Accommodations for Students with Psychosis

In March 2023, the South Southwest MHTTC hosted Dr. Jason Schiffman for the webinar "Education, Special Education, and Accommodations for Students with Psychosis: Working with Youth, Families, Teachers, and Schools." The recording from this presentation and handouts can be viewed underline here.

During this webinar, audience members brainstormed accommodations that might assist students with psychosis. The following list was generated from those responses. This list can serve as a guide in identifying accommodations that may be helpful for you, a loved one, or someone you are working with. This list, however, is not meant to provide any requirements or recommendations for an individual student, as each student's needs are unique.

- Access to a counselor or supportive adult on staff as requested
- Access to a counselor for therapy or skill-building
- Access to a private room for a break or physical movement
- Access to a private room to sleep
- Access to a private room for testing or assignments
- Access to a quieter room for young person and friends during lunch
- Allowing to contact outside supports as needed
- Adjusted deadlines on assignments
- Alternative content and assignments
- Approving absences for mental health appointments

- Breaking assignments into smaller chunks
- Comfortable seating and cushions
- Crisis plan
- Extra breaks or opportunities for physical movement
- Extra time
- Fidgets
- Flexible schedule
- Headphones (e.g. during tests or transition times)
- Hybrid scheduling
- Increasing the teacher to student ratio
- Increasing time for processing of information or instructions before continuing with instruction
- Increasing time for responding to questions
- Integrating hobbies or physical activities into the school day
- Leaving class early to avoid crowded hallways
- Non-verbal cues
- Notes from the teacher or another student
- Opportunities for positive attention from teacher or other adults
- Personalized plan for cooling down
- Preferential seating
- Reduced course load
- Remote and or/hybrid work
- Remote participation in class from another room at the school
- Shorter school days (ending early or starting late)
- Strengths-based approaches, such as mastery assignment or additional time in most enjoyed classes
- Smaller class size
- Staffing and support meetings to prepare for returning to school after hospitalization or other break
- Quiet spaces