

Accommodations and Modifications for Energy Conservation



Advanced Planning



Classroom Set-Up

- Do not begin an activity that cannot be stopped
- Help in gathering all material prior to starting a project
- Build in rest breaks into daily schedule. Sometimes a few minutes will be enough whereas, at other times, a longer nap may be required
- Avoid rushing
- Schedule adequate time for activities
- Alternate tasks throughout the day- balance between level of physical intensity (low/high) For example, first snack time then PE
- Build in time for campus transitions. If ambulatory, allow for rest stops along the route
- Avoid stairs as stairs increase the stress on the muscles and hasten muscle damage
- Avoid overscheduling activities between home and school (maintain communication lines). When scooter/wheelchair is part of equipment in use, utilize this for distances over 100 feet
- Adjust workstation so that elbows, hips, knees, and ankles are positioned at 90 degrees
- Keep items within easy reach to avoid over-reaching and bending
- Keep heavier items at arm level
- Place desk straight in front of instruction (Avoid side-facing)
- Use of a chair instead of sitting on the floor. Consider having all students in chairs so as not to isolate the individual with Duchenne



Set Priorities



Eliminate Extra Physical Effort

- Reduce tasks that are not necessary
- Eliminate tasks that involve busy work, i.e. homework
- Allow oral test taking instead of written to aide with energy conservation
- Stop an activity BEFORE becoming exhausted
- Have child sit in a chair instead of on the floor
- Decrease the weight of items carried, i.e. lunch box, backpack
- Use adaptive equipment, i.e. rolling backpack
- Use pencil grips or thick pencils/pens to avoid application of excessive pressure
- Encourage good posture, i.e. use back supports on chairs
- Encourage sliding objects when possible to avoid lifting/ carrying
- Consider assigning a buddy to help, i.e. to pick up items from the floor; tying shoes