



Student Individual Learning Plan

A resource for parents, guardians and teachers

The *Individual Learning Plan* template has been developed as an adjunct to *Learning conversations about epilepsy: A parent's guide*. This resource aims to educate both parents and teachers about what the possible impacts of epilepsy may be and provide a practical way to start a learning conversation.

This resource can be accessed via the website
www.epilepsysmartschools.org.au
or by calling the National Epilepsy Support Service on 1300 761 487.





Student Individual Learning Plan

Student name:

Year level:

Teacher:

Step 1: Understanding your student

Hobbies/interests

Favourite curriculum areas

Classroom activities they enjoy

Teaching strategies successful with student

Student's successes

Areas of strength

Student or parent concerns (refer to *Learning conversations about epilepsy*)



Step 2: Learning needs analysis checklist

Use this checklist to identify areas of concern and establish long term goals for the student.

Cognitive skills (thinking skills)

- memory problems, slow response time
- inability to plan and organise
- difficulty beginning and staying on task
- can become easily frustrated when completing tasks

Visual processing skills

- difficulties remembering and recognising shapes and patterns
- difficulties recognising letters and numbers, reversing or inverting numbers or letters
- issues with spelling and writing
- poor sense of left/right directions, clumsiness
- difficulties in recognising social cues e.g. others' facial expressions

Auditory processing skills

- poor concentration
- reading/comprehension difficulties
- phonetic (sound) awareness/spelling problems
- difficulty remembering instructions
- difficulty following instructions

Logic and reasoning skills

- difficulties with problem-solving tasks
- difficulties with recognising and making connections between information and/or data
- difficulties when required to analyse text
- difficulties with tasks that require critical thinking
- reluctant to take risks with their thinking and/or opinions

Self-esteem/confidence

- appears anxious and/or withdrawn
- reluctant to participate in new activities
- overly dependent on assistance with tasks
- lacking energy and motivation

Behavioural skills

- impulsivity and/or hyperactivity irritability and/or aggression
- mood swings
- inappropriate attention-seeking

Social skills

- difficulty forming and maintaining friendships
- withdrawn and isolated
- poor peer perceptions

Epilepsy-specific concerns

- absences due to seizures/medical appointments
- medication side-effects
- tiredness/fatigue
- co-existing health conditions e.g. mental health (list concerns)

Step 3: Identify long term goals

Long term goals describe what is to be achieved annually or over an extended period.

Goal 1

Goal 2





Student Individual Learning Plan

Date plan implemented: _____

Step 4: Student Individual Learning Plan

Short term goals should be reviewed at minimum every 6–10 weeks.

Review date: _____

Short term goals	Entry skills	Teaching & learning strategies	Goal outcome	Progress rating
What do we want the student to accomplish to achieve identified long term goals?	What skills does the student already have in regard to this short-term goal?	What are we going to do to build on existing skills to achieve this short-term goal?	What is the measurable outcome to indicate the student has achieved the goal?	

Teachers can access this plan on our website. An example of a completed plan is also available.



School transition checklist

Other resources

To find out more about Epilepsy Smart Schools and how you can access education and training for educators in your state or territory, contact the **National Epilepsy Support Service** on 1300 761 487.

This fact sheet is part of a suite of resources targeted to both parents and teachers to assist students with epilepsy in school settings.

The *Epilepsy Smart Schools – A Practical Guide* and supporting resources provide information on how a school can embed inclusive, safe and educationally sound practices for students with epilepsy and, in so doing, become 'epilepsy smart'. The guide and supporting resources can be accessed via www.epilepsysmartschools.org.au

Epilepsy support

The National Epilepsy Support Service is available Monday – Saturday, 9.00am – 7.00pm (AEST) to provide support and information across Australia.
Phone: 1300 761 487
Email: support@epilepsysmart.org.au

Lived experience

We recognise all people living with epilepsy and the impact it has on their lives. We take a moment to acknowledge the lived experience they have shared with us. In sharing their stories, we acknowledge the strength and resilience people living with epilepsy have shown in the face of not getting a fair go.

A medical note

The information contained in this publication provides general information about epilepsy. It does not provide specific advice. Specific health and medical advice should always be obtained from a qualified health professional.

Special thanks to Dr Silvana Micallef, Snr Clinical Neuropsychologist, Austin Health, for her help in compiling this publication.

Epilepsy Smart Australia Program **National Epilepsy Support Service** 1300 761 487 **Website** epilepsysmart.org.au



Australian Government
Department of Health

The Epilepsy Smart Australia Program received funding from the Australian Government.

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