

**Seizure Disorders** (Please delete or add any nursing diagnosis, interventions or outcomes that you feel are appropriate for your student).

| <b>Nursing Diagnosis</b><br><i>Include those that apply based on the nursing assessment</i>                                   | <b>Nursing Interventions</b><br><i>Include those that are achievable in your school district</i>   | <b>Client Outcomes</b><br><i>Include those that are tangible goals for the student in question</i>   |
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| <b>1) Risk for injury</b><br>Risk Factors→ uncontrolled movements during seizure, falls, drowsiness caused by anticonvulsants | <ul style="list-style-type: none"> <li>• Instruct school staff on the correct positioning and strategies to take to prevent injuries</li> <li>• Position the student to prevent injury</li> <li>• Administer emergency medications as directed</li> <li>• Monitor vital signs</li> </ul>   | Student will remain free of injuries; school staff will be able to utilize methods to prevent injuries and administer emergency medications as needed.   |
| <b>2) Risk of Aspiration</b><br>Risk Factors→ impaired swallowing, excessive secretions                                       | <ul style="list-style-type: none"> <li>• Position the student on their side after seizure activity</li> <li>• Monitor the student's airway <i>by assessing respiratory rate, depth, and effort.</i></li> <li>• Note any signs of aspiration such as dyspnea, cough, cyanosis, wheezing, hoarseness or fever.</li> <li>• Auscultate lung sounds</li> <li>• Take vital signs as appropriate</li> <li>• If client needs to be fed, then feed slowly and allow adequate time for chewing and swallowing.</li> <li>• Note any presence of nausea, vomiting or diarrhea.</li> <li>• Encourage oral care including brushing of teeth at least two times per day.</li> </ul> | Student will maintain patent airway and clear lungs sounds; student will be able to swallow and digest oral, nasogastric, or gastric feeding without aspiration.   |
| <b>3) Risk for ineffective airway clearance</b><br>Risk Factor→ accumulation of secretions during seizure                     | <ul style="list-style-type: none"> <li>• Auscultate breath sounds</li> <li>• Monitor respiratory patterns, including rate, depth, and effort when abnormalities are expected</li> <li>• Monitor pulse oxygen saturation levels if pulse oximeter is available</li> </ul>   | Student will demonstrate effective coughing and clear breath sounds; student will maintain a patent airway at all times; student will be able to explain methods useful to enhance secretion removal; student will be able to explain the significance of changes in sputum to include |

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|   | <ul style="list-style-type: none"> <li>• Position the student to optimize respiration</li> <li>• Help the student breathe deep and perform controlled coughing, if appropriate, after an episode.</li> <li>• Administer medications as needed</li> </ul>  | color, character, amount, and odor; identify and avoid specific factors that inhibit effective airway clearance; student will be able to report changes in airway clearance to the school nurse. |
| <b>4) Risk for falls</b><br>Risk Factor→ possible seizure | <ul style="list-style-type: none"> <li>• Screen at-risk students for balance and mobility skills</li> <li>• Determine whether the student's medication increases the risk of falling. (Consult with physician regarding the student's medication if appropriate)</li> <li>• Thoroughly orient the student to the school environment</li> <li>• If the student has a change in mental status, recognize that the cause is usually physiological and is a medical emergency. Consider possible causes for delirium. Consult with physician or healthcare provider immediately</li> </ul>                                      | Student will be able to remain free of falls, if possible, change environment to minimize the incidence of falls, school staff will explain methods to prevent injury.                           |
| <b>5) Impaired Memory related to seizure activity</b>     | <ul style="list-style-type: none"> <li>• Monitor vital signs.</li> <li>• Monitor orientation to person, place and time.</li> <li>• Assess overall cognitive function and memory. The emphasis of the assessment should be everyday memory, the day to day operations of memory in real-word ordinary situations.</li> <li>• Assess for memory complaints because memory loss may be the earliest manifestation of mild cognitive impairment</li> <li>• Determine whether onset of memory loss is gradual or sudden. If memory loss is sudden refer the client to a physician or neuropsychologist for evaluation</li> </ul> | Student will demonstrate use of techniques to help with memory loss; student will demonstrate improved memory for everyday concerns.   |

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|   | <ul style="list-style-type: none"> <li>• Note the client's current medication and intake of any mind altering substances.</li> <li>• Note the client's current stress level. Ask if there has been a recent traumatic event.</li> <li>• Encourage the client to develop an aerobic exercise program</li> <li>• Determine the clients sleep patterns</li> <li>• Determine the clients blood sugar levels</li> <li>• If signs of depression such as weight loss, insomnia, or sad affect are evident then refer the client for psychotherapy</li> <li>• Perform a nutritional assessment</li> <li>• Encourage the client use external memory devices</li> <li>• If safety is an issue with certain activities, suggest alternatives.</li> </ul>  |   |
| <b>6) Social isolation</b><br>Risk factors→<br>unpredictability of seizures, community imposed stigma | <ul style="list-style-type: none"> <li>• Establish a therapeutic relationship by being emotionally present and authentic</li> <li>• Observe for barriers to social interaction</li> <li>• Note risk factors</li> <li>• Discuss/assess causes of perceived or actual isolation</li> <li>• Establish trust one on one then gradually introduce the student to others.</li> <li>• Allow the student opportunities to introduce issues and to describe his or her daily life.</li> <li>• Promote social interactions. Support expression of feelings.</li> <li>• Involve students in writing specific outcomes such as identifying what is most important from their viewpoint and lifestyle.</li> <li>• Help the student identify appropriate diversional activities to encourage socialization.</li> </ul> | Student will be able to identify feelings of isolation; student will be able to practice social and communication skills needed to interact with others; student will be able to initiate interactions with others, set and meet goals; student will be able to participate in activities and programs at level of ability and desire; student will be able to describe feelings of self-worth. |

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|   | <ul style="list-style-type: none"> <li>• Identify available support systems and involved these individuals in the student's care</li> <li>• Refer student and family to support groups, when appropriate</li> <li>• Help the student identify role models and encourage interactions with others with similar interests</li> </ul>  |   |
| <b>7) Ineffective Health Maintenance</b><br>Definition: lack of knowledge regarding anticonvulsive therapy, fever reduction and/or febrile seizures | <ul style="list-style-type: none"> <li>• Assess the student's feelings, values, and reasons for not following the prescribed plan of care, if applicable.</li> <li>• Assess for family patterns, economic issues, and cultural patterns that influence compliance with a given medical regimen.</li> <li>• Help the student choose a healthy lifestyle and to have appropriate diagnostic evaluations and follow up</li> <li>• Assist the student in reducing stress</li> <li>• Help the student and/or family determine how to manage complex medication schedules</li> <li>• Refer the student and/or family to appropriate services, as needed</li> <li>• Identify support groups for student and family related to the disease process</li> </ul> | Student/family will be able to discuss fear of or blocks to implementing health regimen; student/family will be able to follow mutually agreed on health care maintenance plan; student will meet goals for healthcare maintenance so he/she can fully participate and be successful in school.                                 |
| <b>8) Ineffective self-health management (for older children and adolescence)</b>   | <ul style="list-style-type: none"> <li>• Establish a collaborative partnership with the student and/or family for purposes of meeting health-related goals</li> <li>• Listen to the student's story about his or her illness self-management</li> <li>• Explore the meaning of the student's illness experience and identify uncertainties and needs through open-ended questions</li> </ul>  | Student/family will be able to describe scheduling of medications that meets therapeutic goals; student will be able to verbalize ability to manage therapeutic regimens; student will be able to collaborate with health providers to decide on a therapeutic regimen that is congruent with their health goals and lifestyle. |

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|  | <ul style="list-style-type: none"> <li>• Help the student enhance self-efficacy or confidence in his or her own ability to manage the illness</li> <li>• Involve family members in knowledge development, planning for self-management, and shared decision making</li> <li>• Use various formats to provide information about the therapeutic regimen to the student and family when necessary</li> <li>• Help the student to identify and modify barriers to effective self-management.</li> <li>• Help the student self-manage his or her own health through teaching about self-management strategies</li> <li>• Help the student maintain consistency in therapeutic regimen management for optimal results</li> </ul> |  |
| <b>9) Risk for delayed development and disproportionate growth</b><br>Risk Factors→ effects of seizure disorder, parental overprotection | <ul style="list-style-type: none"> <li>• Consider use of a screening tool to determine risk or actual deviations in normal development.</li> <li>• Regularly compare height and weight measurements for the child or adolescent with established age-appropriate norms and previous measurements, if applicable</li> <li>• Recommend normal sleep and wake times for students to promote growth and development</li> <li>• Encourage parents to take student for routine health visits to the family physician or pediatrician.</li> <li>• Assess whether parents may benefit from social support groups, parenting classes, or online support groups.</li> </ul>   | Family will be able to describe realistic, age-appropriate patterns of growth and development; Student will participate in activities and interactions that support age-related developmental tasks; student will display consistent, sustained achievement of age-appropriate behaviors and/or motor skills; achieve realistic developmental and/or growth milestones based on existing abilities, extent of disability, and functional age; attain study gains in growth patterns. |