

GOALS - Diabetes

Current Performance Level:

Student has Type I Diabetes Mellitus. Both high and low blood glucose levels affect academic performance.

Goal Statement:

Student will improve self-care skills management skills related to Type I Diabetes during the school day.

State Standard 24B

Short Term Objectives:

1. Student will recognize and respond appropriately to signs of high and low blood glucose levels
2. Student will monitor and accurately report nutritional intake
3. Student will calculate appropriate insulin dosage based on blood glucose levels and/or nutritional intake under direct adult supervision
4. Student will demonstrate increasing knowledge and skills related to medication and dietary management
5. Student will perform blood glucose tests with increasing independence
6. Student will inform appropriate school personnel when experiencing signs and symptoms of low blood sugar
7. Student will identify and discuss warning signs, symptoms, and treatment of diabetes
8. Student will check ketone levels independently as indicated by physician's orders
9. Student will limit physical activity as directed when experiencing hyperglycemia

GOALS – Self-Catheterization

Current Performance Level:

Student has _____ and requires clean intermittent urinary catheterization during the school day.

Goal Statement:

Student will improve independence related to self-care skills .
State Standard 24B

Short Term Objectives:

1. Student will wash hands prior to and following catheterization procedure with decreased prompting
2. Student will prepare area independently prior to catheter insertion with decreasing verbal prompting
3. Student will prepare appropriate supplies prior to catheterization process without supervision
4. Student will maintain fluid intake throughout the school day to produce adequate pale yellow urine output
5. Student will identify early signs and symptoms of urinary tract infection
6. Student will maintain appropriate schedule of catheterization routine at school

Goals – Physical impairment/Self-care

Current Performance Level:

Student has a physical impairment that requires assistance with self-care skills throughout the school day.

Goal Statement:

Student will increase awareness of impact of chronic medical condition and improve independence related to self-care skills .

State Standard 22 A

Short Term Objectives:

1. Student will discuss importance of making healthy dietary choices to maintain adequate elimination
2. Student will identify and improve basic hygiene practices
3. Student will demonstrate an increase in independent mobility in the school setting
4. Student will identify causes of skin breakdown and pressure areas
5. Student will identify prevention methods that can be used to prevent skin breakdown
6. Student will begin (or progress in) self-skin-care management
7. Student will identify and properly manage early signs of skin irritation
8. Student will discuss the importance increase physical activity related to physical impairment
9. Student will identify activities that are possible within mobility limitations
10. Student will identify individual strengths and needs based on physical limitations
11. Student will realistically describe abilities and disabilities
12. Student will identify early signs and symptoms of shunt malfunction and report concerns to appropriate adult

Goals – Seizures

Current Performance Level:

Student has a diagnosed seizure disorder that potentially impacts educational performance and safety in the school setting.

Goal Statement:

Student will develop an increased awareness of seizure disorder, medication management, and self-advocacy skills .

State Standard 24B

Short Term Objectives:

1. Student will be able to identify and discuss signs and symptoms of an aura
2. Student will be able to identify and discuss signs and symptoms of his/her particular seizure disorder
3. Student will comply with medication and treatment regimen
4. Student will discuss medication benefits and side-effects
5. Student will report aura signs and symptoms to appropriate adults prior to onset of seizure activity
6. Student will demonstrate appropriate safety precautions in response to the onset of an aura
7. Student will participate in self-advocacy regarding seizure disorder (classroom discussions, post-ictal care, classroom modifications ...)
8. Student will always wear medic alert identification