



Health & Behaviour Journal: For Suspected or Confirmed PANS/PANDAS For Education Staff

Purpose

This tool helps staff track and organise concerns about a student's health, learning, and daily functioning in the school environment. PANS and PANDAS can involve sudden changes across many areas of life, including mood, behaviour, sleep, learning, eating, toileting, motor skills, and social participation.

Recording these changes in school can:

- Provide clearer information to parents/carers and health professionals.
- Support planning reasonable adjustments.
- Help staff notice patterns or flares that may impact learning and wellbeing.

Keep in mind the keywords **spikes, intensity, and changes to baseline**. These highlight when symptoms appear suddenly, how strong they are, and how they differ from what is typical for the student.

Important Note

This is an information gathering template intended for use across the school and/or home settings. It is not a diagnostic tool and should not be used to confirm a diagnosis of PANS or PANDAS. These conditions are diagnosed by exclusion and require assessment by a qualified medical professional.

The template may help identify traits or concerns that could be consistent with PANS or PANDAS, but it must be

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Laura Hellfeld, ND Nurse Consulting

LauraHellfeld.co.uk

considered alongside a broader range of clinical, and contextual information. Its purpose is to support awareness and guide further investigation, not to provide a diagnosis.

How to Use This Document

- **Keep it simple:** Focus on what you directly observe in the classroom, playground, break times, or school environment.
 - **Update regularly and keep notes as you go:** Symptoms may flare and settle. Short notes are helpful.
 - **Record shifts:** Look for sudden changes in skills, behaviour, or wellbeing.
 - **Use examples:** “Stopped joining group work,” “handwriting less legible,” “increased toilet visits.”
 - **Stick to observations:** Use plain language. No medical knowledge is needed.
 - **Share with parents/carers:** This journal works best when combined with what families notice at home.
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Health & Behaviour Journal: For Suspected or Previously Confirmed PANS/PANDAS For Education Staff

Student Information

- **Name:** _____
- **Date of Birth:** _____
- **Class / Year Group:** _____
- **Key staff member(s) completing record and their role(s):** _____

Current Concerns: *(Brief overview of what feels most important or concerning in school right now)*

What I Want You to Know: *(A space for your young person to express their feelings, suggest what helps and what doesn't help, or things important to them.)*

What Helps in School: *(Strategies, supports, or adjustments that reduce distress or help participation.)*

Education, Health & Support Professionals

(List any professionals linked to the student that school staff are aware of e.g., Educational Psychologist, SENCO, Speech & Language Therapist, Occupational Therapist)

Professional / Service	Reason / Area of Care	Dates Seen	Notes / Key Takeaways

Notes Section

(For anything that doesn't fit neatly into the tables above or questions for other staff or professionals.)

Areas to Observe & Record

Use these sections to log changes or new difficulties noticed in school. Each area is important and should be given equal weight by school and care professionals when discussing patterns and concerns.

You may want to record context notes such as

- Was there an illness (strep, flu, other infection) or stressful event recently?
- Is the change or changes across settings (noticed by other staff, in playground, before and after school)

Area	Things to Look For / Examples	Notes / Examples
1. Learning & Classroom Skills	<ul style="list-style-type: none"> • Decline in handwriting, maths, or reading • Trouble focusing or remembering • School anxiety, reduced attendance or participation • Executive function difficulties (organising work, following instructions, following routines) 	
2. Communication & Language	<ul style="list-style-type: none"> • Word finding difficulties • Loss/changes of speech or reduced expression or understanding 	

	<ul style="list-style-type: none"> • Prefers writing/texting over speaking • Changes in tone, pace, volume, or repetitive speech • Slurred or stammering speech, 'baby talk' • Involuntary vocalisations (sudden sounds, words, or phrases, different to their typical communication) • Blurting out words or phrases unexpectedly • Sudden, repetitive vocal tics (noises, words, phrases) 	
3. Emotional Well-being	<ul style="list-style-type: none"> • Sudden mood swings, irritability, aggression, or tearing • Anxiety or panic in class • Withdrawal from peers and adults • Obsessive or compulsive behaviours (checking, washing, repeating, rituals; some OCD) 	

	<p>patterns may be internal/less observable but impact learning/socialising/well-being))</p> <ul style="list-style-type: none"> • Expression of self-harm or suicidal thoughts/attempts • Psychosis (loss of contact with reality; hallucinations or delusions) 	
4. Social Interaction & Play	<ul style="list-style-type: none"> • Intense separation anxiety from parent/carer at school • Withdrawing from friends or change to usual peer group • Needing lots of reassurance from staff • Avoiding group activities or clubs • Not managing their usual clubs/activities (overwhelm, increased dysregulation) 	

5. Physical Health in School	<ul style="list-style-type: none"> • Fatigue or low energy, falling asleep in class • Late arrival at school, asking to go home, dropping out of lessons/clubs • Pain (headaches, stomach aches, joint pain) • Motor tics or vocal tics 	
6. Toileting at School	<ul style="list-style-type: none"> • New onset or increased accidents • More frequent toilet visits • Withholding urine or poo • Using areas other than the toilet • Urine infections (if known/reported) 	
7. Eating & Drinking at School	<ul style="list-style-type: none"> • Food refusal • Sudden aversions (textures, smells) • Fear of choking or contamination • Changes in lunch/snack intake (restricted lunch/snacks/drinks) 	

8. Motor & Skills Coordination	<ul style="list-style-type: none"> • Clumsiness or dropping things • Difficulty with PE, playtime or handwriting • Difficulty with in-class motor tasks (retrieving items from pencil case, using water bottle) • Changes in pencil grip or drawing ability 	
9. Behaviour & Routines	<ul style="list-style-type: none"> • Need or insistence on sameness • Meltdowns or shutdowns with routine changes • Reduction in independence (dressing, feeding, toileting, general hygiene) 	
10. Sensory & Perceptual Changes	<ul style="list-style-type: none"> • Increased or decreased pain tolerance • Hallucinations (seeing/hearing things not there) 	

	<ul style="list-style-type: none"> • Delusions (strongly held false beliefs) • Heightened or reduced responses to sensory input (touch, sound, taste, smell) 	
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Notes Section

(For anything that doesn't fit neatly into the tables above or questions for professionals)

Timeline / Possible Flare Tracking Log

Use this space to note when symptom flare-ups begin, improve/decline, or repeat. Dates are especially helpful for spotting patterns. The table is designed so you can record both:

- **Facts** (dates, duration, possible triggers such as illness, transitions to a new class/term, timetable changes, changes to teaching or supply staff, assessments, or social stressors).
- **Impact in school** (changes in learning, behaviour, emotional wellbeing, physical health, communication, social participation, or everyday classroom skills).
- **Across settings and staff** (whether changes are seen in multiple environments such as classroom, playground, lunch, after school, and which staff have noticed them).

Date	Length of Flare	Possible Attributing Factor(s)	Impact on Learning / Observations

Date	Length of Flare	Possible Attributing Factor(s)	Impact on Learning / Observations



Notes Section

(Anything that doesn't fit neatly in the tables which may be questions for parents/carers or staff reflections)

Signposting

To learn more about PANS / PANDAS and receive support, please contact PANS / PANDAS UK at <https://panspandasuk.org>