

Epilepsy



Introduction to Epilepsy



Seizures and Student Support



Creating a Safe and Supportive Environment



Recognizing and Responding to Seizures



Emergency Response and Follow-Up



Knowledge Check



Conclusion

Introduction to Epilepsy



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

What Is Epilepsy?

Epilepsy is a neurological condition characterized by recurrent seizures. Seizures may involve:

- Staring episodes
- Muscle twitches
- Changes in awareness
- Unusual sensations or emotions
- Loss of consciousness
- Convulsions

Most seizures stop on their own within a few minutes.



Epilepsy in Children and Youth

Key Facts

- Approximately 1 in 100 Canadians lives with epilepsy
- More than 15,000 Ontario students under 18 have epilepsy

Potential impacts

- Learning challenges
 - Attention and memory difficulties
 - Anxiety or depression
 - Social and emotional impacts
-

Students with epilepsy can thrive when appropriate supports are in place.

CONTINUE

Seizures and Student Support



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

Two Main Categories of Seizures

Generalized Seizures —

Affect both sides of the brain.

Examples:

- Absence
- Tonic
- Atonic
- Clonic
- Tonic-clonic
- Myoclonic

Focal Seizures

Begin in one area of the brain.

May affect:

- Awareness
- Movement
- Emotions
- Sensations



Supporting Students with Epilepsy

Every student's Plan of Care should identify:

- Daily management strategies
- Known seizure triggers
- Emergency procedures
- Accommodations and supports
- Medication information
- Roles and responsibilities



The goal is to reduce risk while promoting full participation.

Common Seizure Triggers

Emotional Factors

- Stress
- Anxiety
- Excitement

Physical Factors

- Lack of sleep
- Fatigue
- Illness
- Fever

Environmental Factors

- Flashing lights (some students)
- Loud noises
- Heat and temperature changes

Other Triggers

- Missed medication
- Dehydration

- Missed meals

CONTINUE

Creating a Safe and Supportive Environment



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

Creating a Supportive School Environment

Support Strategies:

- Calm and predictable routines
- Opportunities for rest when needed
- Learning accommodations
- Flexible assessment practices
- Safe physical environments
- Inclusion in all school activities

It is important to support the student, not just the condition.

Medications and Seizure Management

ANTI-SEIZURE MEDICATIONS

- Taken regularly
- Reduce seizure frequency
- Support seizure control

RESCUE MEDICATIONS

ANTI-SEIZURE MEDICATIONS

- Used during seizure emergencies
- Prescribed for some students
- Administered only as outlined in the Plan of Care

RESCUE MEDICATIONS

It is important to know where rescue medication is stored.

CONTINUE

Recognizing and Responding to Seizures



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Recognizing Seizure Activity

Possible signs:

- Blank staring
- Unresponsiveness
- Repetitive movements
- Muscle stiffening
- Sudden collapse
- Rhythmic jerking
- Confusion or disorientation

Seizures may look very different from student to student.

Responding to a Seizure



Do's

- Stay calm
- Time the seizure
- Protect from injury
- Stay with the student
- Reassure after the seizure



Don'ts

- Restrain the student
- Put anything in their mouth
- Try to stop the movements

CONTINUE

Emergency Response and Follow-Up



Click on the ► play button to listen. As you listen, continue scrolling to follow along with the content the speaker is discussing.

When a Seizure Becomes an Emergency

Call for emergency assistance if:

- Seizure lasts more than 5 minutes
- Repeated seizures occur
- Rescue medication is ineffective
- Breathing problems develop
- Serious injury occurs
- Seizure occurs in water
- It is a first-time seizure in someone who is not known to have epilepsy
- Consciousness is not regained when the seizure ends
- Student has diabetes

When emergencies occur, follow board procedures and the student's Plan of Care.



Follow-Up and Key Takeaways

After a seizure

- Document the incident
- Communicate with family
- Review the Plan of Care
- Monitor recovery
- Ensure medications remain accessible

Remember

- Know the student's Plan of Care
- Understand the Plan of Care
- Prioritize safety
- Remain calm
- Act quickly during emergencies

CONTINUE

Knowledge Check

Question

01/02

Which of the following statements about managing common seizure triggers for students with epilepsy are true?

Select all that apply.

- ☐ Stress and anxiety can trigger seizures. Using supportive classroom practices can help lower stress levels and reduce seizure risk.
- ☐ Visual stimuli, such as flashing lights, are not triggers for epilepsy and don't need management in the school setting.
- ☐ Having a Plan of Care that includes identifying and avoiding the student's specific triggers is important.
- ☐ Irregular sleep patterns can increase seizure risk, so promoting good sleep habits is important for students with epilepsy.
- ☐ Medication fully controls seizures, so once a student is medicated schools do not need to worry about potential triggers.

Question

02/02

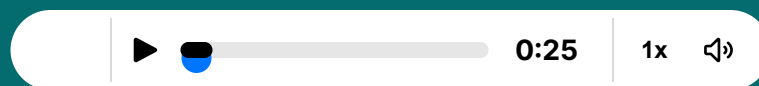
Scenario: You are supervising a class of 25 students when you notice that Jian, a student with epilepsy, suddenly appears dazed and unresponsive. Moments later, Jian falls to the floor and begins to shake uncontrollably. The classroom is filled with noise as students react with surprise and concern.

Question: What actions should you take to respond appropriately to this medical emergency?

Select all that apply.

- ☐ Call 911 for emergency assistance if the seizure lasts longer than 5 minutes and administer rescue medications according to the student's Plan of Care (if prescribed).
- ☐ Try to hold Jian down to prevent them from moving during the seizure.
- ☐ Move any nearby objects away to prevent injury.
- ☐ Record the time the seizure started and how long it lasts.
- ☐ Place something in Jian's mouth to prevent biting their tongue.
- ☐ Stay with Jian after the seizure to provide reassurance and support.

Conclusion



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Table of Contents



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1

2

Table of Contents

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Survey

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