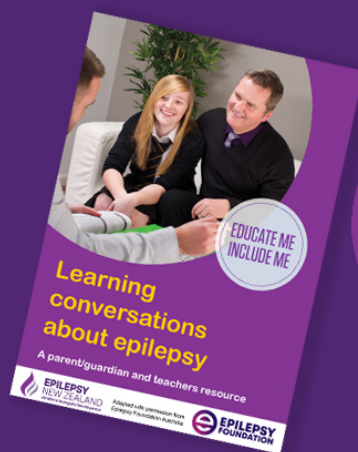


Student Individual Learning Plan

TEACHER RESOURCE

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 epilepsy.org.nz



The impacts of epilepsy vary.

Some students are greatly affected while others are not.

Student Name:

Year Level:

Teacher

STEP 1: Understanding your student

Hobbies/interests	Favourite curriculum areas
Classroom activities they enjoy	Teaching strategies successful with student
List student's successes	Areas of strength
Student or parent concern (refer to Learning conversations about epilepsy)	

Many factors play a critical role in learning. This checklist highlights only some of the skills a student with epilepsy may have difficulty with.

Some students with epilepsy will have learning difficulties in more than one area. If there are overlapping areas identified, teachers should select one or two areas as the focus.

Fact sheets on the possible learning impacts of epilepsy and intervention strategies can be accessed via epilepsy.org.nz

Step 2: Learning needs analysis checklist

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

Cognitive skills (thinking skills)		Auditory processing skills	
<ul style="list-style-type: none">• memory problems• slow response time• inability to plan and organise• difficulty beginning and staying on task• can become easily frustrated in completing tasks		<ul style="list-style-type: none">• poor concentration• reading/comprehension difficulties• phonetic (sound) awareness/spelling problems• difficulty remembering instructions• difficulty following instructions	
Visual processing skills		Logic and reasoning skills	
<ul style="list-style-type: none">• 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 expression		<ul style="list-style-type: none">• difficulty with problem solving tasks• difficulty with recognising and making connections between information and 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	Behavioural skills	Social skills	
<ul style="list-style-type: none">• appears anxious and/or withdrawn• reluctant to participate in new activities• overly dependent on assistance with tasks• lacking energy and motivation	<ul style="list-style-type: none">• impulsivity and/or hyperactivity• irritability and/or aggressionmood swings• inappropriate attention seeking	<ul style="list-style-type: none">• difficulty forming and maintaining friendships• withdrawn and isolated poor peer perceptions	
Epilepsy specific concerns			
<ul style="list-style-type: none">• absences due to seizures/medical appointments• medication side effects• tiredness/fatigue		<ul style="list-style-type: none">• 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:

Step 4: Student Individual Learning Plan

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

Date plan implemented:

Review date:

Teachers can access this ILP as a interactive pdf on our website. An example of a completed ILP is also available.

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

Student signature

Parent signature

Teacher signature

Overall assessment of progress towards goals

1. Got it

2. Getting there

3. More help needed

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.

The images in this publication show models who do not necessarily have an epilepsy diagnosis and are for illustrative purposes only.

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national@epilepsy.org.nz

epilepsy.org.nz

0800 374537

PO Box 1074, Hamilton 3204