

*Succeeding with TS:  
A Resource Guide  
for Principals*

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## ABOUT THE FOUNDATION

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Jim Eisenreich and his wife Leann founded The Jim Eisenreich Foundation for Children with Tourette Syndrome in 1996 to help children with TS achieve personal success. In its first year, the foundation met with area philanthropists and leaders to raise awareness of the goals of the foundation. On September 21, 1996, the



foundation teamed with the Kansas City Explorers professional tennis team to host its first fund raising event. The proceeds of the event helped launch the foundation's

activities. An office was established with a toll-free number, which gave parents the opportunity to call with their questions and concerns. In some cases this was the first opportunity many parents had to talk to someone who has dealt with the feelings and emotions their children are now going through. Currently the Jim Eisenreich Foundation is involved in the implementation of a strategic plan, which was developed in 1999 to establish a vision and mission of the foundation. This plan provides specific directions for the foundation and establishes a number of key objectives including:

- Building strong programming
- Creating public awareness
- Providing financial support
- Insuring administrative excellence

## CONTACTING THE FOUNDATION

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Reach the Jim Eisenreich Foundation for Children with Tourette Syndrome at:

Jim Eisenreich Foundation  
Post Office Box 953  
Blue Springs, MO 64013  
1-800-442-8624

Visit [www.tourettes.org](http://www.tourettes.org)

Email: [foundation@tourettes.org](mailto:foundation@tourettes.org)



## INTRODUCTION

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One summer I attended a session that Jim Eisenreich was presenting to children and families with Tourette Syndrome (TS). The room was filled with children of all ages, their family members and friends. Everyone was focused on Jim, as he spoke about his experience of learning to live with TS. The room was quiet except for one little boy. He was about 8 years old, a little blond guy in a baseball hat. He was fidgeting in his seat, making vocal tics, even calling out sounds. Sitting next to him was a kind looking woman. Later I learned she was his mother.

My attention was drawn first to the little boy and then to his mother. As he went through what seemed to be a vast menu of tics, his mother would comfort him. Sometimes she stroked his back, or touched his neck. Once in a while she would lean over and kiss him on the cheek. At the end of presentation, while the children gathered with Jim to get an autograph, I had a chance to speak to the mother. As gently as I could, I asked why she was comforting her son when he seemed to be unaffected. She told me that as her son grew older and spent more time away from her, at school, scouts and sporting activities, she knew that there were many times when he was teased and ridiculed because of his TS. She said; "Whenever I have an opportunity to be with him in public, I want him to know that he is still loved, at least by me."

Her answer touched me deeply.

As an educator, I thought of the many children in my classrooms that had differences, physical, mental or behavioral. I had many resources at my disposal, curriculum guides, district and state objectives, to name a few. But there was little for children who have conditions that effect their social development and learning.

This curriculum is designed for teachers, principals, school counselors, support staff and volunteers who work with children with Tourette Syndrome (TS) and its related disorders. They include Obsessive Compulsive Disorder (OCD)

and Attention Deficit Disorder(ADD). Our hope is that it fills the void of other curriculum resources and provides educators and others who work with children concrete ideas and suggestions to assist schools in making the learning environment for all children one that is meaningful and rewarding places to be.

We may not be able to give children with TS and its related disorders the comfort of a mothers' touch, but with this curriculum as a resource we hope to build positive relationships to benefit students.

### ***Constructivist Theory VS Behavior Modification***

This resource has been written with a Constructivist Theory of Education as the guiding principle. In a Constructivist classroom, the emphasis is placed on the child rather than on the teacher. It is the learner who constructs or builds his or her knowledge by the interactions they have with materials or events. Students learn by fitting new information together with what they already know. It is an active rather than passive process.

In this resource, we have avoided using behavior modification techniques often employed for children with special learning issues. Traditionally those techniques depend on rewards and praise to manage the child's behavior. The suggestions in this resource require creating a supportive environment for all children while avoiding extrinsic motivators to manage the behavior of a few students.

We believe that when a TS child is in a supportive environment with high academic and social expectations he or she will focus on learning with less attention on "being good" to gain approval from adults.

### **QUESTIONS AND ANSWERS**

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#### ***What is Tourette Syndrome?***

Tourette Syndrome is a neurochemical disorder of the brain, which causes involuntary movements and vocalizations known as tics. TS is a difficult condition to diagnose. Many physicians may not know about it or how to recognize it when a parent discusses the symptoms they have seen in their child.

#### ***What are tics?***

There are two main categories of tics: Motor tics and Vocal tics. Motor tics are sudden repetitive movements of the muscles of the body that occur repeatedly. Vocal tics are in the muscles that control speech and cause involuntary sounds. Most children develop an eye tic first. Other tics develop

shortly afterwards with the intensity increasing during early adolescence. Tics can be embarrassing and even painful. Tics tend to take place less during sleep and more in times when the child is under stress. They can also increase when a child is sick or suffering from allergy symptoms.

#### ***How is TS diagnosed?***

The criterion for diagnoses is the presence of at least two motor tics and one vocal tic. No two cases look the same. Tics can increase and decrease over time and new tics can emerge with no warning. Most symptoms begin at about age 7. TS presents itself more frequently in boys than girls.

#### ***How are Obsessive Compulsive Disorder and Attention Deficit Disorder connected to TS?***

As many as 2/3 of people with TS also have Obsessive Compulsive Disorder. Research has shown the two are closely related, caused by the same gene. OCD is an anxiety disorder. Obsessions are unwanted, repetitive thoughts, which are difficult to control. Compulsions are repetitive actions in an attempt to relieve the anxiety caused by obsessions.

#### ***How is Attention Deficit Disorder connected to TS?***

About half of all children with TS are also diagnosed with Attention Deficit Disorder. ADD is also a neurological condition that makes it more difficult for a child to focus attention and control impulses. Symptoms of ADD often appear before the onset of motor or vocal tics associated with TS.

#### ***How would I recognize a child with Tourette Syndrome, Obsessive-Compulsive Behaviors and Attention Deficit Disorders:?***

TS symptoms vary for each person. The severity of tics also varies and changes. A person may develop new tics and drop others. Tics tend to occur everyday and many times throughout the day.

The following is a list of some of the most

common tics:

- Flexing and jerking of the arms and legs
- Body jerks
- Chewing on clothes, hands, hair, papers
- Eye blinking and twitching
- Sounds and movements of the hands
- Twisting hair
- Head jerking
- Hitting oneself
- Mouth movements
- Knuckle cracking
- Movements and sounds with the lips
- Pulling on clothes
- Scratching
- Shivering
- Spitting
- Banging on a table or other objects, producing repetitive noises
- Teeth clenching
- Twirling in circles repetitively
- Vocal noises including clearing throat, barking, coughing, and humming

People with Obsessive-Compulsive Disorders have reoccurring actions, which interferes with their ability to focus on their work. They may have persistent unrealistic and disturbing thoughts that they cannot avoid.

Some of the most common obsessions may include the following:

- Concerns for cleanliness
- Strong need for order around them
- Counting insignificant things around them
- Focus on a TV program, video game etc.
- Concern about background noises like fluorescent lights
- Overly concerned about bad things happening
- Concern about food and eating
- Concerns about illness and germs

Some of the most common compulsions may include the following:

- Cleanliness issues, washing hands and cleaning things around them
- Repeating words, actions, sounds, music which also may include humming and mimicking sounds
- Touching and counting things an exact number of times

People with Attention Deficit Disorders have difficulty controlling their impulses. They may have problems staying focused and may appear unorganized. Some of the most common behaviors include the following:

- Directions: beginning work without the directions or ignoring directions
- Acting without thinking
- Difficulty waiting their turn
- Hurrying through assignments
- Difficulty playing alone or quietly
- Interrupting
- Taking things from others
- Unable to sit quietly for even short amounts of time

Tourette Syndrome, Obsessive-Compulsive Disorder and Attention Deficit Behavior are diagnosed by observing the behaviors in children by a qualified medical professional. By discussing the behaviors with parents, caregivers and teachers, they will assess how many times each day the behaviors occur. Many children diagnosed with one of the disorders will show symptoms of the other related disorders. The symptoms may change frequently.

## FOR PRINCIPALS & ADMINISTRATORS

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The role of the administrator in a school is diverse at best and relating to students with Tourette Syndrome and its related disorders makes the job even more challenging. But how do students with TS and its related disorders feel about the principal?

Imagine a TS child who has multiple tics, scratching, jerking of a limb and shaking throughout



the school day. Now picture this student who is being teased by other students in the lunchroom or on the playground. When that student finally reaches the breaking point, loses control and strikes back at another student, he or she will likely find themselves in the principal's office. This is not the time when the principal can really get to know the student. They will not be able to learn what motivates the student, what they are interested in and what goals they have for their life.

Children with TS or its related disorders thrive in a child-centered environment, as all students do. Consider the messages students receive as they enter the school, the classrooms and the cafeteria. Those messages are important but most critical are the relationship the student with TS or its related disorders will establish with the adults in the school community. Those relationships must be established early and nurtured frequently.

The first critical job for the principal of students with TS or its related disorders is to consider the placement of the student with a teacher(s) who are likely to adapt his or her classroom management techniques appropriately to help the TS student be successful.

Plan a time early in the school year to observe the student in the classroom, special classes, lunchroom and recess. Make a copy of the Observation Log on page 13 of the Teacher's Section. Sit in a discrete place in the classroom and make notes about the child's interactions with other children and the teacher. Note his attention level during the activities, his frequency of tics and his ability to perform various tasks. Use your observations in discussions with teacher(s), staff and parents.

Consider the type of setting when tics worsen and use this information to inform discussions with parents, teacher(s) and other school personnel.

## RESPONDING TO BEHAVIORS

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### *Meet the Student*

Early in the school year plan a meeting with the student. Prepare for this meeting by first doing some research on TS and its related disorders. You will find information in the Resource Section. Use this meeting to get to know the student personally. Lead a discussion about his or her likes, dislikes, family and interests. Ask him or her to describe his disorder to you and listen attentively. Discuss research about the disorder. Discuss specifics about school. Ask the student to share his or her insights about the school, his or her

schedule, and interactions with other students and staff. Encourage him or her to be candid and open. Decide on a few goals for the school year and specific action steps that are appropriate. Discuss solutions for any problems that are revealed. Plan follow-up meetings as necessary.

### **Meet with the Teacher(s)**

Schedule a meeting with the student's teacher(s). Make a copy or email the Observation Log on page 13 of the Teacher's Section. Ask the classroom teacher to use the log to keep track of the behaviors they observe along with the time of day and the situation. Schedule a regular appointment to review the log, set goals for the child and discuss academic progress.

### **Meet with Support Staff**

Early in the school year plan a meeting with the school counselor and nurse. Ask the nurse to research the medications that the student is currently taking and its known side effects. Some behaviors may be the result of the medications. Discuss strategies for distributing information about the medications to other staff.

### **Study Groups**

Use this resource or check the Resource Section and chose appropriate material to use



for discussion in a staff study group. Form a study group, which includes the TS or its related disorder student's teachers, counselor, nurse, and other staff members who will be interacting with the student. Purchase the book or resource for each person in the study group. Divide the

book (resource) into small sections and assign reading assignments. Or search for and print off articles on topics relating to TS and its related disorders for the staff to read and discuss.

### **Staff Development**

Plan a professional development program for the entire staff to inform the school personnel about TS and its related disorders. Check with the local TS organization, medical school, and university or support group for a presenter who is knowledgeable about TS and its related disorders and able to relate to an audience of educators. Discuss the program with the presenter in advance and agree on an appropriate agenda, which includes a balance of information and group discussions.

## **TECHNIQUES FOR WORKING WITH THE TS STUDENT**

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### **Schedule**

Consider the student's daily schedule. For elementary students discuss the schedule with the teacher to create a mixture of active learning and quiet concentrated periods. For middle and high school

students consider the balance of classes. Students with TS and its related disorders are more productive in small group work with less emphasis on lectures and teacher directed structure. Work with the teachers to include more hands-on activities and less lecture time.

Contact the student's previous teacher(s) to see what strategies have worked effectively in the past. If the child has a private tutor, make an appointment with him or her to discuss the work they have done with the student. Include the

student's classroom teacher(s) and other school personnel in this meeting.

Ask the school nurse to recommend the best time of the day for more intensive classes for the student considering his or her medication schedule.

Visit the student during special teacher classes such as gym, music, technology, and art. Observe the student and make notes of the types of activities that are employed. If you observe an issue that will require some change in the classroom environment, discuss adaptations with the teacher immediately.

Remember that students with obsessive behaviors have difficulty adjusting to a change in their schedule. Remind the teacher(s) of changes to the schedule and ask them to help prepare the student when changes are necessary.

### ***Talk to the Student's Peer***

Ask the librarian to help you select a book about accepting differences. Check the Resource Section for ideas of books appropriate for the students age level. Review the books in advance to prepare discussion points and questions that promote discussions with the students. Make an appointment with the classroom teacher to read the book to the student's class and engage them in a discussion on accepting diversity in classmates. Encourage the students to ask questions about TS and its related disorders and be prepared to answer them honestly. Check with the student with TS or its related disorders to see if he or she would prefer to leave the classroom during this activity.

### ***Communicating Hope to Parents***

Establish a time to meet with parents. Use

this time to check on the student's progress, concerns and goals they have established with the classroom teacher(s). Topics may include the following:

- Academic issues
- Interactions with staff
- Transitions between classes
- Lunch
- Bus
- Friends and social interactions
- Homework
- Developing Interest
- Discipline and behavior issues

## LIBRARY OF ISSUES

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### **Behavior**

When it is necessary to intervene with the student with TS or its related disorders because of a behavior issue first allow him or her time to gain control. No issue can be resolved until the student is calm. Encourage the student to describe the situation to you and listen attentively. Calmly ask questions to clarify the situation. Consider what might have caused the difficulty, for example: time of day, teasing, side effects of the child's medications, or other factors. Make note of the situation in a log and compare it to other interventions. Use this log in conversations with administrators, teachers, counselor, nurse and parents.

Do not punish a child for behaviors that are the result of his disorder. For example, never punish a child with TS for making noise in the classroom when he has vocal tics.

Never embarrass a child in any way or ask a student to suppress his or her tics. Be sure that this position is clear to all staff. Some staff members may feel that some of the child's behavior is to gain attention or annoy them in some way. They are not! The actions of the adults in charge will set the tone for how other students and staff react. Children with TS or its related disorders may have:

- Difficulty making eye contact with the authority figure.
- Not respond immediately to questions.
- Need directions repeated.
- Lack response to criticism. They should not be punished for any of these responses.

Reactions of anger or sarcasm should never be used and they should never be disciplined in front of other students.

### **End of the Day**

The end of the day can be a hectic time in any classroom. The additional stress of cleaning up

and going home can be particularly stressful for students with TS and its related disorders. The following suggestions may help make the end of the day more relaxed for everyone:

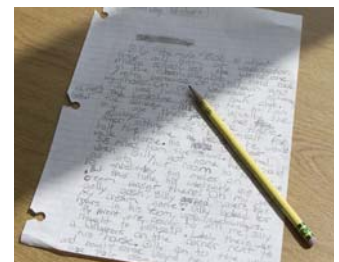
- Check the student's backpack for materials that need to go home. Be sure to include the daily journal to communicate with parents.
- Dismiss older students a few minutes early, allowing time to organize materials while the hallways are less crowded and noisy.
- Assign a counselor, assistant principal or another appropriate staff member to be available to assist any student who needs help in the hallways at the end of the day.

For some students with TS or its related disorders, the bus ride will be the only time when they experience problems. The bus may be too unstructured, noisy or chaotic and the extra stress may increase the number of tics they experience. The following are recommendations to work with the bus drivers and other appropriate staff members:

- Arrange an in-service for the bus drivers to educate them on TS and its related disorders. Include information about symptoms, behaviors and suggested accommodations.
- Make the bus ride as short as possible for the student.
- If necessary, find alternative methods for transporting students to and from school. For example: taxi cab or smaller school bus.
- Ask bus drivers to ignore tics. Explain that they are part of the condition.

### **Handwriting**

Because of vocal and motor tics, some students with TS and its related disorders have poor handwriting, which is difficult to read. Accommodate the handwriting by one or more of the following suggestions:



- Allow the student to dictate stories to an adult.
- Teach the student to use a simple word processing program on the computer and print out his or her stories.
- Do not evaluate a student's work by their

handwriting but rather the content of the work. Do not ask the student to copy materials from the board. Provide a copy of the materials in printed form using a large easy to read font.

- If the student has an awkward pencil grip, it may be helpful to create some simple exercises, which develop the muscles of the arms, fingers and wrist. For example:

- Use large paper and markers and make large circles.
- Use chalk on a sidewalk to make large circles and other shapes.

- Allow the student to choose to use either a pencil or pen to do written work. They may find one more comfortable than another.

- Choose paper with a wider line space.

## Homework

Students with TS or its related disorders may need accommodations for making homework successful rather than additional stress for the student and his or her parents.



For young children, create homework assignments that are hands-on rather than paper and pencil work. For example ask the child to draw diagrams, make charts or posters and complete surveys.

For older students provide a daily assignment book to record the homework assignment. Check to be sure that the student has recorded the appropriate information such as page numbers correctly.

When the student has been absent they may feel overwhelmed by the amount of make up work. Set an appointment to meet with the student privately to discuss the assignments. Discuss how much time it will take to complete each necessary assignment and eliminate those that are not necessary. Agree on a date for the materials to be completed. Print the due date clearly on each assignment.

## Holding in Tics

Some students suppress or “hold-in” their tics. But this can create a great deal of stress and stress increases the symptoms of TS and its related disorders. The following are some strategies for helping a student release the tics without causing undue attention:

- Choose an appropriate place for the student to go when he or she feels a need to release tics. Discuss the place with the student and the parents/caregivers before it is implemented. For example a bathroom, counselor or nurse’s office. Agree on a signal with the student that will be your indication that they will need to leave the classroom.
- Provide a box of tissues for a student who has spitting or vocal tics.

- Encourage the student to get up frequently to release tics. Simple activities like walking to the pencil sharpener or returning a book to a shelf can help release motor tics without drawing undue attention.
- Arrange with another teacher that you may be sending the student to bring a message. Make an envelope with the teacher’s name on it to keep ready when the student needs a break. Ask him or her to take the envelope to the teacher. The teacher may “pretend” to write a message in return.

## Lunch Room

The lunchroom may be a very uncomfortable space for the student with TS and its related disorders. Have a discussion with staff to consider the arrangement of the tables and other procedures. For example:

- Consider replacing long rectangular tables with round ones where conversations can be more focused.
- Serve meals “family style” with foods placed in large serving dishes to be passed around the tables.
- Play soft, calming music throughout the lunch



period.

- Dismiss tables from the lunchroom in small groups.
- Play a video of an appropriate movie during the lunch period.

## **Medication**

Some behaviors may be the result of medications. Check with the student's parent or caregiver for a list of the medications the student is taking. Ask the school nurse or school counselor to provide a list of the side effects for each of the medications. Because the symptoms of TS and its related disorders change frequently messages from school are critical to inform parents if medications need to be changed. Some medications may cause the following:

- Sleepiness
- Unusual thirst
- Irritability
- School phobia
- Dullness
- Weight Gain
- Dizziness
- Skin Rash
- Memory Problems

## **Recess**

Recess is often the most difficult time of the day for a student with TS and its related disorders. The noise and lack of structure may lead to over stimulation and result in an increase in tics and compulsions. The reduced amount of supervision may encourage more teasing and taunting. Discuss with team members, the principal and school counselor. Work out a plan to insure that adequate supervision is available. Discuss teasing and taunting with the students and be clear that it will not be tolerated.

Spend some time at a recess period to see if the student is establishing social relationships. Observe the student during these informal times and make notes about your observations. If you see teasing from other students plan a time to discuss teasing with the whole class. Lead a discussion about how hurtful teasing can be and brainstorm a list of action steps that they can do to make sure they do

not engage in those behaviors.

## **Schedule**

A consistent schedule is necessary for the student with TS and its related disorders. Post a daily schedule in clear view. Refer to the schedule during transition times to a new activity. Discuss ahead of time when changes to the schedule become necessary.

## **Sleep**

Many children with TS or its related disorders have sleep problems. Fatigue during the day may interfere with the student's ability to learn. Sleep problems can also cause the student to appear hyperactive, irritable or impulsive. Tics worsen when a student is sleepy. Discuss sleep problems with the student's parents. If necessary, parents should discuss sleep issues with the student's physician to see if medications are interfering with sleep.

## **School Phobia**

Some students with TS or its related disorders develop school phobias. Make a note of the child's absences and discuss them with the teacher and parents. If the student comes to school feeling sick and requests to go home frequently, consider that they may have developed a phobia to school. This is a form of panic or anxiety that many TS or OCD children develop. You will need to uncover the source of this fear quickly. Work with the child, the parents, and the school counselor. Some medications can cause school phobia. It is imperative that the child continues to attend school.

## **Social Issues**

Many children with TS and its related disorders have difficulty making and maintaining friends. Meet regularly with the child to discuss friends. Encourage the child to participate in social activities like scouting groups, sports or clubs. Convene a peer discussion group. Use a video or book about friendship and tolerance to begin a discussion. Check the Resource section for ideas.

Check to see if your area has a local Tourette Syndrome Chapter and encourage the parents and child to participate.

### **Substitute Teachers**

Prepare an information packet for substitute teachers. Some students with TS and its related disorders find it very stressful to have a major change in his or her schedule. If possible, give the student with TS or its related disorders notice when a substitute will be in the classroom. Include the following in a packet for the substitute teacher:

- List of symptoms
- Suggestions of adaptations
- A question and answer pamphlet from a local TS chapter (check the Resource Section for suggestions)

### **Teasing**

The position of the entire school community must be one that teasing and taunting must never be tolerated. Students with TS and its related disorders are often the victims of teasing and that alone can make school a very unhappy place for them to be.

Be mindful of the times in the school day when teasing and taunting are more likely to occur and provide a staff member to be available during those times. For example:

- Lunch
- Recess
- Transition times between class periods
- Gym class

Choose a book that encourages values such as tolerance to read aloud to the students. Discuss the book and its characters. Choose a book that is age appropriate from the Resource Section.

### **Testing**

Because of motor or vocal tics it may be necessary to conduct tests for students with TS and its related disorders in a private setting. Discuss how to deliver a standardized test with the child's teacher(s), counselor or school psychologist. The

stress caused by testing may increase tics. It may be necessary to allow additional time to complete the test or for some students to prepare an oral version of the test. Consider the most appropriate testing situation for the student.

### **Transition Times**

Transition times can be stressful and difficult for students with TS and its related disorders. At a school staff meeting consider the dismissal time and how to make them less stressful and to develop solutions that may benefit all students.

For example:

Stager the dismissal times to reduce the numbers of students passing in the hallways.



Organize buses with numbers or cartoon characters for younger children. Place signs with the numbers or characters in the window of each bus. Place a matching sign for each bus in the area of the school where children wait for buses to arrive. Gather students near their posted sign.

Break up intense periods of concentration with a large motor activity. Use music or simple exercises to help stretch muscles before beginning another quiet time.

### **Vocal Tics**

Children with TS who demonstrate vocal tics may be uncomfortable in whole school assemblies or large group gatherings where they feel that everyone can hear them. It may be best to dismiss them from this type of activity or find a place where he or she can see and hear the presentation but not feel other students notice them. There may be other times during the school day when children with vocal tics are uncomfortable and will need to make similar adjustments, for example:

- Library
- Study Halls
- Computer Labs

## RESOURCES

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### **Books for Young Children Ages 4 to 8 years**

- [Bubba and Trixie](#), Lisa Campbell Ernst, Simon & Schuster, 1997. Bubba the caterpillar is very nervous about life, but he learns to take risk with the help of Trixie, a ladybug who befriends him.
- [Extraordinary Friends](#), Fred Rogers, Puffin, 2000. Part of the Let's Talk About It series, this book takes an honest, clear look at an issue that children often find intimidating and scary, disabilities.
- [Feeling Left Out](#), (Playground Series), Kate Petty, Barrons The Feeling Box, Randy M. Gold and Dave Wright, Aegina Press, 1998. This book is for children and adults of all ages about how we manage our feelings, and provides children an opportunity to learn more about how they handle their emotions.
- [Help is on the Way: A Child's Book About ADD](#), Marc A. Nemiroff, Ph.D. and Jane Annunziata, PsyD., Magination. A reassuring book for youngsters with ADD.
- [How to Be a Friend: A Guide to Making Friends and Keeping Them](#), Laurene Krasny Brown, Little Brown & Co, 2001. A practical resource about the ins and outs of friendships.
- [I Like You](#), Sandol Stoddard Warburg, Houghton Mifflin Co, 1990. A tiny book that expresses the true meaning of friendship.
- [I'm Furious \(Crary, Elizabeth, Dealing with Feelings\)](#), Elizabeth Crary, Parenting Press, 1996. Mom lets Matt know it's OK to be mad and helps him discover ways to express his anger without hurting his brother or being destructive.
- [I'm Frustrated \(Dealing with Feelings\)](#), Elizabeth Crary, Parenting Press, 1992. This book is valuable because of the many positive techniques it suggests for venting frustration.
- [I'm Mad \(Dealing With Feelings\)](#), Elizabeth Crary, Parenting Press, 1992. A sensitive story that provides productive and positive interactive ways for parents to support their children in dealing with a sometimes-debilitating emotion.
- [It's Okay to Be Different](#), Todd Parr, Little Brown & Co, 2001. Readers are encouraged to accept differences in physical characteristics, abilities and family situations.
- [Just the Way You Are](#), Marcus Pfister, North South Books, 2002. The author of Rainbow Fish explores the issue of perception and acceptance in this story about animals dissatisfied with their appearances.
- [The Kissing Hand](#), Audrey Penn, Child Welfare League of America, 1993. When Chester the raccoon is reluctant to go to kindergarten for the first time, his mother teaches him a secret way to carry her love with him.
- [Lilly's Secret](#), Miko Imai, Candlewick Press, 1994. A useful book for introducing the concept of individuality.
- [Little Beaver and the Echo](#), Amy MacDonald, Paper Star, 1998. Little Beaver's search for a friend he thinks he hears across a pond is perfect for every child who's ever felt lonely.
- [Mean Soup](#), Betsy Everitt, Voyager Picture Books, 1995. When Horace comes home feeling mean, Mom knows what to do.
- [Odd Velvet](#), Mary E. Whitcomb, Chronicle Books, 1998. Velvet takes things in stride, but the other children find her strange. Even so, she endures, always with a winning smile, until things gradually begin to change for the better.
- [Otto Learns About His Medicine: A Story About Medication for Children With ADHD](#), Matthew Galvin, M.D., Magination. Otto is a high-octane young car whose motor runs too fast. He has trouble paying attention in school. After a visit to a pit crew of special mechanics, Otto finds ways to be more focused.
- [The Quarreling Book](#), Charlotte Zolotow,

HarperTrophy, 1982. Gruffness and anger is passed along from person to person until a little dog starts a chain of happiness that reverses the trend.

- [Step Ball: A Child's Book About Feelings and Differences](#), Norm Early, Danelle Young and Brent Naughton, Greenleaf Book Group, 2000. This book has beautiful drawings and a simple yet elegant story about friendship and feelings.
- [Someone Special, Just Like You](#), Tricia Brown, Owllet, 1995. Brown and Ortiz (Photographer) show that the differences that seem to separate children with handicaps from others are not important.
- [Stand Tall](#), Molly Lou Melon, Patty Lovell, Putnam Publishing Group, 2001. Any child who is less than perfect will cheer with joy to meet Molly Lou Melon, a girl who doesn't let anything, or anyone shake her belief in herself.
- [Taking A.D.D. To School](#), Jay Jo Books, 2001. This book is designed to educate classroom peers about children living with A.D.D. which includes 10 tips for teachers and a "Kids' Quiz".
- [Taking Tourette Syndrome to School](#), Tira Kruger and Kim Gosselin, JayJo Books, 2001. A guide to educate classroom peers about children living with TS.
- [We Can Work It Out: Conflict Resolution for Children](#), Barbara Kay Polland, Tricycle Press, 2000. Polland, a professor of child development, has devised a way to make difficult social situations easier for children to discuss with adults or work through by themselves.
- [Wemberly Worried](#), Kevin Henkes, Greenwillow, 2000. Wemberly, a little mouse girl, worries about big things, little things, and everything in between. This book may be helpful for the young child with school phobias.
- [Weslandia](#), Paul Fleischman, Scholastic Trade, 2000. The illustrations are beautiful and

the story shows kids that it's great to be who they are.

- [When I Feel Angry](#), Cornelia Maude Spelman, Albert Whitman, 2000. This gentle book puts an adorable bunny in a variety of situations that preschool or grade school children can relate to.
- [When Sophie Gets Angry- Really Angry](#), Molly Garrett Bang, Scholastic Trade, 1999. This Caldecott Honor Book is an elegant and thought provoking way for young children to learn how to deal with emotions.

### ***Books for Students Ages 9 to 12 years***

- [Adam and the Magic Marble](#), Adam Buehrens, Hope Press, 1991. A fictional story for children about how three boys with disabilities, TS and ADD, taunted by their peers, find the magical power to cure their disorders.
- [All Kinds of Minds: A Young Student's Book About Learning Abilities and Learning Disorders](#), Melvin D. Levine, Educators Publishing, 1992. A book written about 5 elementary school students who gain insights as they come to terms with either ADD, dyslexia, language disorder, social and motor skill deficits.
- [The Best of "Brakes": An Activity book for kids with ADD](#), Patricia O. Quinn, Magination. A collection of games, puzzles, activities, tips and resources from Brakes, a newsletter for kids with ADD.
- [Cliques, Phonies, & Other Baloney](#), Trevor Romain, Free Spirit Publishing, 1998. Written for every child who has ever felt shut out or trapped by a clique, this book blends humor with practical advice as it explains how to form positive, healthy relationships.
- [Distance Drums](#), Different Drummers: A Guide for Young People with Adhd, Barbara D. Ingersoll, Cape Publisher, 1995. Written for parents and young people to help them understand their ADHD.

- [Don't Pop Your Cork on Mondays: The Children's Anti-Stress Book](#), Adolph J. Moser, Landmark Editions, 1988. "A much needed book! I enthusiastically recommend it to parents, teachers, clinicians and, of course, to children." Theodore J. Tollefson, Ph.D. Clinical Psychologist.
- [Double-Dip Feelings, Stories to Help Children Understand Emotions](#), Barbara S. Cain, Magination. Offers children guidelines for responding to their conflicting feelings and provides parents with concrete suggestions for helping their growing children.
- [Hi, I'm Adam: A Child's Book About Tourette Syndrome](#), Adam Buehrens, Hope Press, 1990. A child's story of how it feels to have TS and hyperactivity.
- [How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name Calling and Other Nonsense](#), Kate Cohen-Posey, Rainbow Books, 1995. A practical guide to the topic.
- [I Never Said I Wasn't Difficult: Poems](#), Sara Holbrook, Boyds Mills Press, 1997. Poems about feelings such as Angry, Alone, and Popular.
- [Jumpin' Johnny Get Back to Work!: A Child's Guide to ADHD/Hyperactivity](#), Michael Gordon, Ph.D, Gsi Publishers, 1991. Helps children with a simply written and straightforward approach.
- [Keeping a Head in School: A Student's Book About Learning Abilities and Learning Disorders](#), Mel Levine, Educators Publishing, 1991. This handbook explains the complexity of learning disorders in terms all readers can understand.
- [Learning to Slow Down and Pay Attention: A Book for Kids About ADD](#), Kathleen G. Nadeau and Ellen B. Dixon, Magination, 1997. A self help book for kids with ADD.
- [Many Ways to Learn: Young People's Guide to Learning Disabilities](#), Judith M. Stern and Uzi Ben-Ami, Magination, 1996. Presents a clear explanation of different learning disabilities, the nature of intelligence and intelligence testing with methods of interventions.
- [Multiple Choice](#), Janet Tashjian, Henry Holt & Co., 1999. A story centering on one girl's struggle with OCD.
- [Pay Attention](#), Slosch, Mark Smith, Whitman and Co., 1997. Tells how Josh causes disturbances at home and at school until a doctor diagnoses him with ADHD.
- [Polly's Magic Games: A Child's View of Obsessive-Compulsive Disorder](#), Constance H. Foster, Dilligaf Publishing, 1994. A book for children with OCD to share with their families and friends, to read together and understand.
- [The 'Putting on the Brakes' Activity Book for Young People With ADHD](#), Patricia O. Quinn, Magination, 1993. Written in a clear, visually appealing format, this book presents quick exercises that guide the late grade school, middle school or high school student in understanding how this disorder affects their ability to learn.
- [Stick Up for Yourself: Every Kid's Guide to Personal Power & Positive Self-Esteem](#), Gershen Kaufman, Lev Raphael and Pamela Espeland, Free Spirit Publishing, 1999. Discusses problems facing young people such as making choices, learning about and liking yourself, and solving problems.
- [Sparky's Excellent Misadventures: My ADD Journal](#), by Me (Sparky), Phyllis Carpenter and Marti Ford, Magination. Told in a first person diary format, Sparky's tale is optimistic and fun, and includes many valuable insights and ideas that can help kids with ADD resolve their struggles with ambivalence on the journey toward emotional maturity.

### ***Books for Students ages 12 and up:***

- [Coping with Tourette Syndrome and Tic Disorders](#), Barbara Moe, Rosen Publishing Group, 2000. This informative book discusses

TS, tic disorders and related problems affecting activities, moods, learning, behavior and sleep.

- [Don't Think About Monkeys. Extraordinary Stories Written by People with Tourette Syndrome](#), Adam Ward Seligman, Hope Press, 1992. A collection of stories written by fourteen people who live with TS. Ranging from teenagers learning to come to grips with teasing to adults encountering discrimination, the collection represents the incredible diversity of a disorder as diverse as life itself.
- [Don't Sweat the Small Stuff for Teens](#), Richard Carlson, Ph.D., Hyperion, 2000. With 100 different chapters, each just a few pages in length, this little book works especially well as a bedside companion or tucked in a backpack for the morning commute to school.
- [Hot Stuff to Help Kids Chill Out: The Anger Management Book](#), Jerry Wilde, Lgr Publications, 1997. Child psychologist, Dr. Jerry Wilde, speaks directly to children and adolescents in a language they can easily understand.
- [Jim Eisenreich](#), Bill Gutman, Raintree Steck-Vaughn, 1996. Relates the story of Jim Eisenreich, a baseball player who has had to contend with Tourette syndrome but continued to play the game he loves.
- [Kissing Doorknobs](#), Terry Spencer Hesser, Laureleaf, 1999. A compassionate novel that credibly explains exactly what OCD feels like, as well as the effects it has on surrounding friends and family.
- [My Feelings Are Like Wild Animals: How Do I Tame Them?: A Practical Guide to Help Teens \(and Former Teens\) Feel and Deal with Painful Emotions](#), Gary Egeberg, Paulist Press, 1998. A resource for teenagers, parents and teachers dealing with feelings.
- [Stress Can Really Get on Your Nerves!](#), Trevor Romain, Free Spirit Publishing, 2000. A resource for kids and adults who are feeling stressed.
- [Tourette Syndrome](#), Marlene Targ Brill,

Twenty-First Century Books, 2002. Examines the tic disorder known as Tourette Syndrome, its symptoms and manifestations, how it can be controlled and treated, and, through case studies, what it is like to live with Tourette's.

- [Tourette Syndrome \(Venture, Health and the Human Body\)](#), Elaine Landau, Franklin Watts, 1998. Describes the causes, symptoms, and treatment of TS and explains the challenges faced by people with the disorder.
- [The Unwelcome Companion: An Insider's View of Tourette Syndrome](#), Silver Run Publications, 1996. The Unwelcome Companion is an insider's view of TS, an often-misunderstood neurological disorder. It not only discusses the symptoms, causes and treatments for TS, it takes the reader inside the Tourettic mind.
- [What Makes Ryan Tick?: A Family's Triumph over Tourette Syndrome and Attention Deficit Disorder](#), Susan Hughes, Hope Press, 1996.

### **Books for Adults:**

- [ADD/ADHD Behavior-Change Resource Kit: Ready-to-Use Strategies and Activities for Helping Children with Attention Deficit Disorder](#), Grad L. Flick, Center for Applied Research in Education, 1998. For teachers, counselors and parents, this comprehensive resource is filled with up-to-date information and practical strategies to help students with attention deficits learn to control and change their own behaviors and build the academic, social and personal skills necessary for success in school and life.
- [ADHD: Achieving Success in School and Life](#), Barbara P. Guyer, The Brain Store. Specific techniques for helping individuals cope with ADHD are recommended in clear, easy-to-understand language that translates theory into action.
- [An ADHD Primer](#), Lisa L. Weyandt, The Brain Store. Packed with current, practical information, it is geared towards classroom teachers and other educators.

- [Children with Tourette Syndrome: A Parent's Guide](#), Tracy Haerle and introduction by Jim Eisenreich, Woodbine House, 1992. The medical, educational, social and legal issues associated with TS are addressed through clear and comprehensive essays written by specialists and parents.
- [A Cursing Brain?: The Histories of Tourette Syndrome](#), Howard I. Kushner, Harvard University Press, 1999. After undertaking this long study, Kushner gives a broader understanding of TS.
- [Dysinhibition Syndrome](#), Rose Wood, Hope Press. This book shows that many children and adults with episodic anger and rage have a biological disorder.
- [Echolalia](#), Adam Seligman, Hope Press. Echolalia is the story of best selling writer Jackson Evans, who is diagnosed at age 35 as having TS.
- [The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children](#), Ross W. Green, Ph.D., HarperCollins, 2001. A resource and must-read for adults involved with easily frustrated children who are hard to manage. Most examples focus on TS and ADD.
- [Freeing Your Child from Obsessive-Compulsive Disorder: A Powerful, Practical Program for Parents of Children and Adolescents](#), Tamar E. Chansky, Ph.D., Three Rivers Press, 2001. A clear roadmap to understanding and overcoming OCD, this book is based on Dr. Chansky's successful practice treating hundreds of children and teens with this disorder.
- [Getting Control: Overcoming Your Obsessions and Compulsions](#), Lee Baer, Ph.D., Plume, 2000. An internationally known expert and Harvard Medical School professor offers an up-to-date guide for treating OCD.
- [How the Special Needs Brain Learns](#), David Sousa, The Brain Store. Easy to use book shows the brain processes information and examines both simple and complex learning strategies that can be adopted in any school.
- [How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems](#), Sandra Rief, Center for Applied Research in Education, 1993. A comprehensive resource that addresses the "whole child", as well as the team approach to meeting the needs of students with ADD.
- [Icy Sparks: A Novel](#), Gwyn Hyman Rubio, Viking Penquin, 2001. A beautifully rendered novel about an amazing girl with tremendous gift who is forced to face the ignorance surrounding her condition of TS.
- [Kevin and Me: Tourette Syndrome and the Magic Power of Music Therapy](#), Patricia Heenan, Hope Press. Heenan's book shows how much music therapy benefits her son with TS, ADHD, obsessive compulsive disorder and learning disabilities.
- [Keys to Parenting Your Anxious Child](#), Katharina Manassis, Barrons Educational Series, 1996. Provides a wealth of information for parents who want to help their children learn to overcome anxiety.
- [Living with Tourette Syndrome](#), Elaine Fantle Shimberg, Simon & Schuster, 1995. Providing a comprehensive information on diagnosing, treating and coping with TS, this supportive guide answers questions about obtaining a proper diagnosis, managing treatment and living a full life.
- [A Mind at a Time](#), Mel Levine, Simon & Schuster, 2002. "Different minds learn differently," writes Dr. Mel Levine and that's a problem for many children, because most schools still cling to a one-size-fits-all education philosophy.
- [A Mind of Its Own: Tourette's Syndrome: A Story and a Guide](#), Ruth Dowling Bruun and Bertel Bruun, Oxford University Press, 1994. Presenting information never before available in one source, this book explains TS in an

informative, comprehensive and accessible manner.

- [Obsessive Compulsive Disorder: A Practical Guide](#), Naomi Fineberg, Martin Dunitz Ltd, 2001. Presents a practical guide to the diagnosis, assessment and management of OCD.
- [Passing for Normal: A Memoir of Compulsion](#), Amy S. Wilensky, Broadway Books, 2000. This book concerns a frequently misunderstood psychological illness, TS. She describes, in intimate detail, how her life has been circumscribed by her debilitating condition.
- [Raising Joshua](#), Sheryl Johnson Hamer, R.N., Hope Press. The harrowing and heartwarming story of Josh, a boy caught in TS and ADHD, as told by his mother.
- [Search for the Tourette Syndrome and Human Behavior Genes](#), David E. Comings, MD, Hope Press, 1996. Dr. Comings tells the story of his 18 years of involvement with TS, from both the level of treating thousands of patients with this common and complex disorder, to his clinical, genetic and molecular genetic research.
- [Teaching Kids with Learning Difficulties in the Regular Classroom](#), Susan Winebrenner, The Brain Store. A guide that presents a rich and varied menu of options, strategies and teacher-tested techniques to help reach students with learning difficulties in every classroom.
- [Teaching the Tiger: A Handbook for Individuals Involved in the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive Compulsive Disorder](#), Marilyn Pierce Dornbush and Sheryl K. Pruitt, Hope Press, 1995. An informative handbook for educators and parents.
- [Tourette's and Attention Deficit Hyperactivity Disorder: Toughing it out at Home and at School](#), Joan E. Murphy, Baton Rouge Tourette Support Group, 1995.
- [Tourette Syndrome](#), Donald J. Cohen, Md, Lippincott Williams & Wilkins Publishers, 2001. Presents a state of scientific and clinical knowledge on TS and its relationship to other child-onset neuropsychiatric disorders.
- [Tourette Syndrome – Tics, Obsessions, Compulsions: Developmental Psychopathology and Clinical Care](#), James F. Leckman and Donald J. Cohen, Wiley, John & Sons, 2001. Reflecting more than 25 years of research, this comprehensive resource describes the major categories of TS and its related disorders as well as the strengths and adaptation of individuals with Tourette's.
- [Tourette Syndrome: The Facts](#), Mary M. Robertson, Oxford University Press, 1998. Essential reading for TS sufferers, their relatives and friends, it will also be useful to clinicians, general practitioners, schoolteachers, and anyone seeking an accessible introduction to the disorder.
- [Tourette Syndrome: Finding Answers and Getting Help](#), Mitzi Waltz, O'Reilly & Associates, 2001. A consumer guide to TS, offering resources for families living and dealing with TS.
- [Twitch and Shout: A Touretter's Tale](#), Lowell Handler, Plume, 1999. From the author of the 1995 documentary of the same name, this book is an attempt to chronicle the disease from the inside.
- [Transforming the Difficult Child: The Nurtured Heart Approach](#), Howard Glasser and Jennifer Easley, Center for the Difficult Child, 1999. This approach puts a refreshing spin on both parenting and teaching and reveals new techniques and strategies that create thoroughly positive behaviors.
- [What Makes Ryan Tick? A Family's Triumph over Tourette Syndrome and Attention Deficit Disorder](#), Susan Hughes, Hope Press, 1996.

### **Web Sites For Students**

- Kidshealth.com: <http://kidshealth.org>  
Includes information and background on TS.

- Neuroscience for Kids:  
<http://faculty.washington.edu> Includes information on TS including history, facts, diagnosis, causes and famous people with TS.
- Tourette-Syndrome.com:[www://tourette-syndrome.com](http://www.tourette-syndrome.com) Site for children and adults, families, friends, teachers and medical professionals. Includes chat rooms, help, links and information about related disorders.

### **Web Sites For Adults**

- Tourette Syndrome Association, Inc. 42-40 Bell Boulevard, Bayside, NY, 11361-2820.  
[www.tsa-usa.org](http://www.tsa-usa.org) Information about TS, treatment and research, resources and links to other state and local organizations.
- Tourette Syndrome "Plus":  
[www.tourettesyndrome.net/behavior.html](http://www.tourettesyndrome.net/behavior.html). Includes information on conditions, behavior, education and advocacy.
- The Facts About Tourette Syndrome:  
<http://members.tripod.com> Facts, causes, related problems, and links.