

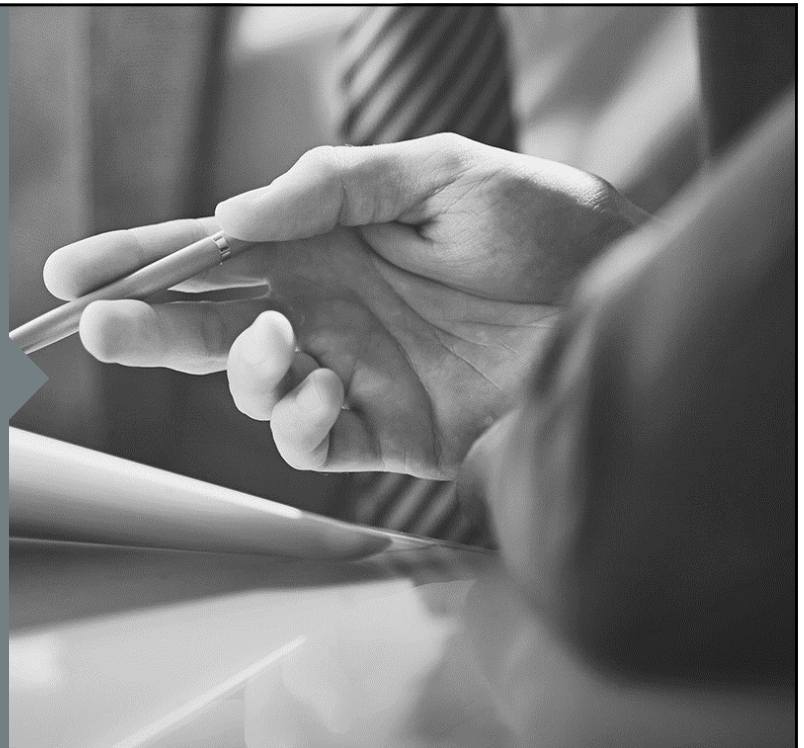


Teaching Students to Manage Their Life-threatening Allergies & Asthma

1

The mission of
**ALLERGY & ASTHMA
NETWORK**

Is to end the needless death and suffering due to asthma, allergies and related conditions through outreach, education, advocacy and research.



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SALLY SCHOESSLER, MEd, BSN, RN, AE-C

Director of Education - Allergy & Asthma Network



School Nurse
State School Nurse
Consultant - New York
Director of Nursing
Education - NASN



Asthma Educator
Health Educator
Programs
Resources
Initiatives

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Today's Program

- 01** OVERVIEW OF ALLERGIES & ASTHMA
- 02** SELF-MANAGEMENT FOR STUDENTS
- 03** EVIDENCE-BASED RESOURCES FOR TEACHING & CARE



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It could happen on any day -

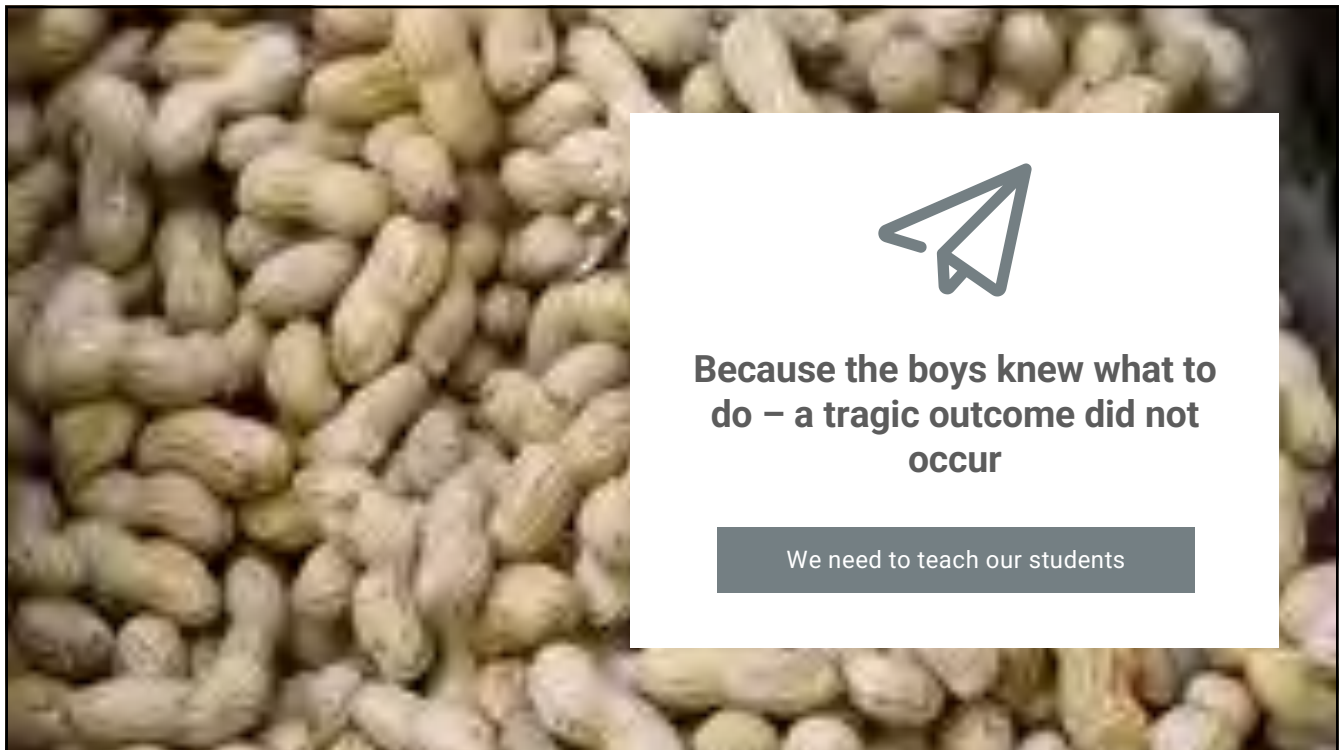
Meet Riley & Jake

Constantly giggling – have a talent for getting into trouble
Riley has an allergy to peanuts
Exposure at lunch – started to show symptoms on the playground



Riley knew what to do – Jake had been taught too

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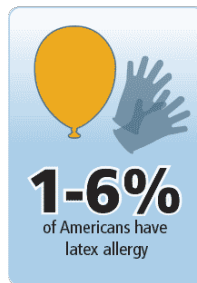
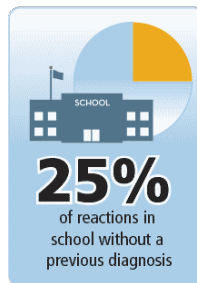
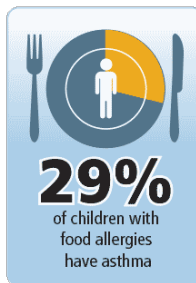
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OVERVIEW OF ALLERGIES & ASTHMA



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Life-Threatening Allergies



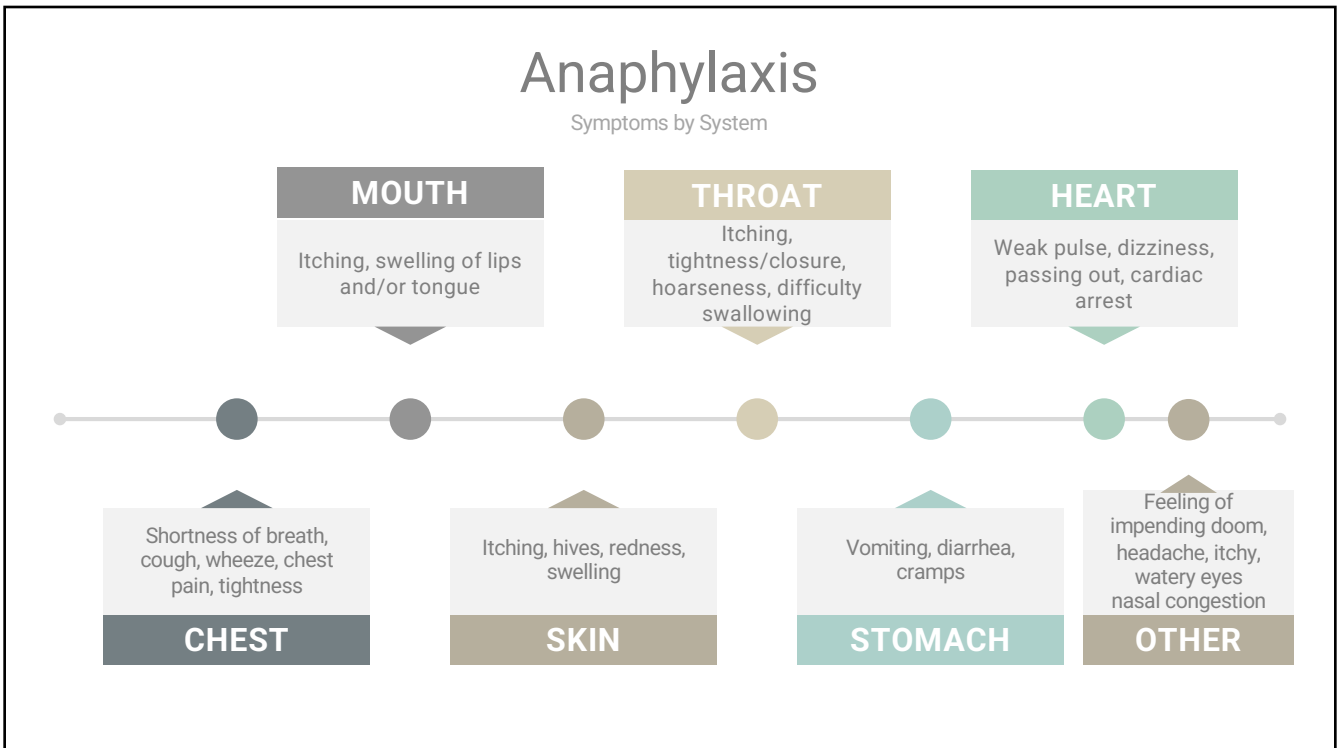
AllergyAsthmaNetwork.org



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GOALS OF ALLERGY CARE



PREVENTION

- Planning
 - Policies & Procedures
 - Medications
 - Care Planning
- Staff Education
 - Food Label Reading
- Student Education



EMERGENCY CARE

- Protocols
 - Emergency Care Plans
 - Availability of Epinephrine
 - Stock Epinephrine
 - Staff Response

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Allergy Care in the School Setting

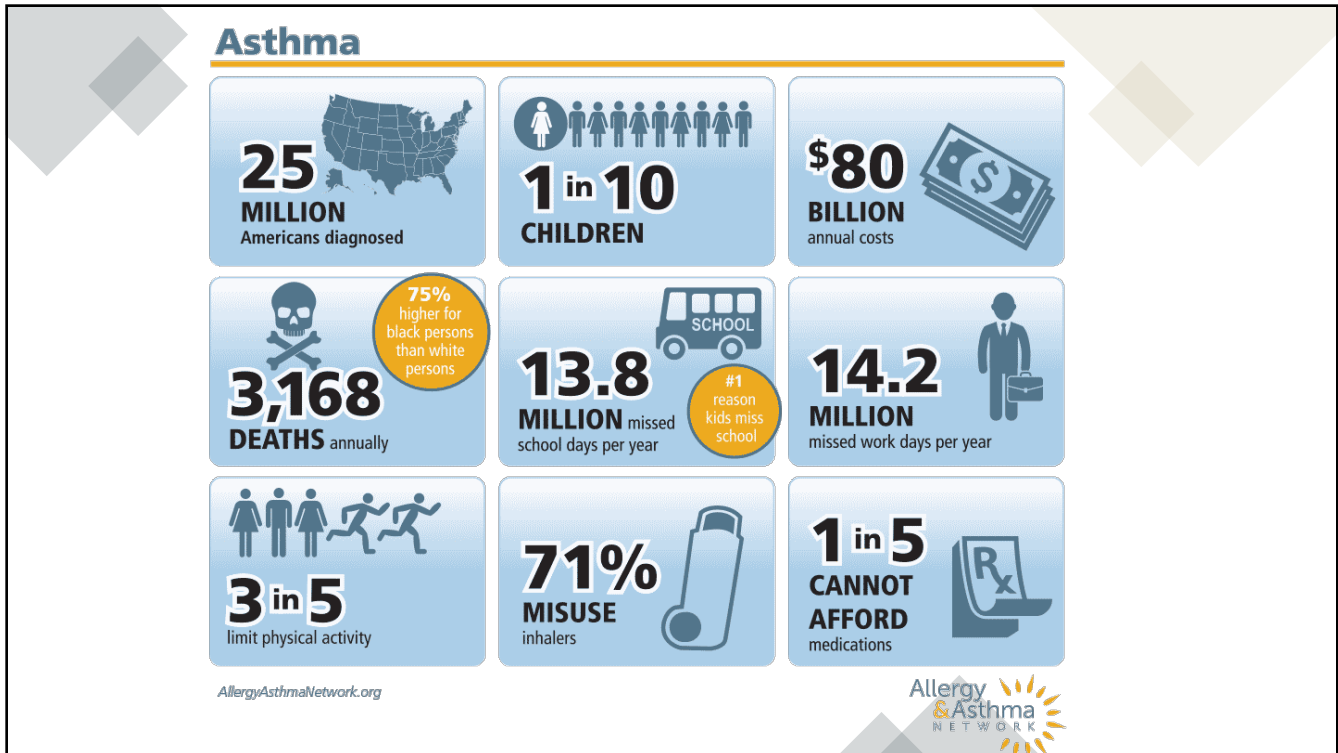
Successes

- Awareness raised
- Resources available
- Epinephrine injectors
- Stock Epinephrine

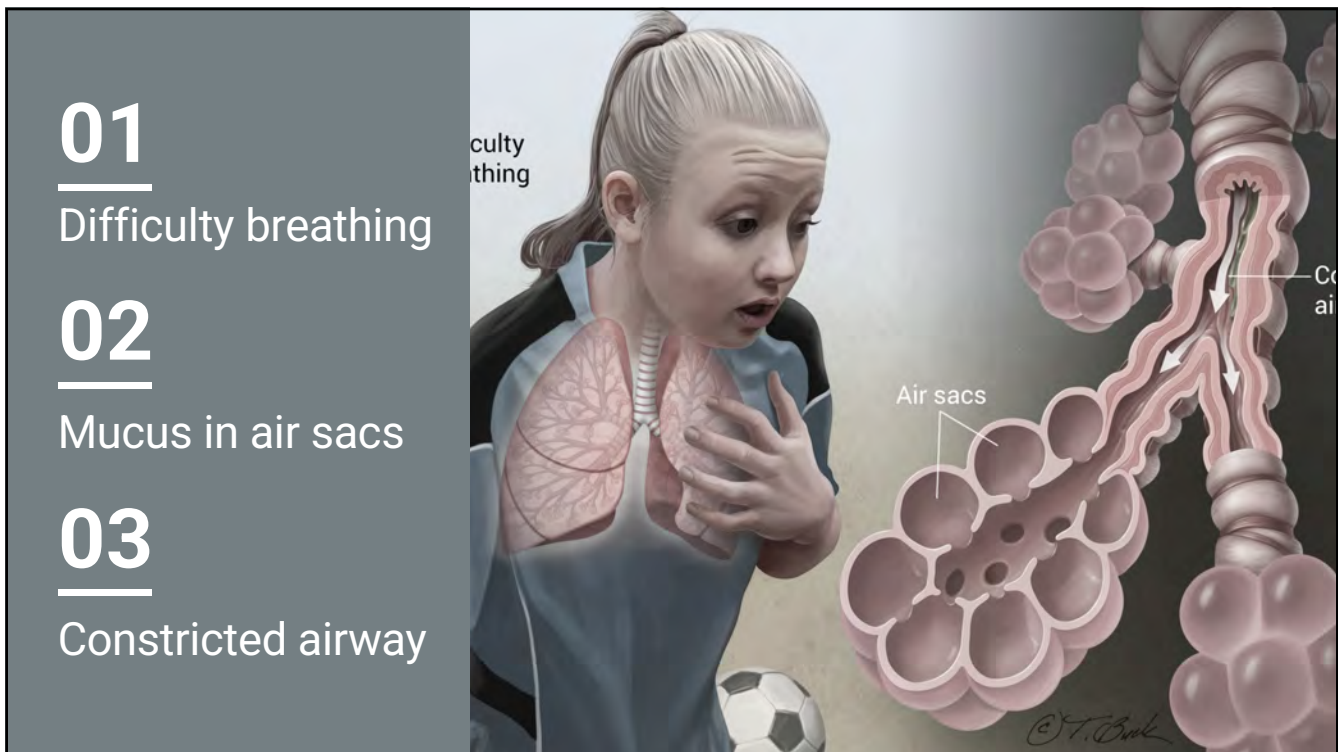
Challenges

- Time for education
- Administrative “buy-in”
- Funding & resources
- # of school nurse positions

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13



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Asthma

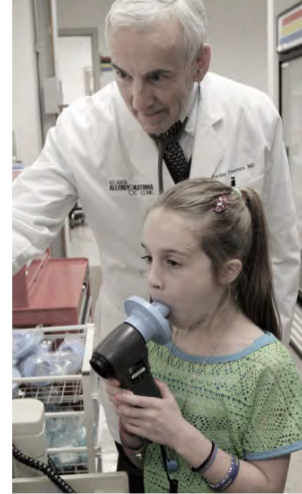
Bronchospasm

- “Noisy” part of asthma
- Sensitive airways tighten & constrict
- Airflow is blocked
- Coughing, wheezing



Inflammation

- “Quiet” part of asthma
- Inflammation & swelling
- Can’t feel this happening
- Shortness of breath, restricted airflow



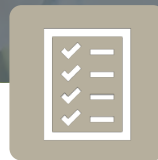
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GOALS OF ASTHMA CARE



ROUTINE CARE

- Doctor’s Orders
- Medications (Know what they take at home)
- Staff Training
- Student Education (use straw demonstration)



ASTHMA ACTION PLAN

- Templates
- SAMPRO Action Plan
- Green, Yellow & Red Zone
- Families often don’t understand how to use the plan

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Asthma Care in the School Setting

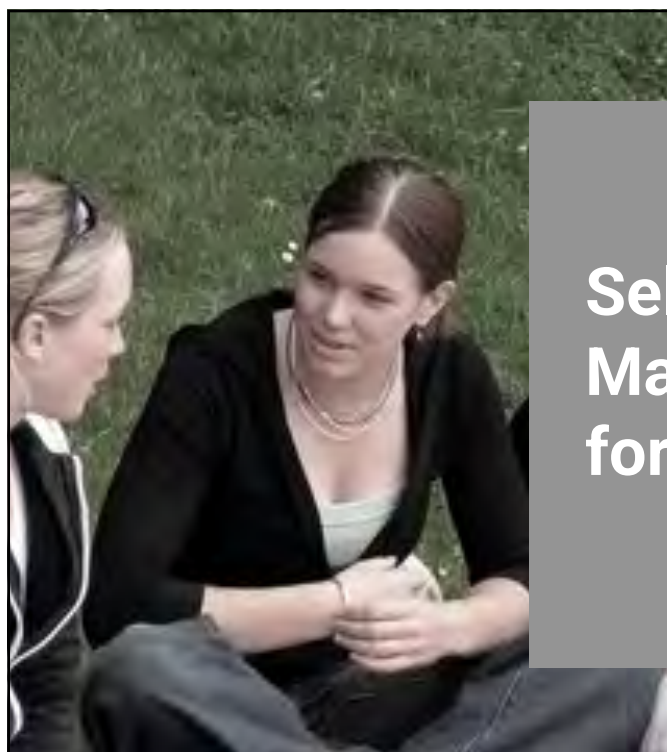
Successes

- High level of awareness
- Resources available
- School nurses are comfortable caring for students with asthma

Challenges

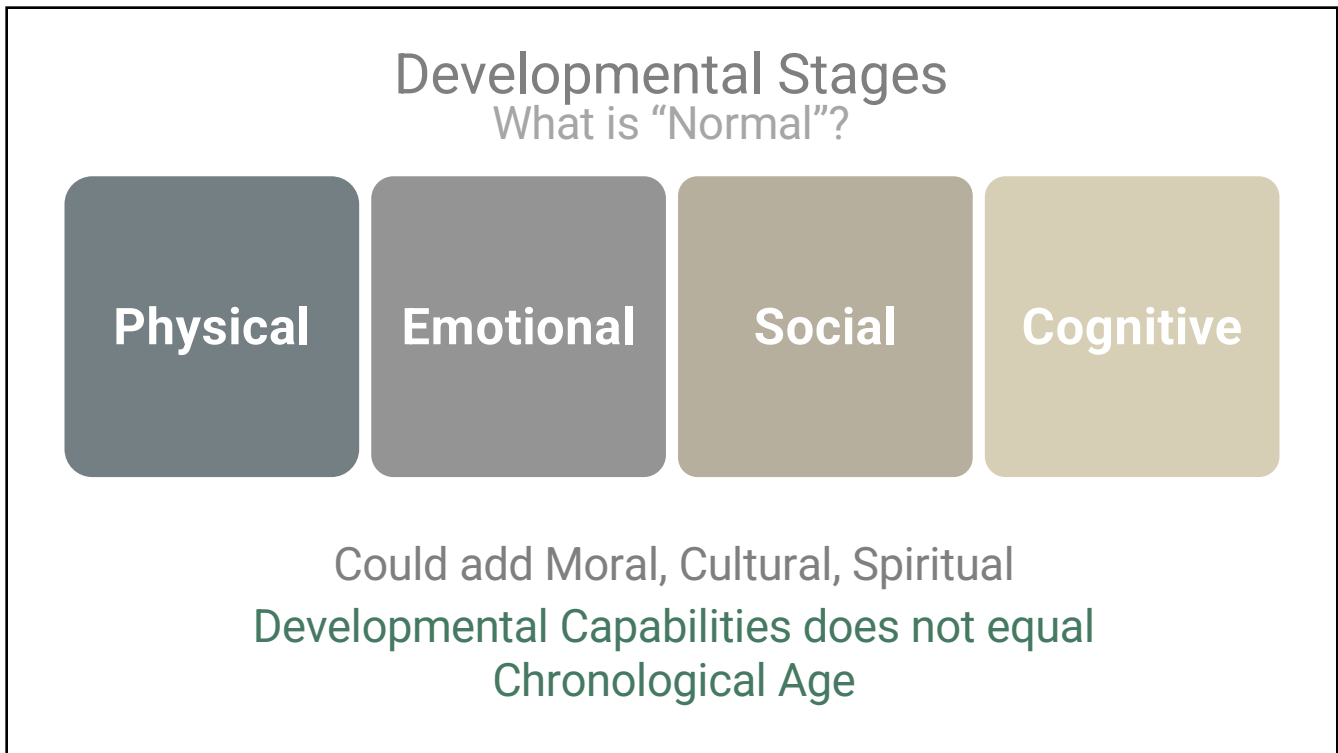
- Need for Stock Albuterol
- Low level of understanding of how to use inhaler, nebulizer
- Environmental triggers – bus idling

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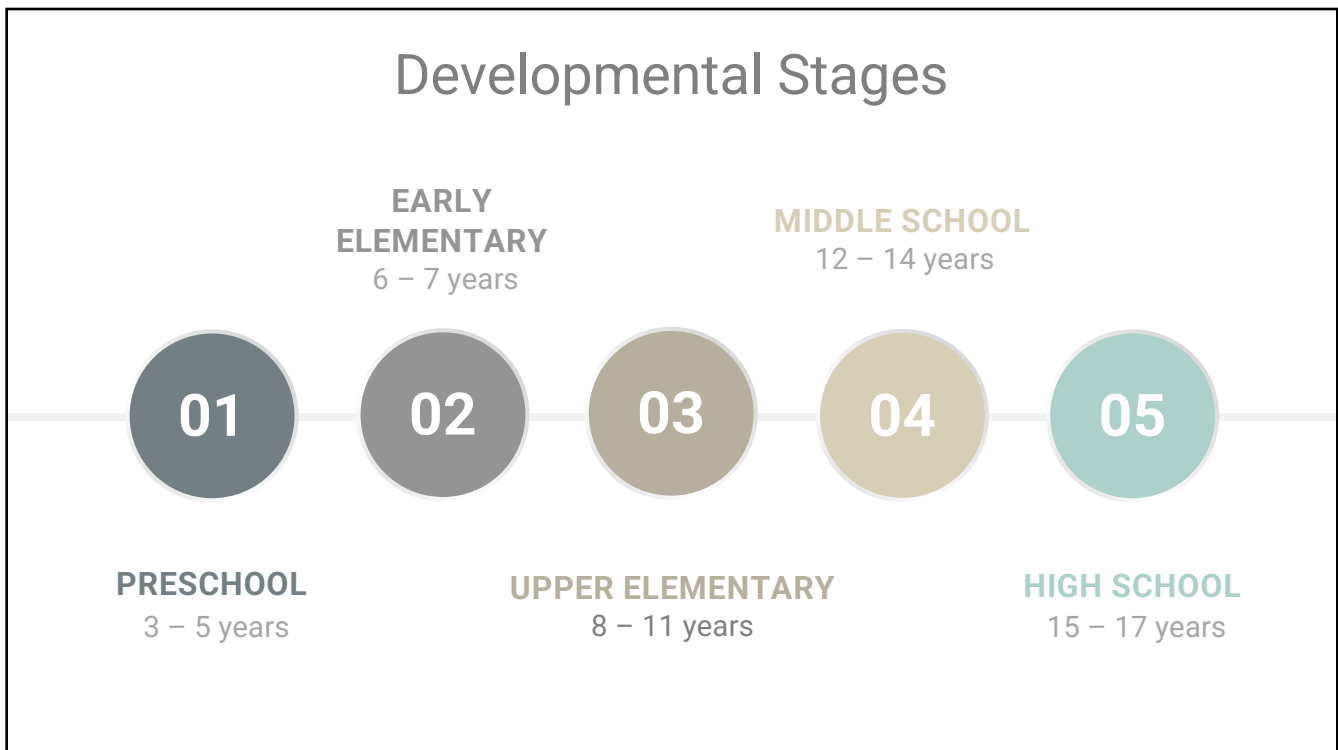


Self- Management for Students

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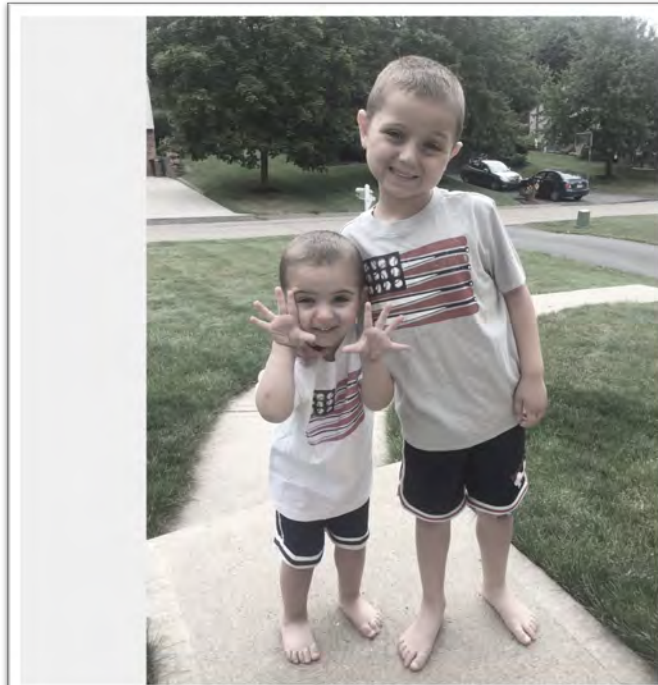
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01

PRESCHOOL YEARS

3- 5 years

Parents provide care, helping the child to learn about his or her body and routines of daily life (such as carrying medications)



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Preschool Self-Care Skills



Overall Skills

Follow the adult's instructions for treatment



Asthma

Tell parents or responsible adults when it gets hard to breathe



Allergies

Tell parents or responsible adults when an allergic reaction occurs

Adults can help the child develop the language to express what they are feeling

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Specific Considerations for Preschoolers



Cooperation

Child learns to cooperate when using inhaled medications, emergency allergy medications



Age-appropriate education

Child learns about asthma and allergies and understands their condition at a developmentally appropriate level



Identification

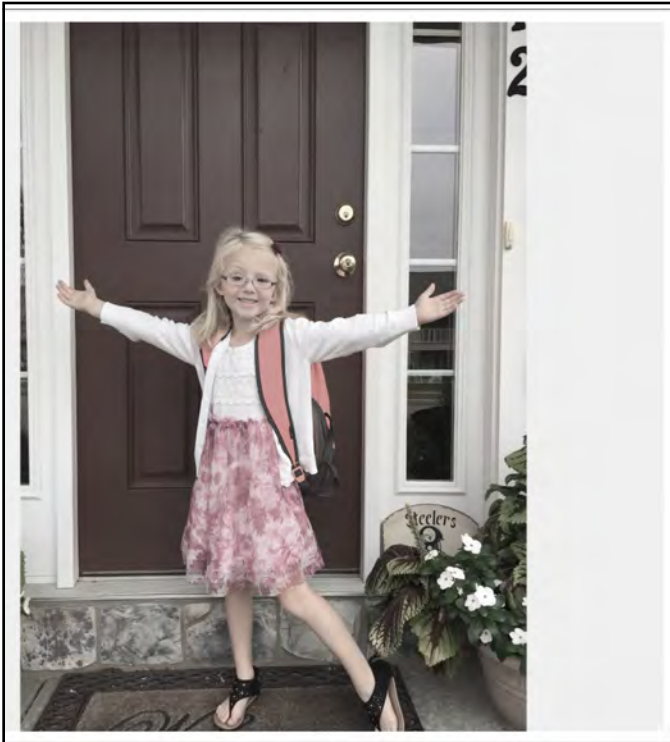
Child learns how to alert an adult as to breathing problems or allergy symptoms

Discussion and Teaching:

- “Where are your lungs?” - “How do they work?” - “Who should you tell if you’re breathing is hard?”
- “Do you know what you’re allergic to?” - “How can you tell someone that you feel like you might be having an allergic reaction?” - “Allergens as invaders”

Always work with families and consider developmental stage more than chronological age

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02

EARLY ELEMENTARY YEARS

6 – 7 years

Parents and adult care givers help the child navigate separation from parents

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Early Elementary Self-Care Skills



Overall Skills

Learn to communicate asthma/allergy symptoms to teacher & caregivers



Asthma

Learn to trust care givers beyond parents



Allergies

Know where their medications are at home and school

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Specific Considerations for Early Elementary Students



Triggers or Allergens

Child is able to identify their triggers or allergens



Age-Appropriate Education

Child can assist in administration of medications and identify symptoms of asthma & allergies



Identification

Child is able to identify routine & emergency medications

Discussion and Teaching:

- “What do you think triggers your asthma?” - “When do you need your medication?” - “What color is your inhaler?”
- “Tell me what happens if you eat a food you’re allergic to.” - “How do you get help when you need it?”

Always work with families and consider developmental stage more than chronological age

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03

UPPER ELEMENTARY YEARS

8 - 11 years

Child focuses on peers and establishing friendships

Parents clarify responsibilities outside of the home – safety rules & social etiquette



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Upper Elementary Self-Care Skills



Overall Skills

Know when to get help
Independently request or use emergency medication



Asthma

Recognize symptoms of asthma
Know what daily & quick relief medications they have



Allergies

Recognize symptoms of an allergic reaction
Know when to pursue care – become more involved in care

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Specific Considerations for Upper Elementary Students



- 
Beginning Self-Care
 Child starts to identify technique and need for inhaled medications and/or emergency epinephrine
- 
Making Decisions
 The child starts to make more decisions regarding care – when they need their inhaler, how to avoid allergens
- 
Bullying
 Child can identify bullying and learn strategies to manage bullying in and out of school

Discussion and Teaching:

- “Show me how you use your inhaler.” - “What does your medication do in your body?”
- “How can you avoid your allergens at school? At home?” - “Has anyone bullied you because of your allergy?” - Dealing with bullies

Always work with families and consider developmental stage more than chronological age

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MIDDLE SCHOOL YEARS

12 – 14 years

Parents provide framework for increased independence & learning life skills

Discuss strategies for more complex tasks

30

Middle School Self-Care Skills



Overall Skills

Carry medications when appropriate

Allow for increasingly independent care whenever possible



Asthma

Develop medication routine with parental supervision

Seek medication before exercise if needed



Allergies

Know allergens and how to avoid them – including reading food labels

Learn how to assess environment for safety

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Specific Considerations for Middle School Students



Self-Medicare

Student takes own inhaled medications



Self-Management

Student can identify when to use routine and emergency medications and carries medications as appropriate



Self-Reports

Student can articulate general condition over time to doctors and nurses to help guide treatment

Discussion and Teaching:

- Inhaler self-management - “How do you feel about having asthma?” - “Is your asthma in control?”
- “When do you need epinephrine?” - “How would you go about getting your epinephrine when needed?”

Always work with families and consider developmental stage more than chronological age

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05

HIGH SCHOOL YEARS

15 – 17 years

Students need assistance in making choices on avoiding exposures & managing symptoms

Working towards independent care



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High School Self-Care Skills



Overall Skills

Can perform self-care
Understands physiology of condition and makes appropriate decisions



Asthma

Identifies inhalers and their action
Takes the lead in managing symptoms and taking medications



Allergies

Takes responsibility to avoid allergens
Carries epinephrine responsibly
Knows when and how to administer emergency medication

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Specific Considerations for High School Students



Independence

Teen manages self-care with inhaled and /or allergy medications



Self-Advocate

Becomes an active partner in asthma & allergy care



Ready to Launch

Teen has the skills to self-manage condition in an independent setting

Discussion and Teaching:

- “When is your next doctor appointment – what are you going to prepare to discuss?” - Medication self-management - Picking up prescriptions - Identifying when asthma is in control – Medical emergency
- Epinephrine self-management, including watching expiration dates - Allergen avoidance - Food label reading - Managing in a restaurant setting

Always work with families and consider developmental stage more than chronological age

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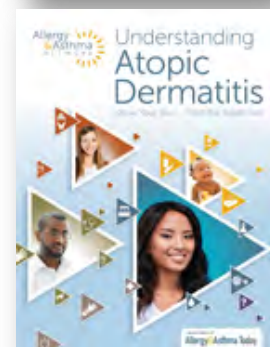
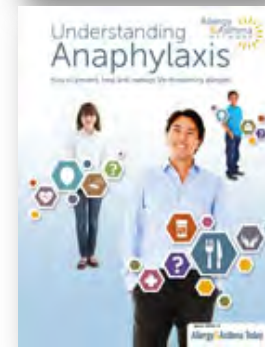
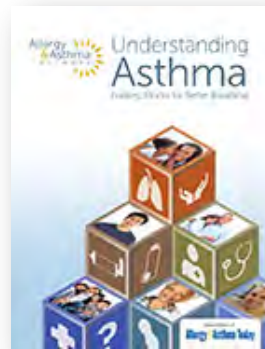
EVIDENCE-BASED RESOURCES FOR TEACHING & CARE



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ALLERGY & ASTHMA NETWORK

- ✓ Understanding Asthma
- ✓ Understanding Allergies
- ✓ Understanding Anaphylaxis
- ✓ Understanding Atopic Dermatitis

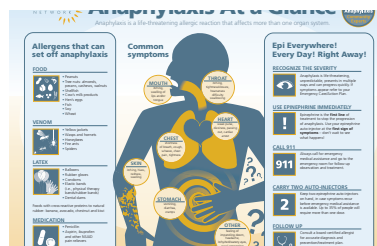


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Posters



Respiratory Treatments



Anaphylaxis at a Glance




Epinephrine Treatments

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Allergy 101
Information on allergies and management

School Safety Guidance for Allergy Management
School specific information on education and emergency response

Educational Resources for Student & Staff Instruction
Programs & resources




Allergy & Anaphylaxis
A Practical Guide for Schools and Families

Will be updated in 2022


01

02

03



Allegory 101
School Safety Guidance for Allergy Management
Educational Resources for Student & Staff Instruction

Distribution sponsored by 

Take Action. Take Control

Created by Allergy & Asthma Network and CHEST

ASTHMA: TAKE ACTION. TAKE CONTROL.





This asthma awareness campaign is supported in part by grants from Bankinger, Ingham and Associates.

- Symptoms
- Steps to Control Asthma
- Signs your Asthma May be Difficult to Control

Asthma.chestnet.org

Web-based Resources for Teaching

<p style="font-size: 24px; font-weight: bold; margin: 0;">01</p> <p style="font-weight: bold; margin: 5px 0;">KidsHealth</p> <p style="margin: 5px 0;">Portals for Educators Teacher's guides</p> 	<p style="font-size: 24px; font-weight: bold; margin: 0;">02</p> <p style="font-weight: bold; margin: 5px 0;">Open Airways</p> <p style="margin: 5px 0;">American Lung Association Curriculum Available</p> 	<p style="font-size: 24px; font-weight: bold; margin: 0;">03</p> <p style="font-weight: bold; margin: 5px 0;">FAME</p> <p style="margin: 5px 0;">Food Allergy Management & Education</p> 	<p style="font-size: 24px; font-weight: bold; margin: 0;">04</p> <p style="font-weight: bold; margin: 5px 0;">AMES</p> <p style="margin: 5px 0;">Asthma Management & Education for Schools</p> 
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Children & Teens should feel good about their asthma and allergy care

<p style="font-size: 36px; font-weight: bold; margin: 0;">01</p> <p style="font-weight: bold; margin: 5px 0;">Fully participate</p> <p style="margin: 5px 0;">Participate in activities:</p> <ul style="list-style-type: none"> • Physical activity with asthma • Activities that may include allergens 	<p style="font-size: 36px; font-weight: bold; margin: 0;">02</p> <p style="font-weight: bold; margin: 5px 0;">Sleep well</p> <p style="margin: 5px 0;">Have a good sleep routine</p> <ul style="list-style-type: none"> • No asthma symptoms at night • Anxiety management about chronic health condition 	<p style="font-size: 36px; font-weight: bold; margin: 0;">03</p> <p style="font-weight: bold; margin: 5px 0;">Have "normal" life</p> <ul style="list-style-type: none"> • Have normal or near normal lung function • No bullying or isolation at lunch time
<p style="font-size: 36px; font-weight: bold; margin: 0;">04</p> <p style="font-weight: bold; margin: 5px 0;">Have few or no ER visits</p> <p style="margin: 5px 0;">Preventive care preventing emergencies</p> <ul style="list-style-type: none"> • Asthma care and medication management • Prevent allergen exposures whenever possible 	<p style="font-size: 36px; font-weight: bold; margin: 0;">05</p> <p style="font-weight: bold; margin: 5px 0;">Few side effects</p> <p style="margin: 5px 0;">Right medication at the right time</p> <ul style="list-style-type: none"> • Quick relief vs. controller asthma medications • Epinephrine FIRST, epinephrine FAST in an anaphylactic emergency 	<p style="font-size: 36px; font-weight: bold; margin: 0;">06</p> <p style="font-weight: bold; margin: 5px 0;">Growing independence</p> <p style="margin: 5px 0;">Encourage self-care and a strong sense of self</p> <ul style="list-style-type: none"> • Feel good about who they are • Feel empowered to live a full life

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Educated Students = Empowered Students = Positive Health Outcomes



- ✓ Children need to learn how to take care of their chronic conditions
- ✓ When they do, they can self-manage & react quickly in emergencies
- ✓ More children can have positive outcomes like Riley!

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QUESTIONS



We'll get to as many questions as we can!

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Next Webinar



COVID-19 & Immunity Issues: Upcoming Treatment Options

January 20, 2022

4:00 PM ET

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Breathe Better Together

Allergy
& Asthma
NETWORK



allergyasthmanetwork.org

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