

Supporting Students with FND: Roles, Limits, and Sustainability for Educators

This reference sheet is intended to support educators in providing consistent, appropriate support to students with Functional Neurological Disorder (FND) while maintaining clear professional boundaries and sustainable practice.

Purpose of This Reference

Supporting students with FND works best when expectations, roles, and limits are clearly defined. This reference sheet outlines key considerations to help educators support student participation without relying on informal or unsustainable practices.

Understanding the Educator Role

Educators play an important role in supporting access to learning.

This role may include:

- implementing agreed-upon accommodations

- maintaining predictable classroom structures
- communicating changes or concerns appropriately

Educators are **not** responsible for diagnosing, treating, or managing medical aspects of FND.

Supporting Students Through Clear Practice

Effective student support is most consistent when it:

- focuses on participation and access
- allows flexibility when capacity fluctuates
- avoids assumptions about effort or motivation
- uses documented, shared plans

Clear practice helps students feel safer and reduces confusion.

Setting and Communicating Professional Limits

Professional limits are a necessary part of sustainable support.

Limits may involve:

- availability outside instructional time
- scope of support provided in class

- alignment with school policies and resources

Communicating limits clearly helps maintain consistency and prevents role strain.

Avoiding Informal or Unsustainable Support

Support that relies on individual goodwill or undocumented arrangements can be difficult to maintain.

It is more sustainable to:

- use established school processes
- document agreed-upon supports
- share responsibility across relevant staff

Consistency protects both students and educators.

Working With Families and Students

Collaboration works best when communication is clear and respectful.

Helpful practices include:

- focusing on functional impact rather than symptoms alone
- clarifying what the school can reasonably provide

- reviewing supports periodically rather than reactively

Clear communication supports shared understanding.

Reviewing and Adjusting Support Over Time

Student needs, staffing, and academic demands may change.

It is appropriate to:

- review supports at planned intervals
- adjust expectations as circumstances evolve
- communicate changes clearly and in advance when possible

Review reflects responsiveness, not failure.

What This Reference Is and Is Not

This reference:

- supports professional educational practice
- promotes clarity, consistency, and sustainability

This reference does not:

- provide medical guidance

- prescribe specific accommodations
- replace school or administrative decision-making

Supporting Students Through Sustainable Practice

Supporting students with Functional Neurological Disorder is most effective when roles are clear, expectations are realistic, and support structures can be maintained over time. Sustainable practice helps ensure that students receive consistent support while educators are able to work within appropriate professional boundaries.