

Required Disclosures and Disclaimers – slide 1 of 3

To receive contact hours for this event you must:

- Sign in, completing all fields of the sign in sheet
- Be present for the entire event
- Complete and return an evaluation & note time completed.
- Evaluations and sign in sheets must be received (fax, email with a scanned attachment, or mail) by the DHHS School Health Program before a certificate is issued.
- Our planning committee and presenters today have no real or perceived conflicts of interest, or financial or commercial influences, to disclose that might bias the content of our program.

Required Disclosures and Disclaimers – slide 2 of 3

- There will be no discussion of off-label or unapproved used of medication in this program.

WE ARE RECORDING...

- The presenters have consented to this program being recorded.
- This session is being recorded for later on-demand viewing.

Required Disclosures and Disclaimers – slide 3 of 3

- The opinions and viewpoints expressed in this program are the sole responsibility of the presenter, and do not necessarily reflect the views, policies, or positions of:
 - The Nebraska Department of Health and Human Services;
 - The Nebraska Statewide Telehealth Network or our participating member locations; or
 - CNE-Net, the continuing education arm of the North Dakota Nurses Association.

THANK YOU!

School Nurse 101 Session #3

October 26, 2011

Presented by Carol Tucker RN, BSN,
DHHS School Health Program

And Nina Baker, Parent Training and Information
Nebraska, Family Health Information Center



Working with Children with Special Health Care Needs

Children with special health care needs (CSHCN)

Children with special health care needs (CSHCN) are defined by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) as:

- “...those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.”

Characteristics of CSHCN

- All children should be screened for special health care needs.
- Children who are at increased risk for developing special health care needs may need special services at school also.
- 1 in 5 families have a child with special health care needs.
- The degree of special health care need can vary from child to child, but they all share the affects of their conditions, such as needing medications or therapies, special educational services, or assistive devices or equipment.
- Health care interventions often improve the quality of life or be actually life-sustaining.

Family needs

- Families may need more education about their child with special health care needs.
- Families need more support in coping with the consequences of their child's needs.
- Families need to be included in the decision-making process for their child's special health care needs.
- Families and children with special health care needs may need assistance in helping make the transition to adulthood.

Help with making the transition

- Healthy and Ready to Work - <http://www.hrtw.org/>
- Center for Persons with Disabilities - <http://www.cpd.usu.edu/>

Greater need for access to health care...

- Prescription medications - 86 %
- Specialty medical care - 52 %
- Vision care - 33 %
- Mental health care - 25 %
- Specialized therapies - 23 %
- Medical equipment - 11 %
- 16 % report at least one unmet need for services; the most commonly mentioned is preventive dental care.

Paying for special health care...

- More children with special health care needs have private and/or public health insurance.
- Insurance does not always cover services needed.
- Providers of special health care are not always within their home community.
- 5-6% of CSHCN do not have a regular health care provider who knows the child well and can coordinate the health care for the child and the family.
- Health care needs to include and acknowledge the family as an important and constant presence in the child's life.

Impact on the Family...

- Time, finances, and employment status.
 - Often there are out-of-pocket expenses for the family for health care
 - More of the parent's time is required to take care of the child with special health care needs.
 - Many times the child's needs can interfere with the parent's work schedule.
 - Some parents have to work fewer hours or quit working altogether to care for their child

- 
- McPherson M, Arango P, Fox H, Lauver C, McManus M, Newacheck P, Perrin J, Shonkoff J, Strickland B. A new definition of children with special health care needs. *Pediatrics*, 102(1):137–140, 1998.
 - Utah Department of Health, Children with Special Health Care Needs. <http://health.utah.gov/cshcn/>

Best Practice Guidelines: Disability Etiquette

Keep in mind the following practices when interacting with people with disabilities.

- Never assume you know what a person with a disability wants or needs.
- If offering any assistance, *always* wait for a response and then follow the individual's instructions.
- When talking to a person with a disability, talk directly to that individual, not the friend, companion or sign language interpreter who may be present.

- 
- Respect all assistive devices (i.e. canes, wheelchairs, crutches, communication boards) as personal property. Unless given permission, do not move, play with or use them.
 - Remember that people with disabilities are interested in the same topics of conversations as individuals without disabilities.

- If talking with a person using a wheelchair for any length of time, try to place yourself at their eye level. (*This is to avoid stiff necks and “talking down” to the individual.*)
- Remember to show your face while talking with someone who is deaf or has a hearing impairment
- *Do not* shout or raise your voice unless asked to do so.
- When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear artificial limbs can usually shake hands. (Shaking hands with your left hand is acceptable.)

- 
- If greeting someone who is blind or has a visual impairment, identify yourself and those who may be accompanying you.
 - Do not pet or make a service dog the focus of conversation.
 - Let the individual know if you move or need to end the conversation.

- When interacting with a person who is visually impaired, follow their lead. If they need assistance, they will ask.
- Allow the person to negotiate their surroundings, e.g., finding the door handle, locating a chair, etc.
- Treat adults as adults. Address people with disabilities by their first name only when extending the same familiarity to all others.

[Basic Disability Etiquette Tips](#), PACER Center, Inc (2004). Also useful as a handout.
[Disability Etiquette](#), Office of Diversity and Affirmative Action (2006), Illinois State University.



Questions?



**Family to Family
Health Information Center
at
PTI Nebraska**

6805 Grover St
Omaha, NE 68134
888-490-9233



PTI Nebraska is...

funded in by the federal and state departments of
Education

Parent Training and Information for Families of Children with Disabilities

- Non profit organization funded by both the Federal and State Departments of Education.
- There is at least one parent center in each state and Nebraska's is located in Omaha.
- PTI serves the whole State of Nebraska.
- PTI provides training, information and support to parents who have a child that receives special education services.

There is no charge for any service provided by PTI Nebraska

- Conversations are kept confidential
- PTI serves families with children with special needs age birth through twenty six with special needs
- PTI Nebraska is the home for the Family to Family Health Information Center in Nebraska

The Staff at PTI Nebraska

- are parent/professionals who are available to talk to parents and professionals by phone, e-mail or in person about special education, other services, and disability specific information

Why Parent Training and Information Centers?

- To help families get information about services for their children with disabilities
- To provide one on one support to parents.
- To help families with decisions that make a difference in the lives of children with disabilities.
- To connect children with disabilities to community resources that address their needs.
- Because every year many mothers become mothers of children with disabilities.

Family to Family Health Information Center

PTI Nebraska is the home of
Nebraska's **Family to Family
Health Information Center**

Funding for the center was received from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB), Division of Services for Children with Special Health Needs and developed to serve families in Nebraska.

Family to Family Health Information Center:

Provides information about:

- Health conditions and disabilities
- Youth preparing for transition from high school
- Health care professionals who serve families and youth

Family to Family Health Information Center will:

Provides information about:

- Medical and financial resources
- Forming partnerships with health professionals
- Planning for transition that includes health, education and employment

Call the Family to Family Health Information Center at PTI Nebraska

- To assist Youth with Special Health Care Needs (CYSHCN) to make informed choices about health care
- To get information about health care needs and resources
- To identify successful health delivery models
- To develop partnerships and collaboration between families of children with special health care needs and health professionals

Call the Family to Family Health Information Center at PTI Nebraska

- For training and guidance regarding the care Children and Youth with Special Health Care Needs (CYSHCN)
- To conduct outreach to families, health professionals, schools and others

**F2F Provides
Outreach/Awareness of
Individualized Healthcare
Plans**

IHP

Individualized Healthcare Plan

Family to Family
Health Information Center
PTI Nebraska
888-490-9233
Or 402-346-9233

Outcomes for IHP

- What is skilled medical care
- What is included in an Individualized Healthcare plan (IHP)
- Who is responsible for the development of the IHP
- What is the parent's role in the IHP

Individualized Healthcare Plan

Purpose:

- Communicate health/medical safety needs
 - In school, including field trips and extracurricular activities
- Specify emergency interventions
- Consider the range of interventions to support student success, (school nurse)
- Articulate the expected actions of school personnel and expected outcomes

F2F Explains Benefits/limitations of Nurse Practice Act

- Complex interventions require nursing judgment to alter standards of care in accordance with need of a student may not be delegated to non-nurses
- Non-complex interventions can safely be performed. They do not require alteration of standard of care when results and student responses are predictable

**F2F Promotes
Family/Professional
Partnerships
(Medical Home)**

What is a Medical Home?

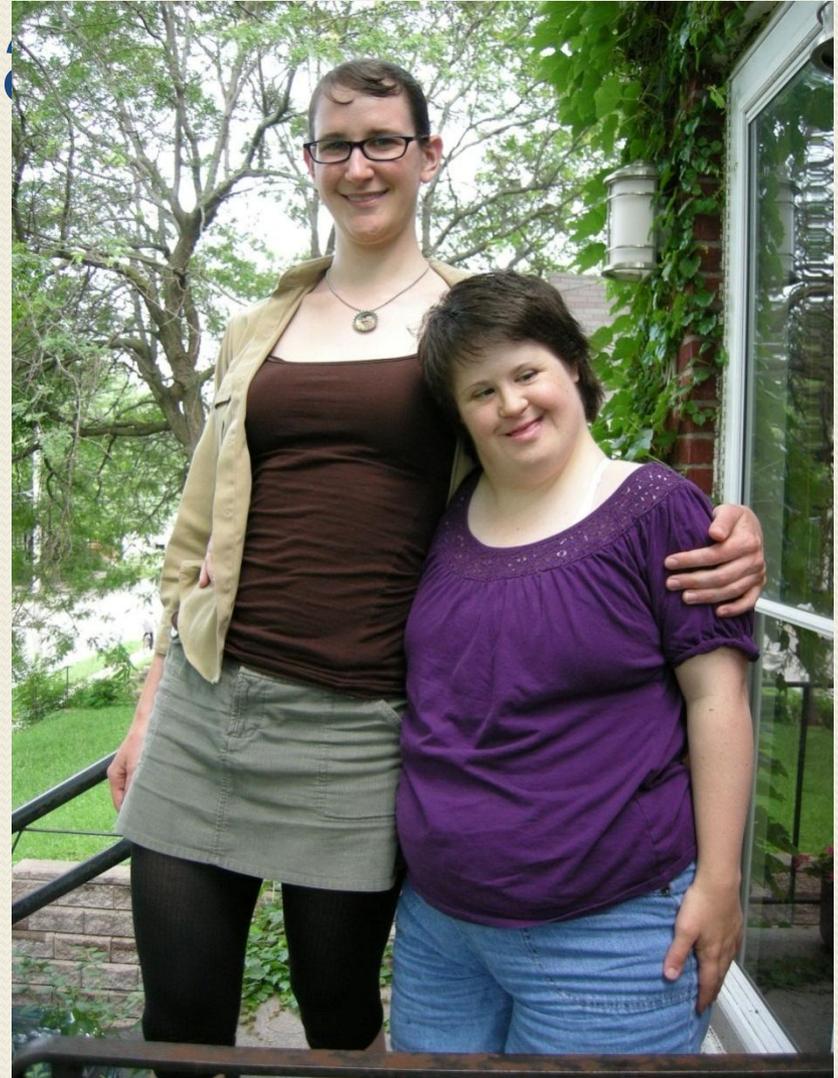
American Academy of
Pediatrics

- Accessible
- Family Centered
- Continuous
- Comprehensive
- Coordinated
- Compassionate
- Culturally Effective



What is a Medical

- Care is provided by professionals families know and trust.
- Health care professionals and parents are partners to help children achieve their potential



F2F Provides Training For Youth

- Take Charge Of Your Health
- Focus on wellness and communication
- Activities to engage participation
 - Booklet to write in
 - Blood Pressure Check
 - Temperature Check
 - Weight Check
 - Packet of health related items

F2F Provides Information about Access to Insurance and Financing

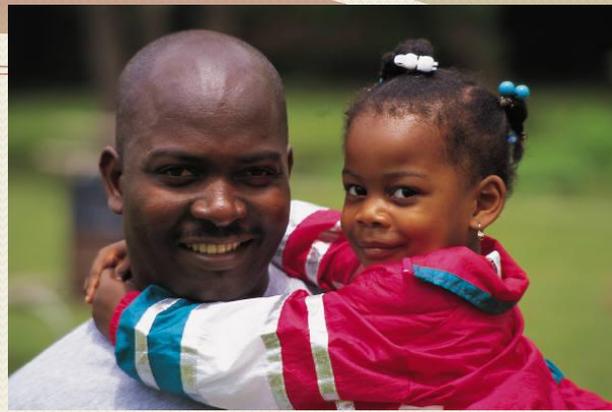
- Understanding Insurance
- SCHIP – Kids Connection
- SSI
- Medicaid
- Waiver Programs
- Private and Public funding options

Six Core Outcomes

- Family Professional Partnerships/Cultural Competence
- Medical Home
- Health Insurance and Financing
- Community Integrated Services
- Early and Continuous Screening
- Transition to Adult Health Care

A different world cannot
be built by indifferent
people.





You Make the Difference



Three Questions?

- What do you want/need to know?
- What do you want/need US to know?
- What do families need to know?

Thank you

- Please complete the evaluation.
- Turn in the blue Family Information Form and the evaluation.
- We have 2 door prizes to award.



Writing Individual Health Care Plans

What is the basis for writing an IHP?

The Purpose of the IHP

- Essential to achieve educational equality for students with health management needs
- Ensures access to an education for students with special health care needs, whether or not the student is classified as eligible for special education
- Provides preparation for an emergency for the individual student with health needs

What is an Individual Health Care Plan?

A formal written agreement developed with the interdisciplinary collaboration of the school staff in partnership with the student's family, the student, and the student's health care provider(s)

Why an IHP?

- Ensures that the school has needed information and authorization
- Addresses family & school concerns
- Clarifies roles & responsibilities
- Establishes a basis for ongoing teamwork, communication, & evaluation

- 
- Contains information, guidelines & standards that promote a student's health & educational goals
 - Avoids unnecessary risk, restriction, stigma, illness, & absence

Benefits of the IHP for the School

- Protects individual personnel and district liability of school boards & administrators
- Documents compliance with federal and state laws and regulations
- Defines focus of nursing & validated SN position in the school
- Clarifying & consolidating information to help with planning for staffing, budgeting, professional development, policies, & cost-effective use of school and community resources

IHP needs to provide for collaboration

- Opportunities for collaborative planning & problem-solving among staff & parents
- Coordination of physical, social, emotional & academic goals
- Academic & social continuity

IHP also provides...

- Achievement of personal fitness goals and safe participation in physical education, sports, field trips and other special events
- Identify needed staff training & peer sensitization
- Environmental controls (maintaining air quality, elimination of irritants, allergens, & toxic hazards)

The IHP is...

- Medically timely & helps provide convenient access to medication at all times
- Individualized for crisis & emergency management
- Helpful to prioritize health needs of students with multiple health issues

Why is an IHP needed?

- Students with a health impairment or physical disability need documentation of their needs and students with complex health impairments or physical disability need the services of an IHP
- The IHP clarifies the provision of medication, monitoring of health status, & other aspects of health management

Who might need an IHP?

Students with...

- Asthma
- Serious allergies
- Chronic conditions
- Physical disabilities
- ADD/ADHD
- Students who are medically fragile
- Students who require extended nursing care
- Medication needs
- Need for daily nursing care
- Need for assistance to learn activities of daily living such as toileting
- Other...

What are the consequences of not having an IHP?

- Students can't reliably access medication as needed
- Staff members do not understand the precautions necessary to avoid hazardous or life-threatening situations
- Staff can't assist students to overcome obstacles to participation & academic achievement

Other negative consequences...

- Student absences may increase
- Student absences & poor performance may be blamed on the child or family
- Student health deteriorates
- Student lives may be threatened
- Other students may also suffer

Special Education...

- If the child is receiving special education services, incorporate the information relating to the IHP into the IEP meeting
- Request that the IHP services be included as part of the IEP
- Ensure that the IHP section of the IEP be shared with all relevant staff & administrators

- 
- If the child is not currently receiving special education services, consider whether the child may be eligible for special education services or a 504 plan (for example, Other Health Impaired; Physical Disability)
 - If appropriate, request an evaluation for special education services. Ensure that the child's health issues are evaluated.

504 Plans...

- If the child's special health care needs significantly impact the child's daily activities (learning, breathing, seeing, walking, etc.) in the school environment, a Section 504 evaluation can be done.
- Invite the parent/guardian to meet with the 504 team to share information on the child's special health care needs & develop a Section 504 plan.

Other...

- If the child's special health care needs do not require special education or a Section 504 plan, an IHP may still be needed
- Identify key times of day, activities, places, etc. that require special attention

Developing the IHP...

- Assessment
 - Nursing Diagnosis
 - Goals
 - Nursing Interventions
 - Expected Outcomes
-
- Include Emergency plans in IHP

Assessment

- The child's parent/guardian may or may not bring forth the health issue the child is facing.
- Speak with the child & parents/guardians about the child's school experiences and the potential threats to his/her health in the school environment
- Review information from the child's health care provider(s) about the child's specialized needs in the school environment, past IHP's, IEP's, 504 plans

Assessment

- Request the child's health care provider(s) document the child's needs and necessary supports, services, etc. in writing to share with the school
- Check with other school staff who interact with student
- Observe student in classroom

Nursing Diagnosis

- Brief description of health concern
- Provides the basis for the intervention that will be carried out
- May be actual concern or potential for an issue
- Provides consistent medical terminology
- Student may have multiple nursing diagnoses – set priorities for ones that will most affect the student's learning or classroom experience

Goals

- This is what you hope for the student - should be realistic, clear and concise, understandable by student, school staff, parents, health staff
- Can be long-term or short term
- Should be measurable – such as will progress to this... or a resolution of the issue

Interventions

- Identification of parties responsible to provide services, supports, etc.
- Description of training/professional development needed and how and when it will be provided
- Specify ongoing services as well as protocols for emergencies
- How and how often will the family be informed of status of implementation?

More on Interventions

- Describe the responsibilities of all parties, including principal, school nurse, teacher, paraprofessional, family, and student, including back-up plans when the trained provider is absent, etc.
- Set starting date for implementation
- Set dates for periodic review of the plan to ensure it is effective

Expected Outcomes

- Like goals, tells what you hope for student, how it is measured and adds a time line
- May be long-term or short term
- Link to academic performance if possible through improved attendance, readiness to learn, accomplishment in the classroom

Once the IHP is developed...

- Sign and date the IHP document
- Copy the IHP document
- Disseminate the document to all relevant school and district staff, family members, student if appropriate
- Meet as needed with staff members who have responsibilities under the IHP to explain their responsibilities & set up training

Provide follow-up...

- Ensure that training is provided
- Ensure the IHP is being implemented
- Contact appropriate staff periodically to ensure plan is working
- Check with student frequently to check on progress

Evaluation of IHP

- Update the IHP annually and PRN
- Is student meeting goals & having positive outcomes?
- Do staff members need review of training?
- Are there new staff members working with the student
- Modify plan as needed for changes in health condition
- Are there new health issues that need to be addressed?
- Are parent/guardian in agreement with progress of IHP or are they requesting changes?

References

- Arnold, Martha J., & Silkworth, Cynthia, (1999) *The School Nurse's Source Book of Individualized Healthcare Plans*, North Branch, MN Sunrise River Press
- Family to Family Healthcare Center
http://www.spannj.org/Family2Family/individual_health_plan.htm
- School Nursing <http://school-nursing.org/careplans.html>
- Iowa Department of Education
http://educateiowa.gov/index.php?option=com_content&task=view&id=1604&Itemid=2383
<http://www.k12connections.iptv.org/pdfs/IowaStudentIndividualHealthPlan.pdf>
- Pacer Center <http://www.pacer.org/health/samplehealthplans.asp>

Questions?

Carol Tucker R.N. B.S.N.

P.O. Box 95026, Lincoln, NE 68509-5026

Phone: (402) 471-1373, Toll Free: (800) 801-1122

Fax: (402) 471-7049, Cell: (402) 318-3292

Email: carol.tucker@nebraska.gov

Website: www.dhhs.ne.gov/schoolhealth