

# Iep Goals For Students With Muscular Dystrophy

## IEP GOALS

### NON VERBAL LEARNING DISABILITIES

#### • Gross Motor Skills

- Imitate a movement or explain it in one word given in the picture cue card
- Follow the set of written or visual instructions in the sequence as described to him. For example, Stand - turn around - walk to the door.
- Maintain a dance or yoga pose
- Name the action or movement as presented to him in a picture
- Assume prone, supine, kneeling, appropriate sitting, and other positions; further, move on to maintaining these positions.
- Roll from one position to another
- Practice caution - while opening and closing the door, around the corner, while backing, and negotiating a staircase.
- Develop transfer skills - from bed to chair and back, etc.
- Understand and walk to the desired location
- Copy peers' pace while going from one place to another

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IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY ARE ESSENTIAL COMPONENTS OF INDIVIDUALIZED EDUCATION PROGRAMS TAILORED TO MEET THE UNIQUE NEEDS OF STUDENTS LIVING WITH THIS CONDITION. MUSCULAR DYSTROPHY (MD) IS A GROUP OF GENETIC DISORDERS CHARACTERIZED BY PROGRESSIVE MUSCLE DEGENERATION AND WEAKNESS. AS STUDENTS WITH MD NAVIGATE THEIR EDUCATIONAL JOURNEYS, IT IS CRUCIAL TO SET SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, AND TIME-BOUND (SMART) GOALS TO SUPPORT THEIR PHYSICAL, ACADEMIC, AND SOCIAL DEVELOPMENT. THIS ARTICLE DELVES INTO HOW EDUCATORS, PARENTS, AND SPECIALISTS CAN FORMULATE EFFECTIVE IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY.

# UNDERSTANDING MUSCULAR DYSTROPHY

MUSCULAR DYSTROPHY ENCOMPASSES VARIOUS TYPES, THE MOST COMMON BEING DUCHENNE MUSCULAR DYSTROPHY (DMD) AND BECKER MUSCULAR DYSTROPHY (BMD). EACH TYPE HAS ITS OWN PROGRESSION RATE AND SYMPTOMS, BUT THEY ALL SHARE COMMON CHALLENGES THAT CAN IMPACT A STUDENT'S EDUCATIONAL EXPERIENCE.

## TYPES OF MUSCULAR DYSTROPHY

1. DUCHENNE MUSCULAR DYSTROPHY (DMD): TYPICALLY DIAGNOSED IN EARLY CHILDHOOD, DMD PREDOMINANTLY AFFECTS BOYS AND LEADS TO SEVERE MUSCLE WEAKNESS. STUDENTS MAY EXPERIENCE DIFFICULTY WITH MOBILITY AND PHYSICAL TASKS.
2. BECKER MUSCULAR DYSTROPHY (BMD): A Milder form of MD, BMD presents later in life and progresses more slowly. While students may maintain some physical abilities longer than those with DMD, they still face challenges.
3. MYOTONIC DYSTROPHY: THIS TYPE CAN AFFECT BOTH GENDERS AND IS CHARACTERIZED BY PROLONGED MUSCLE CONTRACTIONS AND WEAKNESS. IT CAN ALSO IMPACT COGNITIVE FUNCTIONS, NECESSITATING ACCOMMODATIONS IN THE CLASSROOM.
4. FACIOSCAPULOHUMERAL MUSCULAR DYSTROPHY (FSHD): THIS TYPE FEATURES WEAKNESS IN THE SHOULDER AND FACIAL MUSCLES AND MAY REQUIRE STUDENTS TO ADAPT THEIR COMMUNICATION METHODS.

## IMPACT ON EDUCATION

STUDENTS WITH MUSCULAR DYSTROPHY MAY EXPERIENCE:

- PHYSICAL LIMITATIONS: CHALLENGES WITH MOBILITY CAN HINDER PARTICIPATION IN PHYSICAL ACTIVITIES AND AFFECT CLASSROOM SETTINGS.
- FATIGUE: INCREASED FATIGUE LEVELS MAY LIMIT THE AMOUNT OF TIME A STUDENT CAN ENGAGE IN ACADEMIC TASKS.
- SOCIAL ISOLATION: PHYSICAL LIMITATIONS CAN LEAD TO DIFFICULTIES IN SOCIAL INTERACTIONS WITH PEERS.
- COGNITIVE EFFECTS: SOME TYPES OF MD CAN IMPACT COGNITIVE FUNCTIONS, REQUIRING TAILORED INSTRUCTIONAL STRATEGIES.

## SETTING IEP GOALS

WHEN CRAFTING IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY, IT IS ESSENTIAL TO INCLUDE INPUT FROM A MULTIDISCIPLINARY TEAM THAT MAY CONSIST OF EDUCATORS, THERAPISTS, MEDICAL PROFESSIONALS, AND THE STUDENT'S FAMILY. THE GOALS SHOULD BE INDIVIDUALIZED TO ADDRESS THE SPECIFIC NEEDS AND STRENGTHS OF THE STUDENT.

## COMPONENTS OF EFFECTIVE IEP GOALS

1. SPECIFIC: CLEARLY DEFINE WHAT THE STUDENT WILL ACHIEVE.
2. MEASURABLE: ESTABLISH CRITERIA FOR ASSESSING PROGRESS.
3. ACHIEVABLE: SET REALISTIC GOALS THAT ARE ATTAINABLE.
4. RELEVANT: ENSURE THE GOALS ALIGN WITH THE STUDENT'S EDUCATIONAL NEEDS AND PERSONAL INTERESTS.
5. TIME-BOUND: SPECIFY A TIMEFRAME FOR ACCOMPLISHING THE GOALS.

# EXAMPLES OF IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY

HERE ARE SOME EXAMPLES OF IEP GOALS CATEGORIZED BY DIFFERENT AREAS OF DEVELOPMENT:

## PHYSICAL DEVELOPMENT GOALS

1. GOAL: IMPROVE UPPER BODY STRENGTH TO FACILITATE INDEPENDENT USE OF ADAPTIVE TOOLS.  
- OBJECTIVE: THE STUDENT WILL COMPLETE RESISTANCE EXERCISES FOR UPPER BODY STRENGTH THREE TIMES A WEEK WITH 80% ACCURACY BY THE END OF THE SCHOOL YEAR.
2. GOAL: ENHANCE MOBILITY SKILLS TO NAVIGATE THE CLASSROOM AND SCHOOL ENVIRONMENT.  
- OBJECTIVE: THE STUDENT WILL UTILIZE A WHEELCHAIR OR OTHER MOBILITY AIDS TO TRAVEL BETWEEN CLASSES INDEPENDENTLY WITHIN A SPECIFIED TIME FRAME ON 4 OUT OF 5 OCCASIONS.
3. GOAL: INCREASE ENDURANCE FOR PARTICIPATING IN PHYSICAL ACTIVITIES.  
- OBJECTIVE: THE STUDENT WILL ENGAGE IN ADAPTED PHYSICAL EDUCATION ACTIVITIES FOR 30 MINUTES AT LEAST TWO TIMES A WEEK, DEMONSTRATING INCREASED STAMINA OVER THE COURSE OF THE SEMESTER.

## ACADEMIC DEVELOPMENT GOALS

1. GOAL: IMPROVE READING COMPREHENSION SKILLS TO ENHANCE ACADEMIC PERFORMANCE.  
- OBJECTIVE: THE STUDENT WILL READ AND SUMMARIZE GRADE-LEVEL TEXTS, ACHIEVING 80% ACCURACY ON COMPREHENSION ASSESSMENTS BY THE END OF THE ACADEMIC YEAR.
2. GOAL: UTILIZE ASSISTIVE TECHNOLOGY TO SUPPORT LEARNING.  
- OBJECTIVE: THE STUDENT WILL INDEPENDENTLY USE TEXT-TO-SPEECH SOFTWARE FOR WRITTEN ASSIGNMENTS WITH 90% PROFICIENCY BY THE END OF THE SEMESTER.
3. GOAL: DEVELOP ORGANIZATIONAL SKILLS TO MANAGE ASSIGNMENTS AND DEADLINES.  
- OBJECTIVE: THE STUDENT WILL USE AN ORGANIZATIONAL APP OR PLANNER TO TRACK ASSIGNMENTS, COMPLETING 90% OF TASKS ON TIME FOR ONE GRADING PERIOD.

## SOCIAL AND EMOTIONAL DEVELOPMENT GOALS

1. GOAL: FOSTER POSITIVE PEER INTERACTIONS TO ENHANCE SOCIAL SKILLS.  
- OBJECTIVE: THE STUDENT WILL INITIATE AND PARTICIPATE IN SMALL GROUP ACTIVITIES WITH PEERS DURING CLASS, DEMONSTRATING POSITIVE SOCIAL INTERACTIONS ON AT LEAST 4 OUT OF 5 OCCASIONS.
2. GOAL: BUILD SELF-ADVOCACY SKILLS REGARDING THEIR DISABILITY.  
- OBJECTIVE: THE STUDENT WILL ARTICULATE THEIR NEEDS AND PREFERENCES IN CLASSROOM SETTINGS, DEMONSTRATING THIS SKILL IN AT LEAST 3 DIFFERENT SCENARIOS OVER THE COURSE OF A SEMESTER.
3. GOAL: INCREASE ENGAGEMENT IN EXTRACURRICULAR ACTIVITIES.  
- OBJECTIVE: THE STUDENT WILL PARTICIPATE IN AT LEAST ONE SCHOOL CLUB OR ACTIVITY THAT ALIGNS WITH THEIR INTERESTS DURING THE SCHOOL YEAR.

## COLLABORATION AND SUPPORT

ACHIEVING IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY REQUIRES COLLABORATION AMONG VARIOUS

## STAKEHOLDERS:

- EDUCATORS: REGULARLY MONITOR PROGRESS AND ADAPT TEACHING STRATEGIES TO MEET THE STUDENT'S NEEDS.
- SPECIALISTS: OCCUPATIONAL THERAPISTS, PHYSICAL THERAPISTS, AND SPEECH THERAPISTS CAN PROVIDE TARGETED INTERVENTIONS.
- PARENTS: ACTIVELY ENGAGE IN THE IEP PROCESS, OFFERING INSIGHTS INTO THEIR CHILD'S STRENGTHS AND CHALLENGES.
- STUDENTS: INVOLVE STUDENTS IN SETTING THEIR OWN GOALS TO FOSTER OWNERSHIP AND MOTIVATION.

## EVALUATING PROGRESS

REGULAR EVALUATION OF IEP GOALS IS CRUCIAL TO ENSURE THAT STUDENTS WITH MUSCULAR DYSTROPHY ARE MAKING PROGRESS. THIS CAN INVOLVE:

- DATA COLLECTION: TEACHERS SHOULD GATHER DATA ON STUDENT PERFORMANCE RELATIVE TO THEIR GOALS.
- REVIEW MEETINGS: SCHEDULE REGULAR IEP MEETINGS TO DISCUSS PROGRESS, CHALLENGES, AND NECESSARY ADJUSTMENTS.
- FEEDBACK: PROVIDE CONSTRUCTIVE FEEDBACK TO STUDENTS ABOUT THEIR ACHIEVEMENTS AND AREAS FOR IMPROVEMENT.

## CONCLUSION

CREATING EFFECTIVE IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY IS A VITAL PART OF FOSTERING THEIR EDUCATIONAL SUCCESS AND OVERALL WELL-BEING. BY FOCUSING ON PHYSICAL, ACADEMIC, AND SOCIAL DEVELOPMENT, EDUCATORS AND PARENTS CAN HELP THESE STUDENTS NAVIGATE THEIR UNIQUE CHALLENGES WHILE PROMOTING THEIR STRENGTHS. THROUGH COLLABORATION, CONTINUOUS EVALUATION, AND ADJUSTMENTS AS NEEDED, IEP GOALS CAN EMPOWER STUDENTS WITH MUSCULAR DYSTROPHY TO REACH THEIR FULL POTENTIAL IN THE CLASSROOM AND BEYOND.

## FREQUENTLY ASKED QUESTIONS

### WHAT ARE IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY?

IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY FOCUS ON ENHANCING PHYSICAL ABILITIES, SOCIAL SKILLS, AND ACADEMIC SUCCESS WHILE ACCOMMODATING THEIR SPECIFIC NEEDS RELATED TO MUSCLE WEAKNESS AND MOBILITY CHALLENGES.

### HOW CAN IEP GOALS BE TAILORED FOR STUDENTS WITH DIFFERENT TYPES OF MUSCULAR DYSTROPHY?

IEP GOALS SHOULD BE CUSTOMIZED BASED ON THE SPECIFIC TYPE OF MUSCULAR DYSTROPHY, CONSIDERING THE SEVERITY OF SYMPTOMS, THE STUDENT'S AGE, AND THEIR INDIVIDUAL CAPABILITIES, ENSURING THAT GOALS ARE REALISTIC AND ACHIEVABLE.

### WHAT TYPES OF ACCOMMODATIONS MIGHT BE INCLUDED IN IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY?

ACCOMMODATIONS MIGHT INCLUDE MODIFIED PHYSICAL EDUCATION ACTIVITIES, USE OF ASSISTIVE TECHNOLOGY, EXTENDED TIME FOR ASSIGNMENTS, AND ACCESSIBILITY ADJUSTMENTS IN THE CLASSROOM TO SUPPORT MOBILITY AND PARTICIPATION.

### HOW CAN TEACHERS ASSESS THE PROGRESS OF IEP GOALS FOR STUDENTS WITH MUSCULAR DYSTROPHY?

TEACHERS CAN ASSESS PROGRESS THROUGH REGULAR OBSERVATIONS, ADAPTIVE ASSESSMENTS, FEEDBACK FROM PHYSICAL AND OCCUPATIONAL THERAPISTS, AND BY TRACKING THE STUDENT'S PERFORMANCE ON SPECIFIC TASKS OUTLINED IN THE IEP.



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Discover effective IEP goals for students with muscular dystrophy to enhance their learning experience. Learn more about tailored strategies for success!

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