resolution.*
- *[Patient Name] is actively working toward recovery with their team of FND healthcare providers.*
- *Establishing and maintaining a routine is a key part of their care plan. This includes:*
 - **School attendance**



- **School participation**
- **Reentry into their daily schedule**

School Team Preparation

Develop an **Individualized Healthcare Plan (IHP)** or **Student Support Plan**, which may include:

- Collaboration with [PatientName] and their family
- Consideration for **Section 504 eligibility**
- Flexible academic accommodations:
 - Extended time for assignments/tests
 - Modified workload during symptom flares
 - Gradual reentry plans if not attending full-time
- Avoiding restrictive measures (e.g., homebound instruction) unless medically necessary

Supportive strategies may include:

- Brief relaxation or sensory reset breaks
- Nervous system regulation prompts (e.g., “Would you like to try a coping skill?”)
- Preferential seating based on student needs

Responding to FND Symptoms

An **FND Symptom Response Plan** should be in place and include:

- Description of symptoms and language [Patient Name] uses
- Preferred coping strategies/tools
- Recovery space and time if needed
- Use calm, supportive language: “Take your time,” or “Would you like a quiet space?”
- Encourage re-engagement in class as soon as possible.

Avoid:

- Emergency calls unless medically necessary
- Sending the student home unnecessarily
- Over-medicalizing the episode

Collaboration is Key

Effective support for [Patient Name] involves:

- Ongoing communication between school staff, family, and healthcare providers
- Inclusion of all relevant team members in planning meetings
- Flexibility and understanding from the school team

A care team meeting (virtual or in-person) is recommended to align on goals and strategies.

Additional Resource Links

{ list additional FND resources (i.e. what is FND, FND response plan, Nervous System Calming Tips, Adaptive Devices for School (as needed)) and websites to help the school better understand diagnosis and plan. Examples include: www.neurosymptoms.org }

Please feel free to contact me with any questions or to coordinate a care team meeting.

Thank you for your partnership in supporting [Patient Name].

Sincerely,

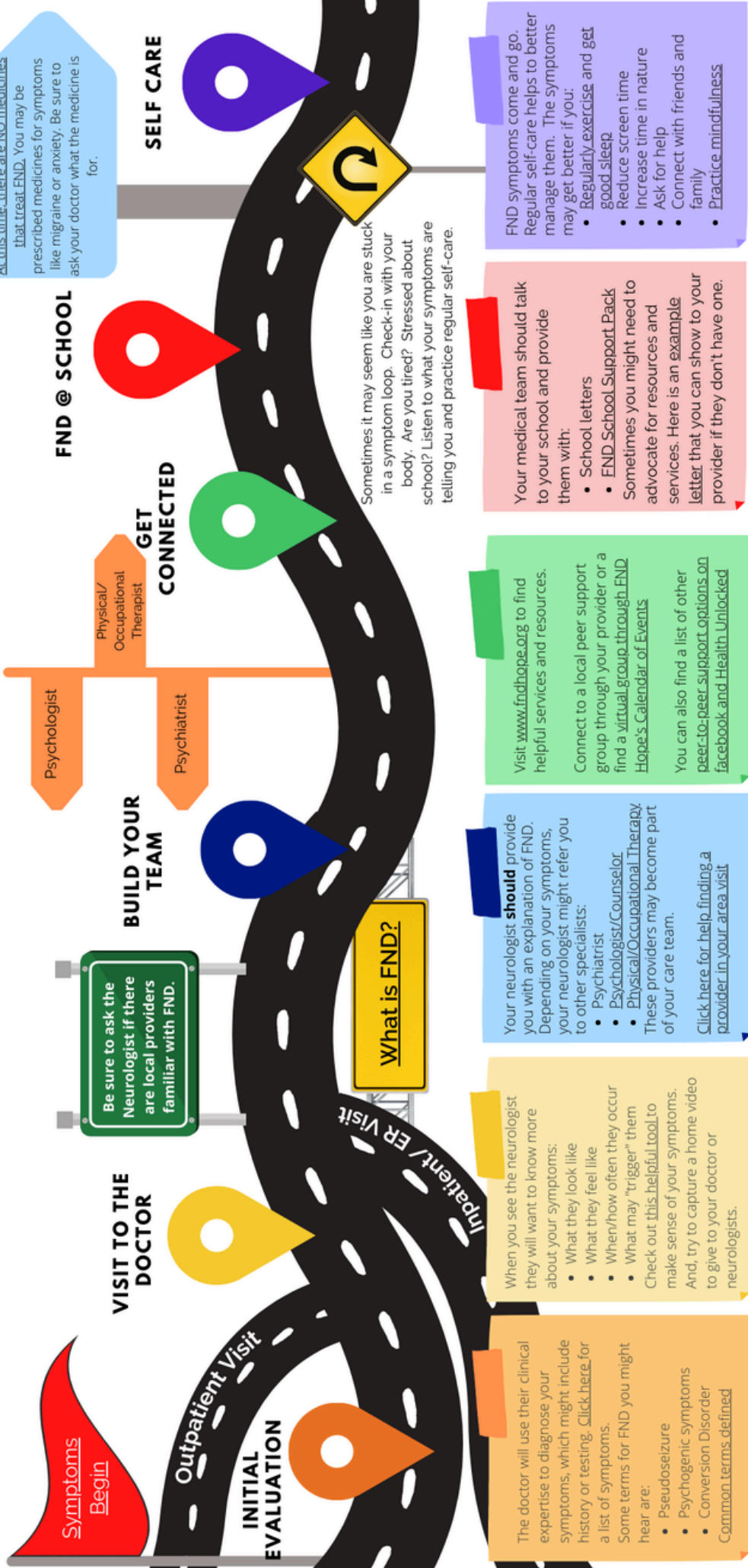
[Healthcare Provider Name]

[Clinic Name]

[Clinic Phone Number]

PEDIATRIC FUNCTIONAL NEUROLOGICAL DISORDER (FND) ROADMAP

You have been diagnosed with Functional Neurological Disorder (FND), this is a possible roadmap for the progression of your care.



At this time, there are NO medicines that treat FND. You may be prescribed medicines for symptoms like migraine or anxiety. Be sure to ask your doctor what the medicine is for.

Psychologist
Physical/
Occupational
Therapist
Psychiatrist

Be sure to ask the Neurologist if there are local providers familiar with FND.

What is FND?

When you see the neurologist they will want to know more about your symptoms:

- What they look like
- What they feel like
- When/how often they occur
- What may "trigger" them

Check out [this helpful tool](#) to make sense of your symptoms. And, try to capture a home video to give to your doctor or neurologists.

The doctor will use their clinical expertise to diagnose your symptoms, which might include history or testing. [Click here](#) for a list of symptoms.

Some terms for FND you might hear are:

- Pseudoseizure
- Psychogenic symptoms
- Conversion Disorder

Common terms defined

Your neurologist **should** provide you with an explanation of FND. Depending on your symptoms, your neurologist might refer you to other specialists:

- Psychiatrist
- [Psychologist/Counselor](#)
- [Physical/Occupational Therapy](#)

These providers may become part of your care team.

[Click here for help finding a provider in your area](#) visit

Visit www.fndhope.org to find helpful services and resources.

Connect to a local peer support group through your provider or a [virtual group through FND Hope's Calendar of Events](#)

You can also find a list of other [peer-to-peer support options on Facebook and Health Unlocked](#)

Your medical team should talk to your school and provide them with:

- School letters
- [FND School Support Pack](#)

Sometimes you might need to advocate for resources and services. Here is an [example letter](#) that you can show to your provider if they don't have one.

FND symptoms come and go. Regular self-care helps to better manage them. The symptoms may get better if you:

- Regularly exercise and get good sleep
- Reduce screen time
- Increase time in nature
- Ask for help
- Connect with friends and family
- Practice mindfulness

Sometimes it may seem like you are stuck in a symptom loop. Check-in with your body. Are you tired? Stressed about school? Listen to what your symptoms are telling you and practice regular self-care.

USE OF ADAPTIVE DEVICES FOR PEDIATRIC FUNCTIONAL NEUROLOGICAL DISORDER IN THE SCHOOL ENVIRONMENT



This document provides recommendations on the use of adaptive devices (adaptive devices) for patients with functional neurological disorder (FND).



A setback plan is defined as instructions to address times when a patient experiences a return of symptoms, onset of new symptoms, or a decrease in function.

Overall Goals

The primary goal for any patient is to avoid using adaptive devices.

Help patients participate fully and independently in daily activities.

Improve quality of life for patients and families

Maintain improvements over time
(Plan for setbacks and setback)

GENERAL RECOMMENDATIONS & CONSIDERATIONS

Do	Don't
Collaborate with caregiver and student to develop goals.	Assume the student wants an assistive device.
Use the least restrictive adaptive devices option to allow students to participate fully in school.	Encourage patients to personalize their devices
Educate and empower patients and caregivers that recovery is possible.	Use bracing, splints or casting as it impedes progress.
Communicate with caregivers and staff on how students can wean from adaptive devices.	Be discouraged when weaning adaptive devices. It is common for students to regress in their skills.
Establish a specific setback plan for each patient.	Forget that adaptive devices can have a secondary impact on the body over time.



Most restrictive to least restrictive





TALKING TO PATIENTS AND CAREGIVERS

Explain why the adaptive devices is recommended.

“This walker is a temporary plan to help you do your best at school. We want you to participate in classes despite your trouble walking.”

Reaffirm that adaptive devices is temporary and recovery is possible.

“You’ve been working hard on your walking, and you will continue getting better. You won’t need to use these crutches long.”

Explore any worries about using adaptive devices at school.

“Let’s practice what we can tell your friends if they ask why you are using a cane.”



SUPPORT DURING WEANING

Identify coping strategies that can be used while weaning adaptive devices, such as deep breathing, distraction, and thinking “my body is healthy” thoughts.

Discuss with caregivers that the student may need increased behavioral health support during the weaning process.

Prepare for the student’s needs to vary. They may be independent in some settings or on “good days” but need more support during other times.



IEPS AND 504 PLANS

- Include the following team members:
 - School administration
 - Support services
 - Nursing
 - PT/OT
 - Caregivers & Student
 - Psychology
- Include specific steps for weaning and supporting setbacks. Include identified coping strategies.
- Consider formal school-based PT or OT if needed.



SUCCESSFUL PARTICIPATION IN SCHOOL

Consider half days initially to help ensure a smooth transition back into their daily routine.

Schedule a school meeting with the student, caregivers, and staff. Discuss goals for using and weaning adaptive devices on campus.

Be specific on a plan for when a patient should be using adaptive devices. Reinforce use of setback plan on difficult days.

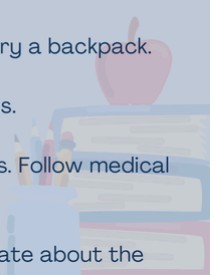
Permit the student to use the elevator or allow more time between classes.

Suggest a second set of books in each classroom if they cannot carry a backpack.

Ensure all staff are consistent in their response to patient symptoms.

Develop a safety plan for patient who are at risk for injury from falls. Follow medical team recommendations.

Ask parent permission to talk to the patient’s care team. Communicate about the student’s progress and goals.



Most restrictive to
least restrictive

Wheelchair
(caregiver
pushes)

Wheelchair
(patient
propels)

Walker

Bilateral
crutches

Single crutch
or cane

Items in the
environment



To share feedback or tell us how your team is using these resources, we've created a brief survey.



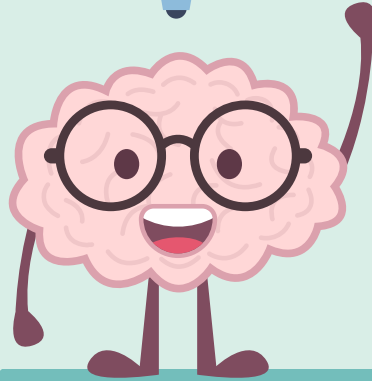
Alternatively, you can email one of the contributors at fndnurse@gmail.com

Consejos para calmar el sistema nervioso en el aula



Temperatura:

El frío reduce tu frecuencia cardiaca. Toma agua fría. Pon hielo sobre tu muñeca.



Gusto:

Come algo agrídulce.

Activa tus sentidos con el método 54321. Te hará salir de tu mente y entrar al momento actual.

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Adapted from Reset & Rewire.

Acción opuesta:

Haz algo intencionalmente con la parte del cuerpo afectada. Aprieta una mano temblorosa, mueve el brazo que se sacude, respira profundo cuando sientas la necesidad de toser por un tic.



Golpecitos bilaterales:

Usa golpecitos suaves sobre tus muslos, con las palmas de tus manos, alternando derecha e izquierda mientras imaginas un lugar placentero.



Después de pedir permiso, detente y aléjate de lo que estabas haciendo por 5-10 minutos.



Relajación muscular progresiva:

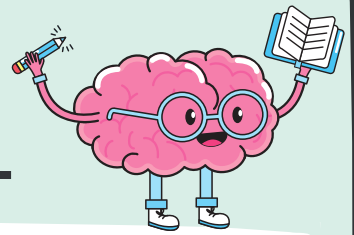
Empieza desde la cabeza, sigue con los hombros, rodillas y dedos de los pies. Tensa cada músculo por 5 segundos y luego relájalos.



Aromaterapia:

Lleva contigo algo que huela bien para ti y respíralo cuando lo necesites.

Plan de Respuesta TNF



Nombre / Fecha de nacimiento _____

Yo, _____, he sido diagnosticado/a con Trastorno Neurológico Funcional por mi médico. Mis síntomas pueden ocurrir a lo largo del día o en episodios. Es más probable que los episodios ocurran cuando mi sistema nervioso esta abrumado, ****no son emergencias médicas**** y pueden mejorar cuando se manejan correctamente.

En mi caso, TNF se presenta como:

Mis señales de alerta:

Que hacer cuando un episodio esta por empezar

- DEME UNA SEÑAL DE APOYO NO VERBAL QUE PARA MI SIGNIFIQUE, "AQUÍ ESTOY. VAS A ESTAR BIEN."
- RECUERDAME APLICAR ALGUNA TECNICA PARA REGULAR MI SISTEMA NERVIOSO.

Que hacer durante:

- MANTENGA LA CALMA.
- DIGA COSAS POSITIVAS SOBRE MI O MEJOR AUN, NO DECIR NADA. PUEDO ESCUCHARLOS Y EMPEORO SI ME PONEN MUCHA ATENCION.
- DE FORMA SEGURA, LLEVEME AL SUELO.
- CUBRA SUPERFICIES DURAS ALREDEDOR DE MI.
- SDIGAME: "ESTAS TENIENDO UN EPISODIO FUNCIONAL. ESTAS A SALVO. TU TIENES LAS HERRAMIENTAS PARA SOBREPASARLO. ESTARÉ LISTO CUANDO ME NECESITES." LUEGO DENME PRIVACIDAD Y ESPACIO.

Que hacer después

- DEJEME REGRESAR A CLASE.
- FELICITEME EN PRIVADO POR HABER CONTROLADO MIS SINTOMAS.
- POR FAVOR ESPERE HASTA EL FINAL DEL DIA PARA CONTACTAR A MIS PADRES O ENCARGADO, SEGUN SU VIA DE COMUNICACION PREFERIDA.

Que NO hacer

- NO llame al servicio de emergencia, a menos que haya una lesión o problema médico. (siga las guías individuales)
- NO me saque de la escuela.
- NO actúe de manera frenética.
- NO tome tiempo a los episodios. A diferencia de la epilepsia, el cuidado no cambia después de 5 minutos.

Firma del médico: _____

Fecha: _____

Nombre del médico: _____

Numero de teléfono: _____

Kit de soutien au TNF

Comment les écoles peuvent soutenir la récupération du trouble neurologique fonctionnel (TNF)

Conversations entre l'École et la Famille



Le but de ce paquet est d'aider votre élève et l'infirmière scolaire à réguler le système nerveux et à retourner en classe.

Quelques questions que vous pouvez poser :

- Pouvez-vous organiser une réunion parents/école pour discuter du plan de réponse FND ?
- Un plan d'apprentissage individualisé peut-il aider votre élève à avoir des moments de gestion programmés chaque jour ?
- Quelles sont les recommandations de l'infirmière scolaire et du conseiller pour aider l'élève à rester à l'école et à faire face aux sensations physiques et aux pensées accablantes ?

Trouble Neurologique Fonctionnel (TNF)



Trouble Neurologique Fonctionnel (TNF)
Qu'est-ce que le TNF (FND en Anglais)? Le TNF est un problème de fonctionnement du système nerveux. C'est l'incapacité du cerveau à envoyer et recevoir correctement des signaux. Le TNF est le deuxième diagnostic le plus courant dans les cliniques de neurologie après les maux de tête. La pandémie et le confinement ont considérablement augmenté les taux de TNF chez les enfants et les adultes. Promouvoir la normalité et les compétences d'adaptation saines en classe est important pour vos élèves, en particulier ceux atteints de TNF.

“ Nous recommandons l'école en présentiel pour les élèves atteints de trouble neurologique fonctionnel. Les progrès et la récupération se produisent lorsque nous faisons face à des défis avec le soutien de notre communauté.

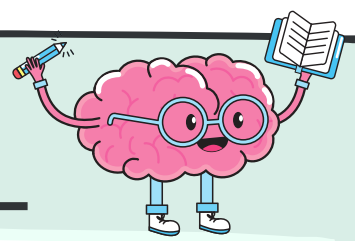
-FND Society

Teilen Sie Ressourcen mit Votrer école



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Reset & Rewire: The FND Workbook
for kids and teens, (États-Unis,
Amazon, 2023)

- Plan de réponse au TNF
- Conseils pour calmer en classe
- www.fndhope.org
- Nom et numéro du fournisseur
-



NOM/DATE DE NAISSANCE _____

Je, _____, ai été diagnostiqué avec un trouble neurologique fonctionnel (TNF) par mon prestataire de soins de santé. Les symptômes peuvent survenir tout au long de la journée ou par épisodes. Les épisodes ressemblent à des attaques de panique, ne sont pas des urgences médicales et s'améliorent lorsqu'ils sont correctement pris en charge.

POUR MOI, LE TNF RESSEMBLE À CECI :

MES SIGNES AVANT-COUREURS:

QUE FAIRE SI UNE ÉPISODE EST SUR LE POINT DE SE PRODUIRE

- DONNEZ-MOI UN SIGNAL NON VERBAL RASSURANT QUI SIGNIFIE, "JE SUIS LÀ. TU VAS BIEN ALLER."
- RAPPELÉZ-MOI D'UTILISER UNE COMPÉTENCE D'ADAPTATION POUR RÉGULER MON SYSTÈME NERVEUX.

QUE FAIRE PENDANT

- RESTEZ CALME.
- PARLEZ POSITIVEMENT DE MOI OU MIEUX ENCORE, PAS DU TOUT. JE PEUX VOUS ENTENDRE ET L'ATTENTION EMPÊCHE LES CHOSES.
- AIDEZ-MOI À ME METTRE EN SÉCURITÉ AU SOL. COUVREZ LES SURFACES DURES PRÈS DE MOI.
- DITES "VOUS FAITES UNE ÉPISODE DE TNF. VOUS ÊTES EN SÉCURITÉ. VOUS AVEZ LES OUTILS POUR Y FAIRE FACE. JE SUIS LÀ QUAND VOUS ÊTES PRÊT." PUIS DONNEZ-MOI DE L'INTIMITÉ ET DE L'ESPACE.

QUE FAIRE APRÈS

RÉINTÉGREZ-MOI/RENOVOYÉZ-MOI EN CLASSE.
LOUEZ-MOI EN TÊTE-À-TÊTE POUR AVOIR GÉRÉ MES SYMPTÔMES.
VEUILLEZ ATTENDRE LA FIN DE LA JOURNÉE POUR CONTACTER MON TUTEUR EN UTILISANT LEUR MÉTHODE PRÉFÉRÉE.

CE QU'IL NE FAUT PAS FAIRE

- N'APPELEZ PAS UNE AMBULANCE SAUF EN CAS DE BLESSURE. (VEUILLEZ VÉRIFIER EN FONCTION DES BESOINS INDIVIDUELS.)
- NE ME RETIREZ PAS DE L'ÉCOLE.
- NE VOUS COMPORTEZ PAS DE MANIÈRE FRÉNÉTIQUE.
- NE CHRONOMÉTRÉZ PAS LES ÉPISODES. CONTRAIREMENT À L'ÉPILEPSIE, LES SOINS NE CHANGENT PAS APRÈS 5 MINUTES.

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Signature du fournisseur: _____

Date: _____

Nom du fournisseur _____

Contact du fournisseur: _____

CONSEILS POUR CALMER EN CLASSE

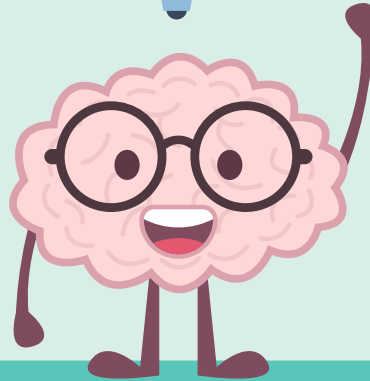


Température :

Le froid ralentira votre rythme cardiaque.

Buvez de l'eau glacée.

Frottez un glaçon sur votre poignet.



La Saveur:

Sucez un bonbon acide.

Action opposée :

Faites quelque chose d'intentionnel avec la partie du corps affectée.

Pressez une main tremblante, balancez un bras qui tressaute.

Engagez tous vos sens avec l'exercice 54321.

Cela vous sortira de votre tête et vous ramènera au moment présent.



Respiration rythmée :

Inspirez pendant 4, retenez pendant 7, expirez pendant 8.



Éloignez-vous de ce que vous faites ou allez dans le couloir pendant 5-10 minutes, avec permission.



Relaxation musculaire progressive :

Commencez par le haut de votre corps, de la tête, les épaules, les genoux aux orteils.

Contractez chaque muscle pendant 5 secondes puis relâchez.

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Aromathérapie :

Portez une odeur que vous aimez et inhalez-la lorsque nécessaire.

FNS-ondersteuningspakket

Hoe scholen het herstel van functionele neurologische stoornis (FNS) kunnen ondersteunen

School- en Familiegesprekken



Het doel van dit pakket is om uw student en de schoolverpleegkundige te helpen het zenuwstelsel te reguleren en terug naar de klas te gaan.

Enkele vragen die u kunt stellen:

- Kunt u een ouder/school bijeenkomst plannen om het FND-responsplan te bespreken?
- Kan een individueel leerplan uw student helpen om dagelijks geplande coping-tijd te hebben?
- Wat zijn de aanbevelingen van de schoolverpleegkundige en de schoolbegeleider om de student op school te houden en om te gaan met fysieke sensaties en overweldigende gedachten?

Functionele Neurologische Stoornis (FNS)



Wat is FNS (FND in het engels)? FNS is een probleem met de werking van het zenuwstelsel. Het is het onvermogen van de hersenen om signalen correct te verzenden en te ontvangen. FND is de op één na meest voorkomende diagnose in neurologische klinieken, na hoofdpijn. De pandemie en de lockdown hebben de percentages van FND bij kinderen en volwassenen drastisch verhoogd. Het bevorderen van normaliteit en gezonde copingvaardigheden in de klas is belangrijk voor uw studenten, vooral voor degenen met FND.



We raden fysieke school aan voor studenten met functionele neurologische stoornis. Vooruitgang en herstel gebeuren wanneer we uitdagingen aangaan met de steun van onze gemeenschap.

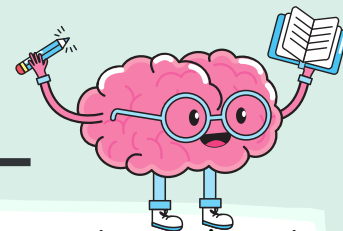
-FND Society



Teilen Sie Ressourcen mit Ihrer Schule

- FNS-responsplan
- Kalmerende tips voor in de klas
- www.fndhope.org
- naam en nummer van de aanbieder
-

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NAAM/GEBOORTEDATUM _____

Ik, _____, ben door mijn zorgverlener gediagnosticeerd met een functionele neurologische stoornis (FNS). Symptomen kunnen de hele dag door of in episodes optreden. Episodes lijken op paniekaanvallen, zijn geen medische noodsituaties en verbeteren wanneer er correct op wordt gereageerd.

VOOR MIJ ZIET FNS ER ALS VOLGT UIT:

MIJN WAARSCHUWINGSSIGNALLEN:

WAT TE DOEN ALS EEN EPISODE ERAAN KOMT

- GEEF MIJ EEN RUSTGEVEND NON-VERBAAL SIGNAAL DAT BETEKENT: "IK BEN HIER. HET KOMT GOED MET JE."
- HERINNER MIJ ERAAN EEN COPINGVAARDIGHEID TE GEBRUIKEN OM MIJN ZENUWSTELSEL TE REGULEREN.
- _____

WAT TE DOEN TIJDENS

- BLIJF RUSTIG.
- SPREEK POSITIEF OVER MIJ OF, NOG BETER, HELEMAAL NIET. IK KAN JE HOREN EN AANDACHT MAAKT HET ERGER.
- HELP ME VEILIG NAAR DE GROND. DEK HARDE OPPERVLAKTEN IN MIJN NABIJHEID AF.
- ZEG: "JE HEBT EEN FNS-EPISODE. JE BENT VEILIG. JE HEBT DE TOOLS OM HIERDOORHEEN TE KOMEN. IK BEN HIER ALS JE KLAAR BENT." GEEF ME DAARNA PRIVACY EN RUIMTE.

WAT TE DOEN NA AFLOOP

BETREK MIJ WEER/LAAT MIJ TERUGKEREN NAAR DE KLAS. PRIJS MIJ EEN-OP-EEN VOOR HET OMGAAN MET MIJN SYMPTOMEN.
WACHT ALSTUBLIEFT TOT HET EINDE VAN DE DAG OM MIJN VOOGD OP HUN VOORKEURSMANIER TE CONTACTEREN.

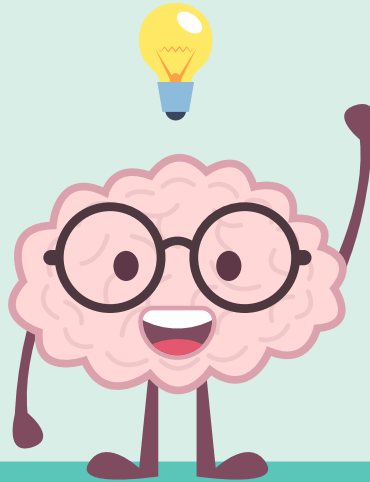
WAT NIET TE DOEN

- BEL GEEN AMBULANCE, TENZIJ IK GEWOND BEN. (CONTROLEER DIT ALSTUBLIEFT OP BASIS VAN INDIVIDUELE BEHOEFTE.)
- *HAAL MIJ NIET VAN SCHOOL.
- *GEDRAAG JE NIET PANIEKERIG.
- *TIME MIJN EPISODES NIET. IN TEGENSTELLING TOT EPILEPSIE VERANDERT DE ZORG NIET NA 5 MINUTEN.



Temperatuur:

Koude zal je hartslag vertragen.
Drink ijskoud water.
Wrijf een ijsblokje over je pols.



Smaak:

Zuig op een zuur
snoepje.

Betrek al je zintuigen
bij de 54321-oefening.
Het zal je uit je hoofd halen
en naar het
huidige moment brengen.

Tegengestelde actie:
Doe bewust iets met het
betrokken lichaamsdeel. Druk
een trillende hand, zwaai
een schokkende arm.



Rythmisch ademen:

Adem in voor 4, houd vast
voor 7,
adem uit voor 8.



Stap 5-10 minuten weg
van wat
je aan het doen bent of
ga
de gang in met
toestemming.



Progressieve spierontspanning:
Begin met de bovenkant van
je
lichaam, van hoofd, schouders,
knieën tot tenen. Span elke
spier 5 seconden aan en laat
dan los.

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teens, (VS, Amazon, 2023)



Aromatherapie:
Draag een geur bij
je die je lekker vindt
en adem in wanneer
nodig.

FNS-Unterstützungspaket

Wie Schulen die Genesung von funktioneller neurologischer Störung (FNS) unterstützen können

Schul- und Familiengespräche



Zweck dieses Pakets ist es, Ihrem Schüler zu helfen, das Nervensystem zu regulieren und wieder am Unterricht teilzunehmen.

Einige Fragen, die Sie stellen können:

- Können Sie ein Treffen zwischen Eltern und Schule vereinbaren, um den FND-Reaktionsplan zu besprechen?
- Kann ein individueller Lernplan Ihrem Schüler helfen, täglich geplante Bewältigungszeiten zu haben?
- Was sind die Empfehlungen der Schulkrankenschwester und des Schulberaters, um dem Schüler zu helfen, in der Schule zu bleiben und mit körperlichen Empfindungen und überwältigenden Gedanken umzugehen?

Was ist FNS (FND auf Englisch)?



FNS ist ein Problem mit der Funktionsweise des Nervensystems. Es ist die Unfähigkeit des Gehirns, Signale richtig zu senden und zu empfangen. FNS ist nach Kopfschmerzen die zweithäufigste Diagnose in neurologischen Kliniken. Die Pandemie und der Lockdown haben die FNS-Raten bei Kindern und Erwachsenen dramatisch erhöht. Die Förderung von Normalität und gesunden Bewältigungsfähigkeiten im Klassenzimmer ist für Ihre Schüler wichtig, besonders für diejenigen mit FNS.



Wir empfehlen Präsenzunterricht für Schüler mit funktioneller neurologischer Störung. Fortschritte und Genesung geschehen, wenn wir Herausforderungen mit der Unterstützung unserer Gemeinschaft begegnen.

-FND Society

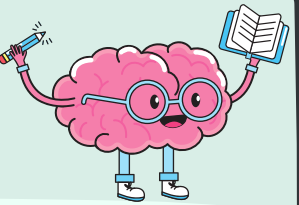


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Reset & Rewire –The FND Workbook for kids
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- Plan für den Umgang mit FNS
- Beruhigungstipps für das Klassenzimmer
- www.fndhope.org
- Anbieternamen/kontakt:
-

PLAN FÜR DEN UMGANG MIT FNS



NAME/GEBURTSDATUM: _____

ICH, _____, WURDE VON MEINEM GESUNDHEITSDIENSTLEISTER MIT EINER FUNKTIONELLEN NEUROLOGISCHEN STÖRUNG (FNS) DIAGNOSTIZIERT. SYMPTOME KÖNNEN DEN GANZEN TAG ÜBER ODER IN EPISODEN AUFTRETEN. EPISODEN ÄHNELN PANIKATTACKEN, SIND KEINE MEDIZINISCHEN NOTFÄLLE UND BESSERN SICH, WENN RICHTIG DARAUF REAGIERT WIRD.

FÜR MICH SIEHT FNS FOLGENDERMASSEN AUS:

MEINE WARNZEICHEN:

WAS TUN, WENN EINE EPISODE KURZ BEVORSTEHT:

- GIB MIR EIN BERUHIGENDES NONVERBALES SIGNAL, DAS ICH ALS „ICH BIN HIER. DU WIRST IN ORDNUNG SEIN.“ ERKENNE.
- ERINNERE MICH DARAN, EINE BEWÄLTIGUNGSFERTIGKEIT ZU NUTZEN, UM MEIN NERVENSYSTEM ZU REGULIEREN.

WAS ZU TUN WÄHREND:

- BLEIB RUHIG.
- SPRECHE POSITIV ÜBER MICH ODER NOCH BESSER, GAR NICHT. ICH KANN DICH HÖREN UND AUFMERKSAMKEIT MACHT ES SCHLIMMER.
- HILF MIR, SICHER AUF DEN BODEN ZU KOMMEN.
- DECKE HARTE OBERFLÄCHEN IN MEINER NÄHE AB.
- SAGE „DU HAST EINE FNS-EPISODE. „DU BIST SICHER. DU HAST DIE WERKZEUGE, UM DAMIT UMZUGEHEN. ICH BIN HIER, WENN DU BEREIT BIST.“ GIB MIR DANN PRIVATSPHÄRE UND RAUM.

WAS NACHHER ZU TUN IST:

- INTEGRIERE MICH WIEDER/ZURÜCK IN DIE KLASSE.
- LOBE MICH IM EINZELGESPRÄCH DAFÜR, DASS ICH MIT MEINEN SYMPTOMEN UMGEANGEN BIN.
- BITTE WARTET BIS ZUM ENDE DES TAGES, UM MEINEN VORMUND AUF IHRE BEVORZUGTE WEISE ZU KONTAKTIEREN.

WAS NICHT ZU TUN IST:

- RUFE KEINEN KRANKENWAGEN, ES SEI DENN, ICH BIN VERLETZT. (BITTE NACH INDIVIDUELLEM BEDARF ÜBERPRÜFEN.)
 - ENTFERNE MICH NICHT AUS DER SCHULE.
 - VERHALTE DICH NICHT HASTIG.
 - MESSE DIE EPISODEN NICHT. IM GEGENSATZ ZUR EPILEPSIE ÄNDERT SICH DIE PFLEGE NICHT NACH 5 MINUTEN.

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(USA, Amazon, 2023)

Unterschrift des Anbieters: _____

Wochentag: _____

Anbietername: _____

Anbieterkontakt: _____



Temperatur:

Kälte wird deine Herzfrequenz verlangsamen.

Trinke eiskaltes Wasser.

Reibe einen Eiswürfel auf
dein Handgelenk.



Lutsche an sauren
Bonbons.

54321-Übung:

Identifiziere:

- 5 Dinge, die du sehen kannst,
- 4 Dinge, die du berühren kannst,
- 3 Dinge, die du hören kannst,
- 2 Dinge, die du riechen kannst
- 1 Sache, die du schmecken kannst.

Die Übung wird dich aus deinem Kopf herausholen und
in den gegenwärtigen Moment bringen.

Gegensätzliche Handlung:

Mache absichtlich etwas mit
dem
betroffenen Körperteil.

Drücke
eine zitternde Hand, schwinge
einen zuckenden Arm.



Ruhiges Atmen:

Atme 4 Sekunden lang ein,
halte für 7 Sekunden, atme
für 8 Sekunden aus.



Tritt 5-10 Minuten von
dem, was du tust,
zurück oder
gehe mit Erlaubnis in
den Flur.



Progressive Muskelentspannung:

Beginne oben an deinem Körper,
vom Kopf, über die Schultern, bis
zu den Knien und Zehen. Spanne
jeden Muskel für 5 Sekunden an
und dann lasse los.

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FND-Arbeitsbuch Reset & Rewire
– The FND Workbook for kids
and teens, (USA, Amazon, 2023)



Aromatherapie:

Trage einen Duft bei
dir, den du magst,
und inhaliere, wenn
nötig.

