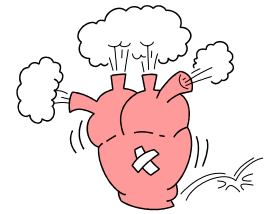


## CARDIAC CONDITIONS



### DEFINITION:

Cardiac conditions can include, but are not limited to valvular heart disease, high blood pressure, congestive heart failure, pacemakers, angina, ischemia and myocardial infarction.

### WARNING SIGNS:

\***DECREASE** or **STOP** activity if any of the following signs are observed:

- Shortness of breath
- Chest pain
- Poor recovery pulse rate following physical activity
- Dizziness
- Bluish tint to lips/nail beds
- Undue fatigue
- Swelling of ankle

### COMMONLY USED MEDICATIONS:

- Nitroglycerine
- Cardizem
- Quinidex
- Digoxin
- Procardia
- Coumadin
- Tenormin
- Norvasc
- Lasix

### OBTAIN MEDICAL CLEARANCE FOR THE FOLLOWING ACTIVITIES:

- Competitive Sports
- Vigorous sustained activity
- Isometric exercises
- Anaerobic activities
- Static exercises (weight lifting)
- Hot pools (such as jacuzzis)

### SUGGESTED ACTIVITIES:

- Breathing exercises
- Rhythmic activities
- Flexibility exercises
- Warm ups and cool downs
- Games with shorter periods of aerobic work

Students with **severe restrictions** should participate in activities that are low in energy expenditure including:

- Walking
- Social dancing
- Bicycling
- Relaxation training
- Bowling
- Passive exercise

Students with **moderate restrictions** should participate in activities that are moderate in energy expenditure including:

- Golf
- Walking
- Table tennis
- Social dance
- Relaxation techniques
- Bowling
- Aerobic dance
- Lead-up games
- Flexibility exercises
- Volleyball
- Stationary cycling
- Archery

**NOTE:** *For both severe and moderate restrictions, eliminate competition, reduce boundaries or height of equipment and focus on relaxation and reconditioning exercises.*

### **TEACHING TIPS:**

- Utilize a team approach when writing the IEP.
- IEP should be approved by the physician.
- Program the student's goals based on the functional level and interests of the student.
- Monitor heart rate and blood pressure and teach self-monitoring of level of exertion.
- Design an exercise program to fit the students needs based on results of stress testing.
- Adjust the frequency, intensity, and time (duration) to fit the students needs and exercise tolerance.
- Increase frequency, intensity and time (duration) over an extended period of time.
- Avoid exposure to extreme temperatures.
- Incorporate a well-rounded program of nutrition, exercise and health/fitness education for the student.
- Limit the level of stress the student experiences in the classroom.
- Read medical records of each student with syndromes (i.e., down syndrome) that have a high incidence of heart conditions as secondary disorders.
- Know side effects of medication.

***Information on this sheet contains only suggested guidelines. Each student must be considered individually, and in many cases, a physician's written consent should be obtained.***