

INDIVIDUAL TOURETTE SUPPORT PROFILE

Quick Reference Packet for Substitutes, Related Arts Teachers, & Other School Staff

Student: _____
Grade: _____ Teacher/Homeroom: _____
Date Updated: _____
Primary Contact/Case Manager: _____
Location/Extension: _____

Purpose: This quick-reference sheet helps staff recognize this student's typical tics, understand what supports are already in place, and respond consistently.

Always follow the student's IEP, 504 Plan, health plan, behavior plan, and school procedures.

1. KNOW THIS STUDENT

What helps this student feel comfortable and successful?

Things this student would like school staff to know:

Preferred way for an adult to check in:

- ☐ Quiet verbal check-in
- ☐ Private conversation
- ☐ Visual/nonverbal signal
- ☐ Written cue
- ☐ Do not check in unless student asks
- ☐ Other: _____

2. THIS STUDENT'S TICS

Typical Motor Tics

Examples for this student:

Typical Vocal Tics

Examples for this student:

Other Tic-Related Behaviors Staff May Notice:

These behaviors are known tics or disability-related symptoms:

Unless there is a safety concern, staff should not correct, punish, or repeatedly draw attention to these behaviors.

3. WHAT MAY INCREASE THIS STUDENT'S TICS

Check or add known triggers.

- ☐ Stress
- ☐ Excitement
- ☐ Fatigue
- ☐ Anxiety
- ☐ Being watched
- ☐ Being asked to suppress tics
- ☐ Noise
- ☐ Crowded spaces
- ☐ Transitions
- ☐ Timed work
- ☐ Public speaking
- ☐ Difficult academic work
- ☐ Handwriting
- ☐ Sensory overload
- ☐ Conflict with peers
- ☐ Changes in routine
- ☐ Other: _____

Early signs this student is becoming overwhelmed:

4. SUPPORT HIERARCHY FOR THIS STUDENT

LEVEL 1 — ALLOW

What staff should usually ignore or allow:

Helpful staff response:

Avoid:

LEVEL 2 — REDUCE

Environmental changes that help this student:

- Reduce attention to tics
- Reduce noise
- Reduce time pressure
- Reduce visual distractions
- Provide additional personal space
- Adjust seating
- Give directions privately
- Break directions into smaller steps
- Other: _____

Student-specific notes:

LEVEL 3 — REGULATE

Signs this student may need a break:

Student may use:

- Brief classroom break
- Hallway break
- Water break
- Movement break
- Quiet area
- Designated sensory/regulation space
- Visit designated staff member
- Other: _____

Break location: _____

Typical break length: _____

How the student requests a break:

- Verbal request
- Hand signal
- Break card/pass
- Student may leave independently
- Adult offers break
- Other: _____

What staff should say/do:

What staff should NOT say/do:

LEVEL 4 – ADJUST

Academic or participation accommodations this student may need:

- Extended time
- Reduced-distraction setting
- Small-group setting
- Reduced copying
- Keyboarding
- Speech-to-text
- Oral response
- Written directions
- One direction at a time
- Task chunking
- Reduced repetitive work
- Flexible seating
- Movement
- Alternative presentation format
- Other: _____

Important details about how these accommodations should be used:

LEVEL 5 — SUPPORT

If this student becomes frustrated, dysregulated, or behavior escalates:

Try first:

Helpful language:

Avoid:

Disability-related behaviors staff should be aware of:

LEVEL 6 — CONNECT

Contact additional support when:

- Student asks for help
- Student asks for designated adult
- Usual supports are not helping
- Student cannot return to activity
- Behavior is significantly different from baseline
- Student appears physically unsafe
- Peer reactions are escalating the situation
- Staff are unsure how to proceed

Primary Support Person

Name: _____

Location/Extension: _____

Secondary Support Person

Name: _____

Location/Extension: _____

Nurse/Health Office Instructions, if applicable:

5. IF PEERS NOTICE OR COMMENT ON TICS

Staff should:

Suggested response to peers:

Do not share diagnostic or personal information beyond what has been approved.

Student/family-approved information that may be shared:

6. SPECIAL CONSIDERATIONS (i.e. related arts, field trips, assemblies, etc)

7. WHAT SUCCESS LOOKS LIKE FOR THIS STUDENT

Staff should focus on:

- Participation
- Access to instruction
- Regulation
- Communication
- Self-advocacy
- Task completion
- Social participation
- Safety
- Other: _____

A successful response does NOT necessarily mean the tic stops.

A successful response may mean the student:

QUICK RESPONSE CARD

If you are unsure what to do:

1. ALLOW

Can I safely ignore the tic and continue teaching?

**2. REDUCE**

Can I reduce stress, attention, noise, time pressure, or demands?

**3. REGULATE**

Does the student need a break, movement, quiet space, or another regulation support?

**4. ADJUST**

Can I change how the student accesses or completes the activity?

**5. SUPPORT**

Is there a missing skill, accommodation, or support contributing to the difficulty?

**6. CONNECT**

Does the student need their designated support person?

MOST IMPORTANT THINGS TO REMEMBER ABOUT THIS STUDENT

1.

2.

3.

This profile is a quick staff reference and does not replace the student's IEP, 504 Plan, behavior plan, health plan, or other formal school documentation.