FUNCTIONAL ANALYSIS REPORT

Understanding Factors Influencing Tic Interference and Daily Functioning

Client: Ethan (Sample Client)
Age: 11
Assessment Period: March 23 – March 27, 2027
Report Date: March 30, 2027
Assessment Type: Functional Analysis Report

Prepared by: Greig Perantinos, MSW, RSW
Website: Tourette.me
Contact: greig@tourette.me

Sample Report Note: This is a fictionalized sample report for demonstration purposes.

Purpose of This Report

This report is designed to identify patterns associated with daily challenges and highlight areas that may deserve further attention.

The findings are based on observations collected during the assessment period and should be viewed as working hypotheses rather than definitive conclusions. The assessment focuses on the patterns that appeared most consistently during the assessment period and the areas that may deserve attention first.

Brief Context

Ethan’s parents were most concerned about after-school irritability, difficulty starting or completing homework, increased tic interference later in the day, and occasional emotional outbursts that seemed to occur after otherwise manageable school days.

One of the main questions for this assessment was whether these difficult periods were random or whether they followed identifiable patterns.

During the assessment window, tracking focused on tic intensity, tic interference, energy, demand, context, and tic regulation. The clearest repeated patterns involved tic interference, energy decline, accumulated demand, and tic regulation.

Executive Summary

This assessment examined patterns associated with tic-related challenges and daily functioning.

The strongest repeated patterns during this assessment involved tic interference, declining energy, accumulated demand, and possible hidden effort related to tic regulation.

The analysis focused on how energy, demands, context, and tic regulation interacted across daily life. Several meaningful patterns emerged during the tracking period.

What We Learned

1. The Hardest Moments Were Not Random

The most difficult periods followed a recognizable pattern.

Challenges were most likely to occur after demands accumulated over time, particularly when energy had already begun to decline. This suggests that many difficult periods may be more predictable, and therefore more modifiable, than they initially appear.

2. The Cost Often Showed Up Later

Many of the most challenging periods occurred after demanding situations.

This suggests that the effects of concentration, effort, social demands, and tic regulation may be delayed. In several cases, the difficult period appeared to reflect the after-effects of earlier demands.

3. There May Be Hidden Work Happening

Some situations appeared to require substantially more effort than was visible from the outside.

Although tic intensity was not always highest in these situations, the data suggest that meaningful effort may have been spent managing, monitoring, or containing tics. This hidden workload may contribute to fatigue, reduced capacity, and increased difficulties later in the day.

Overall Impression

The findings suggest that tic-related challenges are influenced by more than tic severity alone. Patterns in energy, demands, context, and tic regulation appeared to play an important role in determining when difficulties occurred and how disruptive they became.

Several challenges followed recognizable patterns and may therefore be responsive to targeted changes in scheduling, expectations, recovery opportunities, environmental supports, or accommodations.

Priority Ranking

The assessment identified several meaningful patterns. The following opportunities appear most worthy of attention based on the strength of the pattern, the level of tic-related interference involved, and the likelihood that the area may be modifiable.

Rank	Priority Opportunity	Why It Was Prioritized	Confidence
1	Protect Capacity Before Vulnerable Periods	Difficult periods repeatedly followed accumulated demands and declining energy.	Moderate to High
2	Better Understand Hidden Sources of Effort	Tic interference sometimes increased even when tic intensity was not especially high, suggesting effort that may not be visible from the outside.	Moderate
3	Focus on Functioning, Not Just Tic Severity	Similar tic intensity ratings were associated with different levels of interference depending on available energy and demand.	Moderate to High

These priorities are not permanent conclusions. They represent the most useful starting points based on the current assessment window.

How the Tracking Data Became These Findings

The findings in this report were developed by looking for repeated relationships between context, demand, energy, tic intensity, tic interference, and tic regulation.

The analysis looked beyond when tics were present. It focused on when tic-related challenges became more disruptive, what tended to happen before those moments, and which patterns appeared more than once during the assessment window.

How a Pattern Became a Priority Opportunity

On March 23, Ethan's reported demand remained elevated between 10:45 AM and 2:30 PM, ranging from 7/10 to 9/10. His highest tic interference rating of the day, 8/10, occurred later at 5:40 PM, several hours after the highest-demand period had ended.

A similar delayed pattern appeared on March 25 and March 27. In each case, the most difficult period did not appear to occur at the exact moment when demand was highest. Instead, difficulty appeared later, after demands had accumulated and energy had declined.

This pattern led to the first priority opportunity:

The Cost Often Shows Up Later

This means that the most useful opportunity may not be limited to responding when Ethan is already struggling. It may be more useful to look earlier in the day, before the vulnerable period begins.

Priority Opportunity #1

The Cost Often Shows Up Later

Priority: High
Confidence: Moderate to High
Main Data Sources: Energy, demand, tic interference, context, tic regulation

Why This Was Prioritized

Several meaningful patterns were identified during the assessment. This finding was prioritized because it appeared repeatedly across multiple days, was associated with increased tic interference, and appears potentially modifiable.

For example, on March 23, Ethan's highest tic interference rating occurred several hours after the most demanding period of the day had ended. Similar delayed patterns were also observed on March 25 and March 27.

Why This Stood Out

One of the clearest patterns identified during the assessment was that the most difficult periods often occurred after demanding situations.

At first glance, the challenging periods appeared somewhat unpredictable. However, when the tracking data was reviewed as a whole, a consistent sequence began to emerge:

Demands accumulated throughout the day → energy gradually declined → tic interference increased later.

This pattern appeared often enough to suggest that many of the most difficult moments may have been delayed consequences of earlier demands.

Why This Matters for Ethan

For Ethan, this matters because the evening difficulty may not be the true starting point. The tracking suggests that earlier school-day demand, reduced recovery, and possible tic regulation effort may be part of the same chain.

This means that the most useful support may happen before the evening difficulty begins, not only after Ethan is already struggling.

Evidence From the Assessment

March 23

- Demand remained elevated, ranging from 7/10 to 9/10 between 10:45 AM and 2:30 PM.
- Energy gradually declined throughout the afternoon.
- The highest tic interference rating of the day, 8/10, occurred at 5:40 PM, several hours after the most demanding period had ended.

March 25

- Energy declined from 7/10 at midday to 3/10 by late afternoon.
- Tic interference remained relatively manageable during school hours.
- Interference increased substantially after returning home.

March 27

- Sustained academic demands were reported throughout the day.
- Frequent tic regulation was reported during school hours.
- The highest interference ratings occurred later in the evening despite lower demand levels at that time.

Taken together, these observations suggest that difficult periods were more strongly associated with accumulated demands and reduced available capacity than with any single event.

Our Best Explanation

Based on the available data, our best explanation is that demands were accumulating faster than recovery was occurring.

The difficult period itself may not be the primary source of the problem. It may represent the point at which the effects of earlier demands became visible.

In practical terms, the evening may not be the problem. The evening may be where the cost becomes visible.

Potential contributors include:

- Extended concentration
- Academic demands
- Social demands
- Limited recovery opportunities
- Effort spent managing or holding back tics
- Gradual depletion of available energy

The current assessment cannot determine which contributor is most important, but the overall pattern was consistent enough to warrant attention.

Opportunities Worth Exploring

1. Create a Deliberate Recovery Window

A predictable recovery period immediately after school may help reduce the buildup of strain across the day.

Examples may include:

- Watching a familiar TV show rather than a highly stimulating new one.
- Spending time alone before transitioning into homework, family activities, or extracurricular commitments.
- Going for a walk or spending time outdoors without performance expectations.
- Listening to music, drawing, reading, building, or engaging in another familiar preferred activity.
- Creating a period with no immediate decisions, responsibilities, or expectations.

Not all enjoyable activities appear equally restorative. It may be useful to notice which activities seem to restore energy and which continue to consume it.

2. Review the Timing of Demanding Activities

If difficult periods are predictable, it may be helpful to avoid scheduling the most demanding tasks during those windows whenever possible.

Examples may include:

- Delaying homework until after a recovery period.
- Moving some homework to weekends or higher-capacity periods.
- Avoiding multiple demanding commitments on the same evening.
- Protecting periods that consistently appear less vulnerable.

3. Examine the Cost of Tic Regulation

Several observations suggest that periods involving increased tic regulation may be followed by increased fatigue or tic-related interference later in the day.

Further exploration of when tic regulation occurs and what situations seem to require it may be worthwhile.

4. Reduce Unnecessary Demands

Some demands appeared substantially more costly than others and may deserve closer attention.

Examples may include:

- Shifting some homework completion to weekends if weekday evenings consistently emerge as vulnerable periods.
- Ensuring weekends are not scheduled so heavily that there is no opportunity to complete schoolwork during higher-capacity periods.
- Avoiding situations where multiple demanding activities occur back-to-back without recovery time.
- Reviewing commitments that appear to create substantial strain while providing relatively little benefit.

Confidence

Moderate to High

This pattern was observed repeatedly across multiple days and was supported by both quantitative ratings and contextual observations.

Confidence is increased by:

- Replication across multiple days
- Consistency of the overall pattern
- Agreement between subjective reports and contextual observations

Bottom Line

The most difficult periods did not appear to occur randomly.

They consistently followed periods in which demands accumulated faster than recovery occurred. This suggests that improving recovery, reducing unnecessary strain, and paying closer attention to earlier parts of the day may offer more leverage than focusing exclusively on the difficult periods themselves.

Priority Opportunity #2

There May Be Hidden Work Happening

Priority: High
Confidence: Moderate
Main Data Sources: Tic regulation, tic interference, energy, context

Why This Was Prioritized

Several observations suggested that a meaningful amount of effort may have been occurring beneath the surface. This finding was prioritized because it appeared across multiple contexts, may help explain why difficult periods sometimes occurred even when tic intensity was not especially high, and identifies a potential contributor that is often overlooked.

For example, on March 25, interference increased despite only modest changes in tic intensity. Similar divergence between tic intensity and tic interference appeared on March 23 and March 27, particularly following periods where tic regulation was reported.

Why This Stood Out

One of the more interesting patterns in the data was that tic intensity and tic interference did not always move together.

There were several situations in which tic intensity appeared relatively stable, but effort, fatigue, or interference increased.

This raises the possibility that some situations required additional effort that was not immediately visible from the outside.

Why This Matters for Ethan

For Ethan, this matters because some of the effort happening during the school day may not be obvious to adults around him. If he is spending energy monitoring, managing, or holding back tics, he may appear to be coping while still using significant internal resources.

This may help explain why he can seem relatively fine in one setting and then have more difficulty later.

Evidence From the Assessment

March 23

- Tic intensity remained relatively stable throughout the school day.
- Tic regulation was reported during multiple check-ins.

- Energy declined steadily across the afternoon.

March 25

- Interference increased despite only modest changes in tic intensity.
- Tic regulation was reported primarily during social and academic situations.

March 27

- The highest interference ratings occurred following periods where tic regulation was frequently reported.
- Tic intensity alone did not fully explain the increase in difficulties.

Taken together, these observations suggest that effort related to tic management may be contributing to the overall burden experienced during certain situations.

Our Best Explanation

The data suggest that some situations may require substantially more effort than is visible from the outside.

Possible contributors include:

- Holding back tics
- Monitoring tic activity
- Deciding when it is acceptable to tic
- Managing social reactions
- Maintaining attention while managing tics

The current assessment cannot determine which contributor is most important, but the pattern appeared frequently enough to warrant attention.

Opportunities Worth Exploring

Identify When Tic Regulation Is Most Common

It may be useful to identify the settings where tic regulation happens most often.

Examples may include:

- Classrooms
- Group work
- Tests
- Social situations
- Public places
- Around unfamiliar adults
- During structured activities with clear expectations

Look For Shared Features Across Those Situations

The most useful question may not be whether Ethan holds tics back.

It may be where tic regulation seems necessary and what those situations have in common.

Possible shared features may include:

- Fear of drawing attention
- Concern about disrupting others
- Pressure to appear still or quiet
- Performance expectations
- Social evaluation
- Limited opportunities to leave or reset

Consider Whether Release Opportunities Exist

Some individuals benefit from predictable situations where tic regulation feels less necessary.

Examples worth exploring may include:

- A brief private break during the school day
- Permission to step out when needed
- A low-attention seating option
- A planned decompression period after school
- A trusted adult who understands what is happening

Share Findings With Key Adults When Appropriate

Teachers, coaches, and family members may not always recognize the amount of effort occurring behind the scenes.

When appropriate, sharing this pattern may help adults understand why Ethan may appear fine in one setting and then struggle later.

Confidence

Moderate

The pattern appeared repeatedly, but the underlying mechanisms remain somewhat uncertain.

Confidence is increased by:

- Repeated reports of tic regulation

- Divergence between tic intensity and tic interference
- Later fatigue following periods where regulation was reported

Confidence is limited by:

- The assessment cannot determine why tic regulation occurred.
- The assessment cannot determine whether tic regulation directly contributed to later difficulties.
- Additional observation would help clarify whether this is a consistent pattern.

Bottom Line

Some of the challenges identified during the assessment may not be explained by tic severity alone.

The data suggest that effort related to managing, monitoring, or accommodating tics may be contributing to the overall burden in certain situations.

Understanding when and where this effort occurs may provide additional opportunities for support.

Priority Opportunity #3

Capacity Appears More Important Than Severity

Priority: High
Confidence: Moderate to High
Main Data Sources: Tic intensity, tic interference, energy, demand

Why This Was Prioritized

One of the more surprising findings from the assessment was that tic intensity alone did not appear to explain when difficulties occurred. This finding was prioritized because it appeared repeatedly, challenges a common assumption that tic severity is the primary driver of functioning, and suggests opportunities for support beyond tic reduction.

For example, on March 25, similar tic intensity ratings were associated with very different interference ratings depending on Ethan's reported energy level. A similar pattern appeared on March 27, when moderate tic intensity was associated with high interference during a low-energy period.

Why This Stood Out

Several periods of relatively high tic intensity were associated with manageable levels of interference.

Conversely, some periods of only moderate tic intensity were associated with substantial difficulties.

What appeared to matter most was not always how severe the tics were, but how many resources were available to manage the situation.

Why This Matters for Ethan

For Ethan, this matters because tic intensity alone did not fully explain how difficult a moment became. Similar levels of tic activity appeared more manageable when energy was higher and more disruptive when energy was lower.

This suggests that tracking functioning, energy, and interference may be just as important as tracking tic severity.

Evidence From the Assessment

March 23

- Tic intensity remained elevated throughout much of the day.
- Interference remained manageable until energy declined later in the afternoon.

March 25

- Similar tic intensity ratings produced very different interference ratings depending on reported energy levels.
- During higher-energy periods, moderate tic intensity was associated with lower interference.
- During lower-energy periods, similar tic intensity was associated with higher interference.

March 27

- Moderate tic intensity was associated with high interference during a low-energy period.
- Comparable tic intensity earlier in the day produced substantially less interference.

Taken together, these observations suggest that available capacity may be influencing daily functioning as much as, or more than, tic intensity itself.

Our Best Explanation

The data suggest that tic severity and functional impact are related, but not identical.

Available capacity appears to influence how manageable tic-related challenges feel in a given moment.

Potential contributors include:

- Sleep
- Recovery
- Physical fatigue
- Mental fatigue
- Accumulated demands
- Meal timing
- Scheduling
- Emotional strain

When capacity is high, similar tic intensity may be easier to tolerate or manage.

When capacity is low, the same level of tic activity may become substantially more disruptive.

Opportunities Worth Exploring

Pay Attention to Energy and Functioning

Tic severity remains important, but it may not be the only useful signal.

Energy and interference ratings may provide important information about when Ethan is more or less able to handle challenges.

Identify Higher-Capacity Periods

Certain times of day may offer better windows for completing demanding tasks.

Examples may include:

- Completing homework before energy drops too far
- Scheduling difficult tasks earlier in the day
- Using weekends strategically for schoolwork when weekday evenings are consistently difficult
- Protecting higher-capacity periods from unnecessary demands

Adjust Expectations During Lower-Capacity Periods

Lower-capacity periods may require different expectations and supports.

Examples may include:

- Reducing decision-making demands
- Breaking tasks into smaller parts
- Allowing more time for transitions
- Avoiding emotionally loaded conversations during low-energy periods
- Using familiar, predictable routines

Consider Capacity-Building Factors

Sleep, recovery, nutrition, pacing, and scheduling may all influence the amount of capacity available on a given day.

Meal timing may be especially worth monitoring if energy drops are sharp or predictable.

Confidence

Moderate to High

This pattern appeared consistently across multiple days and was supported by repeated divergence between tic intensity and tic interference.

Confidence is increased by:

- Repeated examples of tic intensity and interference diverging
- Consistent relationship between lower energy and higher interference
- Similar patterns across multiple days

Bottom Line

The assessment suggests that functioning may be influenced by more than tic severity alone.

In this case, available capacity appeared to play an important role in determining when tic-related challenges became difficult to manage.

This finding may open up opportunities for support that do not depend entirely on reducing tic intensity itself.

Other Patterns Worth Noticing

The following observations were identified during the assessment but were not prioritized as major priority opportunities.

They may still be relevant and could warrant future monitoring.

Afternoon Vulnerability

Several of the highest tic interference ratings occurred during the late afternoon and early evening.

This pattern appeared to coincide with declining energy levels and the cumulative effects of earlier demands.

The afternoon period itself does not appear to be the only issue. It may be where earlier costs become visible.

School Appears To Be a High-Effort Environment

School was associated with some of the highest demand ratings reported during the assessment period.

This does not necessarily mean that school is causing difficulties. School appears to be one of the environments placing the greatest overall demands on attention, self-regulation, and available energy.

Future assessment may help clarify which specific aspects of school are most relevant.

Tic Intensity and Tic Interference Did Not Always Move Together

Several observations suggested that tic severity alone did not fully explain day-to-day functioning.

At times, relatively high tic intensity was associated with manageable interference, while moderate tic intensity occasionally coincided with substantial difficulties.

This pattern contributed to the conclusion that factors beyond tic severity appear important.

Some Periods Appeared More Predictable Than Expected

Many difficult periods occurred within a relatively consistent set of circumstances involving elevated demands, reduced energy, or increased tic regulation.

This suggests that at least some difficulties may be more predictable than they initially appear.

How To Interpret This Report

This report is intended to support understanding and decision-making. It is not a medical diagnosis, psychological evaluation, treatment plan, or prediction of future outcomes.

The findings in this report are based on information collected during a limited assessment period and should be interpreted as working hypotheses rather than established facts.

Many of the conclusions in this report reflect patterns that appeared during the assessment window. While some findings may be supported by strong evidence, others may require additional observation before firm conclusions can be drawn.

This report identifies potentially important patterns, highlights areas that may deserve further attention, and suggests opportunities for exploration. Opportunities discussed throughout the report should be viewed as ideas to consider rather than instructions that must be followed.

This report should be considered alongside clinical judgment, family knowledge, educational information, and other relevant sources of information.

Absence of a finding does not necessarily mean a factor is unimportant. Some influences may not have occurred during the assessment period or may require additional assessment to identify.

This assessment is intended to provide greater clarity about what may be contributing to tic-related challenges and where future attention may be most productive.

Limitations and Areas for Future Exploration

Several potentially important questions could not be answered confidently during the current assessment period.

Examples include:

- The role of sleep quality
- The impact of meal timing
- Differences between weekdays and weekends
- The influence of specific social situations
- The relationship between tic regulation and later fatigue
- Whether similar patterns occur during less structured periods
- Whether the same patterns persist across a longer assessment window

Additional assessment may help clarify these areas if they become important targets for future investigation.

Closing Summary

The assessment identified several meaningful patterns that may help explain Ethan's homework difficulty, later-day tic interference, and periods of reduced functioning.

The strongest findings suggest that these difficulties were not random. They often followed periods of accumulated demand, declining energy, and possible hidden effort related to tic regulation.

The most promising opportunities appear to involve protecting capacity before vulnerable periods, better understanding hidden sources of effort, and paying closer attention to functioning rather than tic severity alone.

These findings do not provide final answers, but they offer a clearer starting point for deciding what deserves attention first.

Prepared by

Greig Perantinos, MSW, RSW
Registered Social Worker
Functional Analysis & Assessment
Tourette.me
greig@tourette.me