Board Logo

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| ASTHMA **Plan of Care** (Sample) | | |
| STUDENT INFORMATION | | |
|  | | |  | | --- | | Insert Photo | |
| Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date Of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Ontario Ed. # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Any other medical condition or allergy?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | MedicAlert® ID  Yes  No |

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| EMERGENCY CONTACTS (LIST IN PRIORITY) | | | |
| NAME | RELATIONSHIP | DAYTIME PHONE | ALTERNATE PHONE |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

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| KNOWN ASTHMA TRIGGERS | | | | | |
| CHECK (✓) ALL THOSE THAT APPLY | | | | | |
| Colds/Flu/Illness | Weather (cold/hot/humid) | | Pets/Animals | | Strong Smells |
| Vape/Smoke (e.g., tobacco, fire, cannabis, second-hand smoke) | Mould | Dust | Pollution | | Pollen |
| Physical Activity/Exercise | Strong Emotions (e.g., anxiety, stress, laughing, crying, etc.) | | | Other (Specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| At Risk For Anaphylaxis (Specify Allergen) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| Asthma Trigger Avoidance Instructions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |

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| DAILY/ ROUTINE ASTHMA MANAGEMENT | | | | | | | |
| RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES | | | | | | | |
| A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used: | | | | | | | |
|  | | | | | | | |
| When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing). | | | | | | | |
| Other (explain): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| Use of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the dose of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as needed. | | | | | | | |
| (Name of Medication) (Number of Puffs) | | | | | | | |
|  | | | | | | | |
| Spacer (valved holding chamber) provided? | | | Yes | | No | |  |
| Place a (✓) check mark beside the type of reliever inhaler that the student uses: | | | | | | | |
| Airomir/Salbutamol | Ventolin/Albuterol | | Bricanyl/Terbutaline | | | Other (Specify) | |
|  | | | | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible (i**n accordance to [Ryan’s Law](https://lunghealth.ca/lung-disease/ryans-law/)) | | | | | | | |
|  | | | | | | | |
| Reliever inhaler is kept: | | |  | | | | |
| With \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other Location: \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| In locker # \_\_\_\_\_\_\_\_\_\_ Locker Combination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |  |
|  | | | | | | | |
| Student **will carry** their reliever inhaler **at all times** including in the classroom, outside the classroom (e.g., library, cafeteria/lunchroom, gym) and off-site (e.g., field trips/excursions) | | | | | | | |
| Reliever inhaler is kept in the student’s: | | | | | | | |
| Pocket | | | Backpack/fanny Pack | | | | |
| Case/pouch | | | Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | | | | | | | |
| Does student require assistance to **administer** reliever inhaler?  Yes  No | | | | | | | |
| Student’s **spare** reliever inhaler is kept: | | | | | | | |
| In main office (specify location): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| In locker #: \_\_\_\_\_\_\_\_\_\_ Locker Combination: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
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| CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITES | | | | | | | |
| Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity). | | | | | | | |
|  | | | | | | | |
| Use/administer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | In the dose of \_\_\_\_\_ | | At the following times: \_\_\_\_\_\_\_\_\_\_\_ | | | |
| (Name of Medication) | |  | | | | | |
|  | | | | | | | |
| Use/administer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | In the dose of \_\_\_\_\_ | | At the following times: \_\_\_\_\_\_\_\_\_\_\_ | | | |
| (Name of Medication) | |  | | | | | |
|  | | | | | | | |
| Use/administer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | In the dose of \_\_\_\_\_ | | At the following times: \_\_\_\_\_\_\_\_\_\_\_ | | | |
| (Name of Medication) | |  | | | | | |
|  | | | | | | | |

**Note:** Ask parents/guardians for the child’s **Asthma Action Plan** and go over it with them. Download the Action Plan [here](https://asthma.ca/wp-content/uploads/2020/08/Kids-Action-Plan-FINAL-2022.pdf) or visit https://lunghealth.ca/resource-library/

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| EMERGENCY PROCEDURES |
| FOR MANAGEMENT **IF ANY OF THE FOLLOWING OCCUR:** |
| * Continuous coughing |
| * Trouble breathing |
| * Chest tightness |
| * Wheezing (whistling sound in chest) |
| (\* Student may also be restless, irritable and/or quiet.) |
|  |
| **TAKE ACTION:** |
| **STEP 1:** Immediately use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided. |
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| **STEP 2:** Check symptoms. Only return to normal activity when all symptoms are gone. |
| If symptoms get worse or do not improve within 10 minutes, this is an **EMERGENCY!** |
| Follow steps below. |
|  |
| FOR AN EMERGENCY **IF ANY OF THE FOLLOWING OCCUR:** |
| * Reliever puffer **lasts less** than 3 hours * Breathing is difficult and fast |
| * Cannot speak in full sentences |
| * Lips or nail beds are blue or grey |
| * Skin on neck or chest sucked in with each breath |
| (\*Student may also be anxious, restless, and/or quiet.) |
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| **EMERGENCY ACTION:** |
| **STEP 1:** **IMMEDIATELY USE ANY FAST-ACTING RELIEVER (USUALLY A BLUE INHALER). USE A SPACER IF PROVIDED.** |
| Call 9-1-1 for an ambulance. Follow 9-1-1 communication protocol with emergency responders. |
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| **STEP 2:** If symptoms continue, use reliever inhaler every 5-15 minutes until medical attention arrives. |
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| While waiting for medical help to arrive: |
| * Have student sit up with arms resting on a table (do not have student lie down unless it is an anaphylactic reaction). |
| * Do not have the student breathe into a bag. |
| * Stay calm, reassure the student and stay by their side. |
| * Notify parent(s)/guardian(s) or emergency contact. |
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| HEALTHCARE PROVIDER INFORMATION (OPTIONAL) | |
| **Healthcare provider may include**: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.  Healthcare Provider’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | |
| Profession/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | |
| Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| Special Instructions/Notes/Prescription Labels: | |
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| If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.  🟏This information may remain on file if there are no changes to the student’s medical condition. | |

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| AUTHORIZATION/PLAN REVIEW | | | | |
| INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED | | | | |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | | | | |
| 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Other Individuals To Be Contacted Regarding Plan Of Care: | | | | |
| Before-School Program | Yes  No | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | | | | |
| After-School Program | Yes  No | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | | | | |
| School Bus Driver/Route # (If Applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | | | | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | | | | |
| **This plan remains in effect for the 20\_\_\_— 20\_\_\_ school year without change and will be reviewed on or before:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year). | | | | |
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| Parent(s)/Guardian(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | Signature | |  |
|  | | | | |
| Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | Signature | |  |
|  | | | | |
| Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | | Signature | |  |