

CHILDREN WITH EPILEPSY: LEARNING, LANGUAGE AND BEHAVIOUR

Educational Strategies Workshop

General Approaches:

- What are the child's strengths? What can you work with?
- What is the educational setting? Is it appropriate? Can it be adjusted to support the child, e.g. provision of additional support (Statementing?), or should you consider a different school?
- One-to-one support – how is this allocated, e.g. during playtime as well as in the classroom?
- Small classes – very beneficial, especially for children with language problems, difficulties with attention/concentration or information processing
- Seating within the classroom
- Liaison – trying to avoid 'us and them'
- Additional therapeutic input: - speech & language therapy, occupational therapy, physiotherapy
- optimise opportunities for engaging in tasks they find easier and where they can get some sense of achievement

Educational Strategies:

Language difficulties:

- sign language
- functional approaches to communication if severe problems (PEX etc)
- use of visual stimuli, e.g. colour coding, visual prompts
- alternative reading and maths programs
- computer programs

Memory/information processing/attention:

- errorless learning
- breaking work down into small units
- link to previously acquired knowledge
- consolidation and repetition