Assessment of Behaviour and Learning in Epilepsy (ABLE)

A teacher and parent screening tool for all school-aged pupils with epilepsy

Young Epilepsy

Introduction to the ABLE screening tool

Many children with epilepsy, including those with well-controlled seizures, experience difficulties with specific aspects of learning and/or behaviour that may require additional assessment and support in the classroom.

This initial screening assessment tool is based on the research into the effects of epilepsy on a pupil's educational performance and achievements. It enables teachers and parents to work together to identify specific areas of cognition and behaviour that may be impacting on learning.

A detailed understanding of their performance profile will enable schools to provide appropriate interventions and support for children with epilepsy using existing programmes. However, for some children with the condition significant deficits in learning or behaviour may be identified and further assessment by an educational psychologist is recommended.

Where further assessment indicates that the pupil's additional needs are negatively impacting their education and they need more support than their mainstream education setting can provide, an assessment by the appropriate local/education authority should be requested.

Instructions

Two identical copies of the ABLE tool are included in this pack – one for the child's teacher and one for their parent/carer. It is important that both forms are completed and the results shared. Performance in school and home environments must be clearly understood to enable a detailed understanding of the impact of epilepsy on the pupil.

- Where no concerns are identified, no further action is needed.An annual review of performance is recommended, or sooner should any difficulties be observed.

- If mild concerns are identified, it is recommended that a detailed teacher-based investigation is carried out and further advice sought from the school's SENCO/Inclusion Lead. The child's individual education plan must be tailored appropriately and interventions focussed on the specific area(s) of deficit as part of the school's approach to special education needs.

- Where major concerns are recorded then referral to an educational psychologist, or other appropriate professional, such as a speech and language therapist, for a comprehensive assessment is essential. It is recommended that the profile is repeated termly or in line with the pupil's individual review process.

To be completed by teacher(s) of school-aged pupils with epilepsy

Pupil's name: _____

Pupil's date of birth: _____

Name of teacher: _____ Today's date: _____

The following items will help identify if there are significant concerns regarding the pupil's learning and behaviour as well as areas where the pupil may need additional support.

Please complete the items by ticking the appropriate box in relation to the pupil's usual behaviour/ learning in the last three months. Please complete all items indicating 'No concern', 'Mild concern' or 'Major concern'.

*A major concern is where the difficulties demonstrated have a significant impact on daily function or ability to successfully complete tasks.

	No concern	Mild concern	*Major concern
Communication			
Receptive communication (understanding what others say)	○	○	○
Expressive communication (speaking, word finding)	○	○	○
Cognition			
Verbal learning (knowledge of words/ability to think verbally)	○	○	○
Non-verbal learning (ability with pictures and puzzles)	○	○	○
Visual memory (remembering visual sequences/patterns)	○	○	○
Auditory memory (remembering spoken instructions)	○	○	○
Processing speed (completing tasks on time, response time)	○	○	○
Emotions and behaviour			
Mood (happiness, self-confidence, self-esteem)	○	○	○
Anxiety (nervous, worries)	○	○	○
Attention (concentration, distractibility, listening)	○	○	○
Activity levels (overactive, restless)	○	○	○
Impulse control (ability to wait or think before responding)	○	○	○
Social skills (friendships, understanding social situations)	○	○	○
Aggression (arguments, anger, disruptive behaviour)	○	○	○
Motor skills			
Fine motor skills (handwriting, drawing, using scissors, dressing)	○	○	○
Gross motor skills (sports, physical activity)	○	○	○
General coordination (clumsiness, awkwardness)	○	○	○
Academic achievement			
Mathematics	○	○	○
Reading (recognising words, reading phrases/sentences)	○	○	○
Reading comprehension (understanding what he/she reads)	○	○	○
Spelling	○	○	○

To be completed by parents/carers of school-aged pupils with epilepsy

Pupil's name: _____

Pupil's date of birth: _____

Name of teacher: _____ Today's date: _____

The following items will help identify if there are significant concerns regarding the pupil's learning and behaviour as well as areas where the pupil may need additional support.

Please complete the items by ticking the appropriate box in relation to the pupil's usual behaviour/ learning in the last three months. Please complete all items indicating 'No concern', 'Mild concern' or 'Major concern'.

*A major concern is where the difficulties demonstrated have a significant impact on daily function or ability to successfully complete tasks.

	No concern	Mild concern	*Major concern
Communication			
Receptive communication (understanding what others say)	○	○	○
Expressive communication (speaking, word finding)	○	○	○
Cognition			
Verbal learning (knowledge of words/ability to think verbally)	○	○	○
Non-verbal learning (ability with pictures and puzzles)	○	○	○
Visual memory (remembering visual sequences/patterns)	○	○	○
Auditory memory (remembering spoken instructions)	○	○	○
Processing speed (completing tasks on time, response time)	○	○	○
Emotions and behaviour			
Mood (happiness, self-confidence, self-esteem)	○	○	○
Anxiety (nervous, worries)	○	○	○
Attention (concentration, distractibility, listening)	○	○	○
Activity levels (overactive, restless)	○	○	○
Impulse control (ability to wait or think before responding)	○	○	○
Social skills (friendships, understanding social situations)	○	○	○
Aggression (arguments, anger, disruptive behaviour)	○	○	○
Motor skills			
Fine motor skills (handwriting, drawing, using scissors, dressing)	○	○	○
Gross motor skills (sports, physical activity)	○	○	○
General coordination (clumsiness, awkwardness)	○	○	○
Academic achievement			
Mathematics	○	○	○
Reading (recognising words, reading phrases/sentences)	○	○	○
Reading comprehension (understanding what he/she reads)	○	○	○
Spelling	○	○	○

Additional information about your child

In order to understand the impact of epilepsy on your child's learning and behaviour, it is helpful to have information about their seizures, their current level of seizure control, any recent medication changes and any other conditions that your child may have.

Your child's epilepsy

What type(s) of seizure does your child have?

Epilepsy syndrome (if known): ---

When was your child's first seizure? ---

When was epilepsy diagnosed? ---

Current medication(s): ---

Please provide details of any medication changes (within the last three months):

Any other conditions diagnosed or concerns regarding your child's development.
Please give details:

Is your child currently seen by any specialists or been referred to see any specialists within the last 12 months? (e.g. occupational therapist, speech and language therapist, psychiatrist, etc)

Your child's epilepsy

In each part of the UK, there are different systems in place to support young people with additional needs: England - Education Health and Care Plan/EHCP; Northern Ireland – Statement of Special Educational Needs/SEN; Scotland – Co-ordinated Support Plan/CSP; Wales – Individual Development Plan/IDP.

What, if any of the above, does your child have? --- Date: ---

Does your child have a school based Individual Healthcare Plan/IHP? --- Date: ---

Any other information that may be relevant:

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Young Epilepsy

Young Epilepsy provides information and support to families of children with epilepsy and the professionals who support them.
Website: youngepilepsy.org.uk/educationinfo
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Young Epilepsy

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