

## **School Accommodation Recommendations**

### **Diagnosis: Limb-Girdle Muscular Dystrophy (LGMD)**

Limb-girdle muscular dystrophy (LGMD) is a progressive neuromuscular disease that affects the major muscle groups in the legs, arms, and pelvic girdle. Due to the progressive nature of this disease, and the fact that physical fatigue in children with LGMD usually impacts them within the school environment, it is imperative that educational professionals who work with students with LGMD be aware of their diagnosis, needs and abilities.

Limb-girdle muscular dystrophy is a genetic condition that does not impact a child's IQ. It is important that school health officials understand that this disease is not contagious, and does not make this student more of a health risk in school.

Within the school setting, the following aids, interventions, and supports are recommended for students with LGMD to be able to fully access their school environment and excel academically and socially.

#### **Physical Therapy**

- Stretching
- Range of Motion exercises
- Muscle cramp massage
- Safety training
- Hallway safety
- Accommodating activities of daily living (ADL's) to changing physical needs (toileting, lunch time/cafeteria safety, etc)
- Adapted/modified Physical Education (see next section)

#### **Physical Education (Adapted)**

Being physically active is absolutely critical in LGMD. It is also imperative that students remain included in the general education classroom for PE. The modification of most activities can be done through consultation with the Physical Therapist, with the goal of this student's PE curriculum being recreation, rather than competition and increased strength & endurance. It is critical that students with LGMD be restricted from eccentric exercises, as these may cause muscle damage.

## **Occupational Therapy**

As students with LGMD become physically weaker, an Assistive Technology Evaluation will be indicated. In addition, an occupational therapy consultation for body positioning, seating, and gross and fine motor function is recommended. Many students with LGMD use computers, Alpha-Smart devices, or have modified written assignments.

## **School Accommodations**

- An additional set of text books should be provided to the student so that he or she does not need to transport heavy text books to and from school (or from one classroom to another).
- If the school has multiple levels, the student should have access to an elevator.
- Whenever possible, this student's physical needs should be taken into consideration when designing class schedules (classrooms should be close together to minimize distance travelled throughout the day, etc).
- Preferential seating in the classroom will allow a student with LGMD to safely navigate the classroom and access his or her class environment.
- An Emergency Evacuation Plan should take this student's physical needs in to consideration. School personnel should be assigned to accompany him or her during an emergency. If the school has multiple levels, a 'Safe Room' should be established with the local fire department.
- Field trips and school events should take in to consideration the needs of this student. For example, is the field trip destination wheelchair accessible? Is there a wheelchair lift on the bus? Have chaperones been informed of this student's needs? Etc.

## **Thank you . . .**

for your commitment to your student. With your support, this student will successfully achieve his or her academic goals while also learning to adapt to his or her body's changing physical needs.

For more information regarding limb-girdle muscular dystrophy, please feel free to contact the Muscular Dystrophy Association at (800) 572-1717 or visit our website at [www.mda.org](http://www.mda.org).

Thank you.

