

Planning Academic

Accommodations for FND

Academic accommodations can help students with Functional Neurological Disorder access learning while respecting fluctuating capacity. Because symptoms may change over time, accommodation planning often works best when it is flexible and reviewable rather than fixed.

This planning resource focuses on how accommodations can be considered, organized, and revisited in educational settings.

Understanding the Purpose of Accommodations

Accommodations are intended to support access to learning, not to lower expectations or provide advantage.

In the context of FND, accommodations may help by:

- reducing unnecessary physical or cognitive strain
- allowing participation despite symptom fluctuation
- supporting consistency when capacity varies

Effective accommodations focus on access and safety rather than symptom elimination.

Identifying Areas Where Support Is Needed

Planning begins with understanding where learning is affected.

It may help to consider:

- attendance and stamina
- transitions between activities or classes
- sustained concentration or task completion
- physical access or sensory demands

Not every area needs accommodation. Planning can focus on what has the greatest impact.

Matching Accommodations to Functional Impact

Accommodations are most effective when they respond to functional needs rather than diagnoses alone.

This may involve:

- flexible timing or pacing
- modified participation expectations
- alternative ways to complete or demonstrate learning
- planned breaks or rest periods

Matching support to functional impact helps keep accommodations relevant and appropriate.

Keeping Plans Flexible and Reviewable

Because FND symptoms can fluctuate, accommodation plans often need adjustment.

It may help to:

- build in regular review points
- avoid permanent assumptions about capacity
- allow for temporary increases or decreases in support

Reviewing accommodations reflects responsiveness, not instability.

Coordinating Across School Staff

Consistency matters for students.

Planning may include:

- sharing accommodation information with relevant staff
- clarifying how accommodations apply across settings
- documenting agreed-upon supports clearly

Clear coordination helps reduce confusion and uneven application.

Balancing Support With Sustainability

Accommodations should be realistic for both students and schools.

It may help to:

- consider what can be maintained long term
- avoid informal arrangements that rely on individual staff capacity
- revisit supports if they become difficult to sustain

Sustainable planning supports continuity over time.

Revisiting and Adjusting Over Time

Accommodation needs may change due to:

- symptom fluctuation
- changes in academic demands
- developmental transitions

Revisiting plans allows support to remain appropriate and effective as circumstances change.

Supporting Access Through Thoughtful Planning

Planning academic accommodations for students with Functional Neurological Disorder involves flexibility, clarity, and collaboration. When accommodations are thoughtful and reviewable, they can support participation in learning while respecting individual limits and educational contexts.

This planning resource is intended to support steady, responsive accommodation planning over time.