



# **SBHCs & Asthma Environmental Triggers Intervention Projects**

# AGENDA



Welcome and Intros

Overview

**Asthma Trigger Mini-Grant Project & 6 Tips**

Considerations for COVID-19 & Asthma

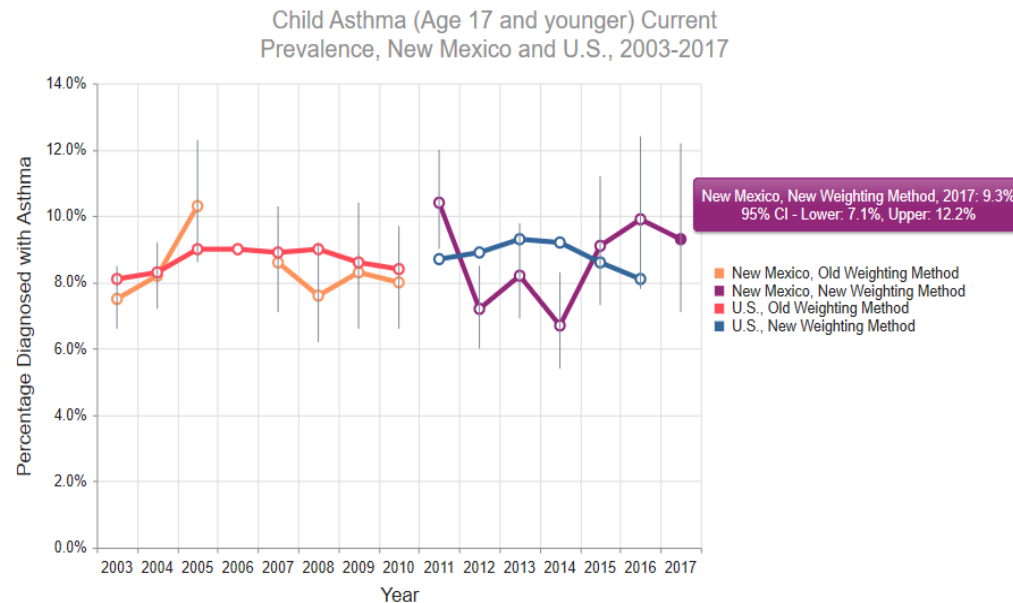
Tip Sheets

Q&A

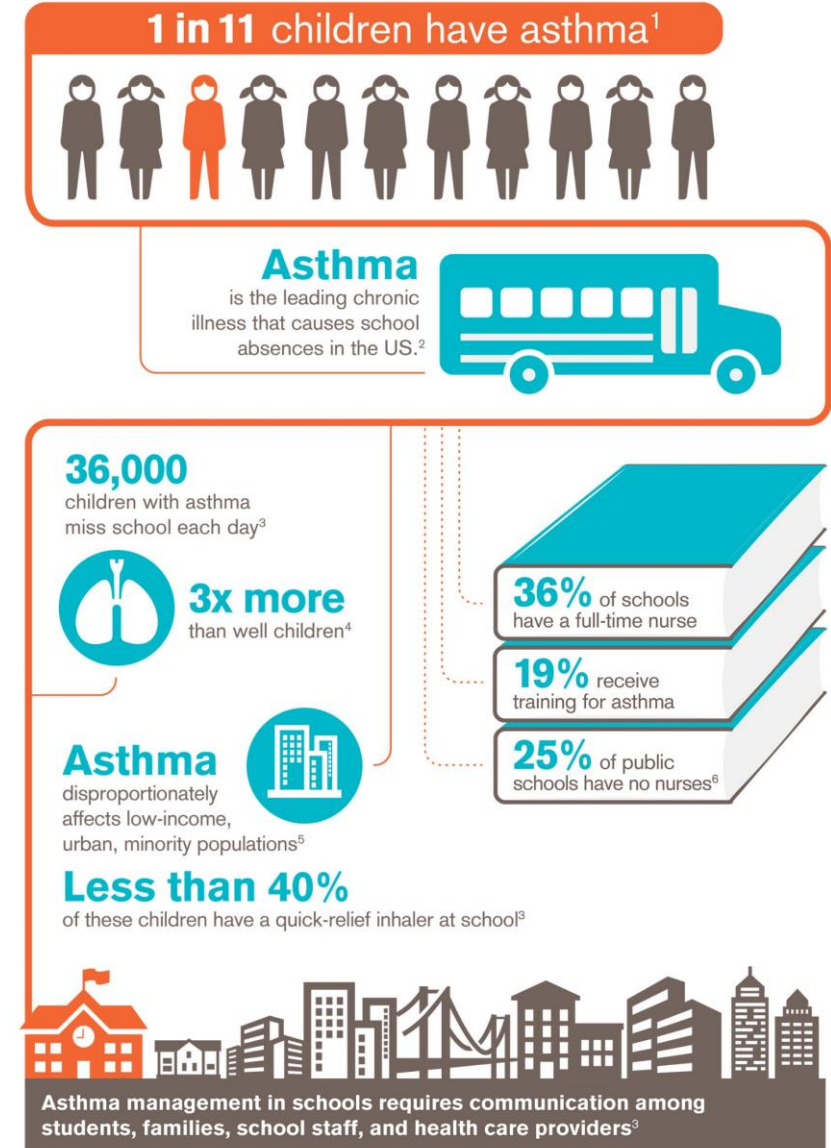
Next Steps and Thanks

# Asthma in New Mexico

- In NM, an estimated 45,503 children currently have asthma
- Asthma triggers or risk factors include viral infections, allergens or irritants. Other risk factors include smoking, obesity and prematurity.



[https://nmtracking.org/dataportal/indicator/view/AsthmaPrevChild.Current.Year.NM\\_US.html](https://nmtracking.org/dataportal/indicator/view/AsthmaPrevChild.Current.Year.NM_US.html)



References:

- Centers for Disease Control and Prevention: Asthma's Impact on the Nation, [http://www.cdc.gov/asthma/impacts\\_nation/asthmafactsheet.pdf](http://www.cdc.gov/asthma/impacts_nation/asthmafactsheet.pdf). Accessed April 1, 2015.
- Asthma and Allergy Foundation of America: Asthma Facts and Figures, <https://www.aafa.org/display.cfm?sub=42&id=8>. Accessed April 1, 2015.
- Cicuto L, Gleason M, Szefler S, J. Establishing school-centered asthma programs. Clinical Reviews in Allergy and Immunology, Dec 2014.
- Fowler MG, Davenport MG, Garg R. School functioning of US children with asthma. Pediatrics 1992;90:939-44.
- Centers for Disease Control and Prevention: Asthma and Schools, <http://www.cdc.gov/HealthyYouth/asthma/>. Accessed April 1, 2015.
- Kann L, Brener ND, Wechsler H. Overview and summary: School Health Policies and Programs Study 2006. J Sch Health 2007;77:385-97.

# How do we reduce the burden of asthma?

Utilize a broad and comprehensive approach that aligns with national guidelines

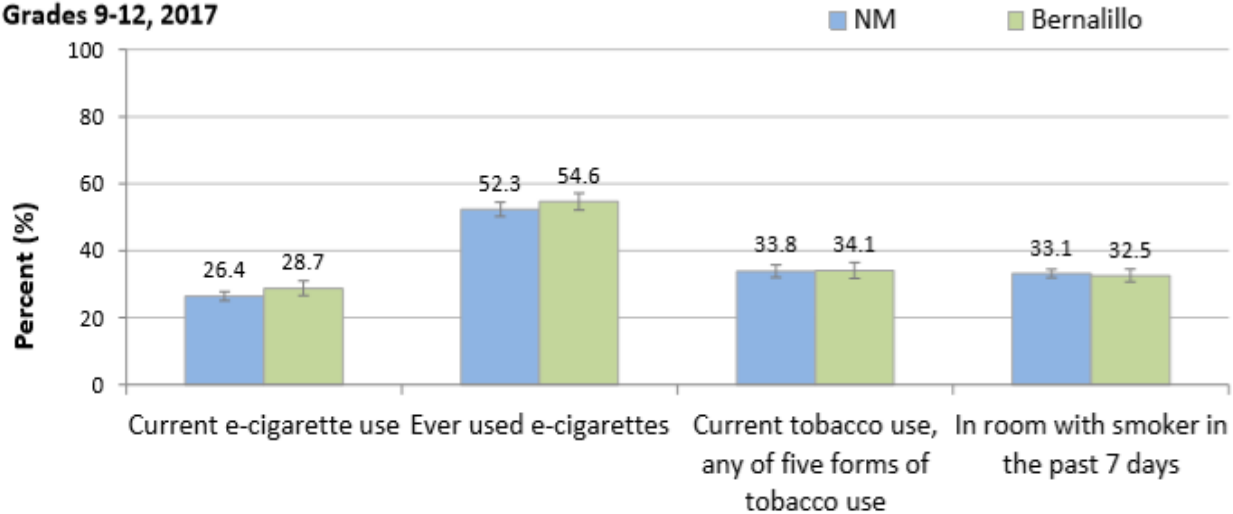
- Assessment of disease severity and control
- Comprehensive pharmacologic therapy
- Patient education
- Environmental control measures to avoid or eliminate factors that contribute to asthma onset or severity



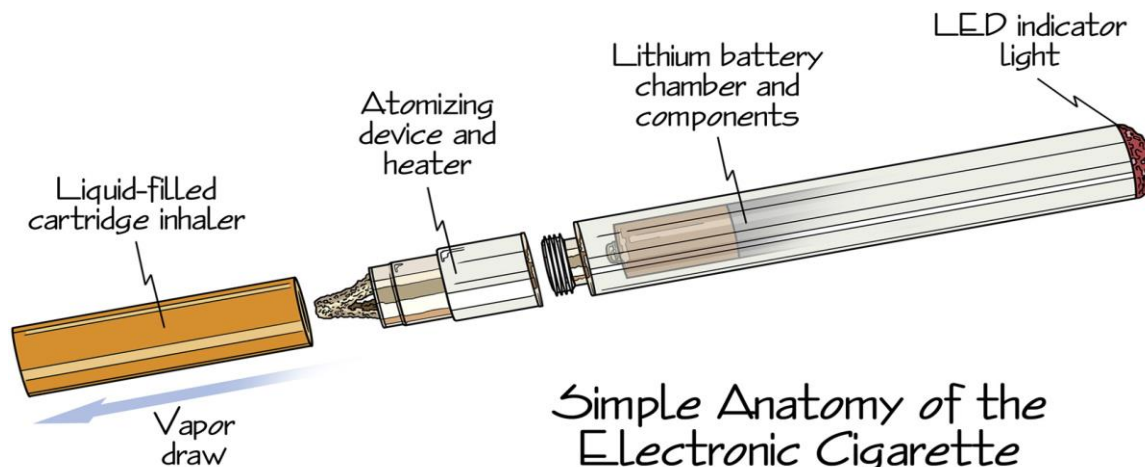


# Asthma and Smoking

Tobacco: Other Use and Exposure  
New Mexico and Bernalillo County  
Grades 9-12, 2017



<http://youthrisk.org/pdf/countyreports/YRRS-2017-HS-countyreport-bernalillo.pdf>



Simple Anatomy of the Electronic Cigarette

New Mexico 2017 YRRS  
Grades 9 - 12

## Asthma and Smoking



**21%**

of people with asthma smoke cigarettes – even though they are a known asthma trigger.



Cigarette smoke is the **2nd** most cited cause of asthma flares.

*Smokers with severe asthma have poorer asthma control and more unscheduled healthcare visits.*

**1,300**

deaths per day are attributed to smoking.



**Smoking or exposure to secondhand smoke can cause:**

- Lung cancer
- More frequent and severe asthma flares
- COPD
- Respiratory infections
- Coughing and wheezing
- Ear infections in children
- Heart disease
- Stroke
- Nicotine addiction



## Secondhand Smoke



There's **NO** safe amount of secondhand smoke!

Kids with asthma who are exposed to secondhand smoke at home = **2X** more likely to be hospitalized due to asthma flare.

Secondhand smoke contains more than **7,000** chemicals, including 70 that can cause cancer. If you breathe secondhand smoke, you breathe in many of the same chemicals the smoker is inhaling.



## Benefits to Quitting Smoking

- Repairs the body – improved lung function
- Reduces risk of asthma flare
- Reduces risk of developing COPD
- Ensures you're not harming others via secondhand smoke
- Extends your life



Sources: AAAAI, ACAAI, CDC, National Cancer Institute

## Asthma management and environmental concerns in northwest New Mexico: The role of a school-based health center in promoting well-being

The Cuba School-Based Health Center, run by Presbyterian Medical Services, serves students in elementary, middle, and high school, as well as Head Start. In this predominantly low-income community, 65% of the student population is Native American. A large majority of students live on the Navajo reservation, with transportation to and from school taking up to four hours round trip each day. Environmental factors, such as fracking and substandard housing conditions, have negative health impacts and the clinic has seen a recent increase in asthma diagnoses among children. While the school-based health center staff knew they couldn't address all the environmental factors contributing to the problem of asthma, they knew they could ensure that students with asthma received the care and support they need while at school.



"I totally believe that the teachers and coaches have a better understanding of asthma and its triggers.... The coaches now know to ask a student for their Asthma Action Plan when issues arise."

— Christine Montoya, SBHC Coordinator

They began with an effort to identify all of the students at school with asthma. Their outreach led to the identification of several students who had asthma but had not yet been identified as having asthma by the school or school-based health center. Combined with their existing patients, they had a total of 34 students with an asthma diagnosis. Six of those students were already consistently seeing their primary care physicians for asthma management.

The school-based health center staff consistently saw the other 28 students throughout the school year, supporting them with both clinical and environmental management of asthma. They gave the students appropriate asthma medications, along with spacers, and ensured that the students knew how to properly take their medications. They also gave the students Asthma Action Plans and shared them with family members and school staff, so that there was a team approach to asthma management.

The next step in their project directed their efforts at educating the students and school staff about environmental asthma triggers and included tips for reducing triggers in the Asthma Action Plans. The school-based health center staff wanted to ensure that school staff could support the students with asthma.



The high school principal assembled the school faculty, coaches, and staff for a presentation conducted by Dr. Frances Chavez, the school-based health center physician. The presentation included information on:

- The impact of asthma
- Asthma signs and symptoms
- Environmental triggers that exacerbate asthma
- Asthma Action Plans—what they are and how to use them
- How to assist a student who is having an asthma attack

The staff greatly appreciated the additional information about asthma and the environmental triggers that exacerbate symptoms. Christine Montoya, the SBHC Coordinator, explained, "I totally believe that the teachers and coaches have a better understanding of asthma and its triggers. Previously, I feel like they were, at times, thinking that the students were exaggerating how they were feeling. The coaches now know to ask a student for their Asthma Action Plan when issues arise." The SBHC could not have been as successful with their pilot program had it not been for a supportive school administration. They have a very proactive school staff and the principal and school nurses were key in the success of their project. Having buy-in from the school made the implementation of the project successful.

The students were more engaged in managing their asthma after their ongoing patient education—taking all their medications regularly and sticking with follow-up visits. Christine Montoya explained that in the past, students didn't know what resources were available to them. She shared, "Now that they know what to do, they're more proactive with their care."

School-based health center staff also attended meetings of the Navajo Nation Chapter Officials, who have been working diligently to address the broader environmental concerns of fracking and substandard housing conditions, including lack of running water and electricity in many dwellings. Students who reside in these areas now have a better understanding of what is going on with their bodies and how the environment can trigger their asthma. This has led to students seeking care more regularly when they need it. The SBHC has shared data with the Navajo Nation Chapters about the asthma burden that their students experience and with their shared interest in supporting the health and well-being of children, there may be opportunities for strong collaboration in the future, addressing the burden of asthma.

### Contact

Cuba School-Based Health Center  
Presbyterian Medical Services | tel: 575-289-2086  
<http://www.pmsnm.org/locations/cuba-school-based-health-center>



## Pojoaque Valley Public Schools: Working together to reduce asthma triggers

The vision of the Pojoaque Valley Public Schools is to advance student success including academic achievement, growth, educational excellence, and well-being. Las Clinicas del Norte Pojoaque School Based Health Center serves the 3,000 students in the school district and sees its role as advancing well-being along with the school system.



“It was a good experience to see how interested the students were in learning about asthma triggers and how to prevent them.”

— Roxanne Rodriguez, Las Clinicas del Norte staff

While the school-based health center staff didn't have data on the number of students with asthma, they knew that Latinos are less likely to receive appropriate asthma medications for preventive care, acute exacerbations, or post-emergency department care, leading to poorer health outcomes. In this community, just north of Santa Fe, where 80% of students are Latino, the school-based health center staff knew asthma was a significant concern.

While they were already providing quality clinical care to students with asthma, they also wanted to focus on ways to reduce exposure to environmental asthma triggers. Recognizing that everyone in the school community has a role to play in reducing the presence of environmental asthma triggers, the clinic staff decided to educate everyone, not just students with asthma.

Luckily, due to their strong partnership with the school administrators, the clinic staff had the support they needed to go into the classroom to conduct education sessions. They met with all of the 6th grade science teachers to discuss their plan, which included education sessions, hands-on activities with lung models and pre/post-tests.

The students loved working with the lung models and were very engaged with the learning process. In fact, center staff said that one of their greatest challenges was “containing the excitement of the students.” Most importantly, they learned a lot. In the pre-test, none of the students scored higher than 80% and half of them scored lower than that. But, by the post-test, there was a 100% pass rate.



In addition to educating the students, clinic staff provided the teachers with checklists to help them identify environmental triggers in the classroom and gave them simple tips for reducing triggers. They also sent information home with the parents about identifying and reducing home environmental asthma triggers. The clinic staff are enthusiastic about building on this success and plan to expand upon the medical services for middle school students, including offering telehealth visits focused on asthma.

“I had a lot of fun interacting with the students with the lung models and explaining the effects that asthma has on the lungs.”

— Rachel Valencia, clinic staff

### Contact

Roxanne Rodriguez, Las Clinicas del Norte Pojoaque  
School Based Health Center | tel: 505-455-4026  
<http://www.lcdn.org/SBHC.html>



## Don't Let Asthma Take Your Breath Away: Working with middle school students to address asthma triggers — A case study from Roswell, New Mexico

The La Casa Family Health Center has a long-standing commitment to addressing the problem of asthma in Roswell, New Mexico. Through a collaboration with the New Mexico Department of Health, they ran the Healthy Homes Asthma Project, conducting over 200 home visits through which they educated families about asthma, ensured they were connected to primary care services, and helped families identify and reduce environmental asthma triggers. Based on this experience, when they had a chance to implement asthma activities at their school-based health center at Mesa Middle School, they jumped at the chance!



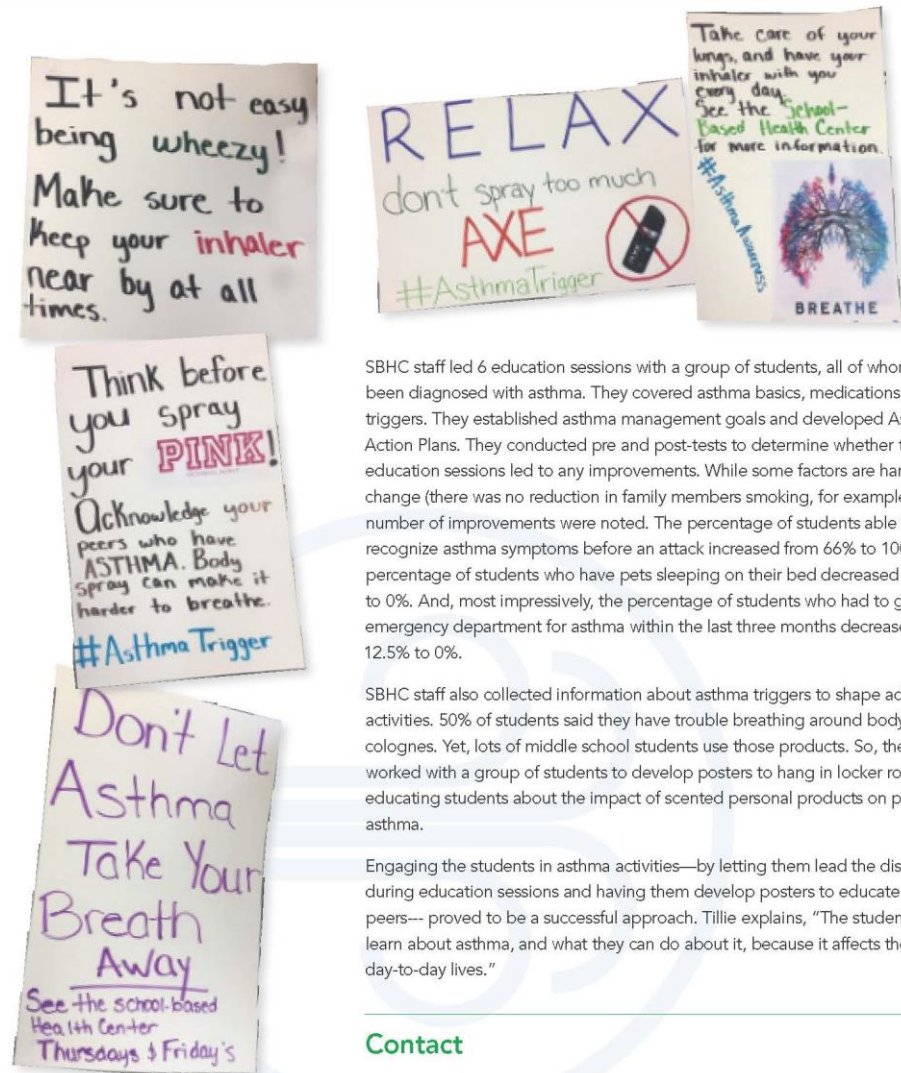
"Our SBHC staff recognizes that New Mexico...has a high asthma rate and it is important to not only treat patients with asthma but also educate them on triggers and identify ones they may not know they have."

— Tillie Crawford, School-Based Health Center Coordinator

The School-Based Health Center (SBHC) at Mesa Middle School is run by La Casa and serves over 400 students. Through an assessment they conducted, school-based health center staff found that many children had been diagnosed with asthma at a young age yet had a low level of knowledge about asthma. Most students were unable to identify or name their medications and unable to identify their asthma triggers. As coordinator, Tillie Crawford, explained, "Our SBHC staff recognizes that New Mexico, especially Southeast New Mexico, has a high asthma rate and it is important to not only treat patients with asthma but also educate them on triggers and identify ones they may not know they have."

Luckily, the clinic has built a great relationship with the principal and school staff, so they had the school's support to conduct student education activities. The clinic staff follow some key principles when conducting student education:

- Take time to talk with students using pictures and understandable language
- Let the students talk and ask questions
- Let the students answer each other's questions and guide them to the correct information
- Keep parents in the loop, making all materials available to them



SBHC staff led 6 education sessions with a group of students, all of whom had been diagnosed with asthma. They covered asthma basics, medications, and triggers. They established asthma management goals and developed Asthma Action Plans. They conducted pre and post-tests to determine whether the education sessions led to any improvements. While some factors are harder to change (there was no reduction in family members smoking, for example), a number of improvements were noted. The percentage of students able to recognize asthma symptoms before an attack increased from 66% to 100%. The percentage of students who have pets sleeping on their bed decreased from 25% to 0%. And, most impressively, the percentage of students who had to go to the emergency department for asthma within the last three months decreased from 12.5% to 0%.

SBHC staff also collected information about asthma triggers to shape additional activities. 50% of students said they have trouble breathing around body sprays or colognes. Yet, lots of middle school students use those products. So, the staff worked with a group of students to develop posters to hang in locker rooms, educating students about the impact of scented personal products on peers with asthma.

Engaging the students in asthma activities—by letting them lead the discussions during education sessions and having them develop posters to educate their peers—proved to be a successful approach. Tillie explains, "The students want to learn about asthma, and what they can do about it, because it affects their day-to-day lives."

### Contact

Tillie Crawford, School-Based Health Center Coordinator  
Mesa Middle School School-Based Health Center | tel: 575-627-2808  
<https://www.risd.k12.nm.us/administration/instruction/sbhc.cfm>



## Santa Rosa Consolidated School Bus Drivers Don't Sit Idle: A unique partnership to reduce air pollution in New Mexico

The Lion Care Health Center serves four different school sites in Santa Rosa, New Mexico, with students ranging from Pre-K through 12th grade. Asthma prevalence is extremely high in this community—approximately 20% of students across the four schools have been diagnosed with asthma.



"I felt like focusing on reducing bus idling would allow me to accomplish great things!"

— Cara Pacheco, School-Based Health Center Coordinator



The Health Center Coordinator, Cara Pacheco, understands the problem of asthma personally. Her son suffered from asthma and it was often triggered by outdoor pollutants. Cara knows exactly where some of this pollution comes from because, in addition to being a health center coordinator and a mother of an asthmatic, she is also a bus driver for the school district. As a bus driver, she knows that exhaust fumes are harmful and that idling creates a lot of excess pollution. She explained, "I felt like focusing on reducing bus idling would allow me to accomplish great things!"

Cara began her project by researching whether their local district had any existing policies on idling. They didn't, so her next step was to look at the state policy on idling. She found that there is a state regulation on bus idling, but it's focused solely on safety and included nothing about reducing pollution. This meant that Cara and her colleagues had to come up with their own policy. Luckily, many models exist and they were able to draft an Idle Free School Policy for Santa Rosa Consolidated Schools.

Cara knew that a key to successful policy change is to get people on board by addressing their concerns. She spoke with her fellow bus drivers who shared their concerns and she had an answer for each!

**CONCERN:** "We have to keep the bus warm for students."

**RESPONSE:** "Most, if not all, of the students will have a jacket and they're so focused on talking with other students that they won't even notice the temperature."



**CONCERN:** "I don't want to be cold while I'm waiting for my kids to load."

**RESPONSE:** "Instead of sitting in our buses, let's gather in the school where it's warm and we can visit with each other."

**CONCERN:** "How is this going to affect the performance of the bus if the engine is cold?"

**RESPONSE:** "All diesel buses are equipped with an engine block heater plug which keeps our engines warm, so as long as we are using those, our engines will perform properly."

With the other bus drivers on board, they successfully passed the Idle Free Policy, effective May 1, 2018! The bus drivers were awarded with a brand-new t-shirt for helping to make this project happen. Recognizing that everyone can have a role in implementing the policy, the bus drivers, parents, and school staff all received "Don't Sit Idle" bumper stickers and car mirror hangers.

Just four days after the local policy was passed, Cara saw a morning news story about bus idling. It focused on how, across the nation, pollution from diesel buses is causing kids to get sick. Cara knows that her small community in New Mexico will have cleaner air, as a result of this policy change, and hopes districts across the nation can join in creating cleaner air for kids.

### Tools on Anti-Idling Programs

- Airwatch Northwest Anti-Idling Programs <http://www.airwatchnw.org/anti-idling-programs>
- Clean Air at Schools (CASEO) Anti-Idling Program [http://enginesoff.com/2\\_4\\_schools.htm](http://enginesoff.com/2_4_schools.htm)
- EPA Region 8's Idle Free Schools Toolkit <http://www2.epa.gov/region8/idle-free-schools>
- San Francisco Bay Area's Ditching Dirty Diesel Collaborative (DDDC)'s The Anti-Idling Toolkit for Schools <http://ditchingdirtydiesel.org/publications-press>
- U.S. EPA's Clean School Bus Idling Reduction Campaign <http://www.epa.gov/cleanschoolbus/antiidling.htm>

### Contact

Cara Pacheco, School-Based Health Center Coordinator  
Santa Rosa Lion Care Health Center | tel: 575-472-7747  
[http://srlions.com/schools/santa\\_rosa\\_high\\_school/health](http://srlions.com/schools/santa_rosa_high_school/health)

# Developing a Plan

- Work through 6 Tips For Success
- Asthma Survey Monkey questions



## At-A-Glance: How can SBHCs engage in interventions to reduce exposure to environmental asthma triggers?

### As School-Based Health Center staff, you can...



#### Strategy 1: Education

- Conduct one-on-one education about environmental asthma triggers during patient visits.
- Conduct, organize, or support school-based group education for students.
- Provide education for school staff.
- Print/order and distribute materials, tools and curricula for educating students, families and school staff.



#### Strategy 2: Case Management

- Incorporate strategies to reduce exposure to environmental asthma triggers into your case management approach to students with asthma.
- Facilitate connections to resources that exist, communicate with and educate other partners critical to effective asthma management (parents, school staff, etc.), and identify when direct advocacy is needed.



#### Strategy 3: Improving Indoor Air Quality in Schools

- Increase awareness.
- Conduct or facilitate an assessment.
- Support or lead a comprehensive approach to improving indoor air quality.



#### Strategy 4: Improving the Students' Home Environments

- Support or lead an intervention to address specific triggers or other factors (such as mold and moisture, chemical irritants from school and personal products, and ventilation.)
- Establish referral systems for in-home asthma education and environmental remediation programs in the community.
- Educate students and families.
- Provide supplies to students and families.
- Utilize case management strategies to connect families with resources.



#### Strategy 5: Improving Outdoor Air Quality around the School and Community

- Conduct an assessment of local air quality.
- Partner with the school to implement programs and policies to reduce exposure to outdoor triggers near the school.
  - Increase awareness and protect students on high pollution days.
  - Develop anti-idling education and policies.
  - Develop approaches to reduce pollen exposure.
- Partner with others in the community on clean air advocacy.



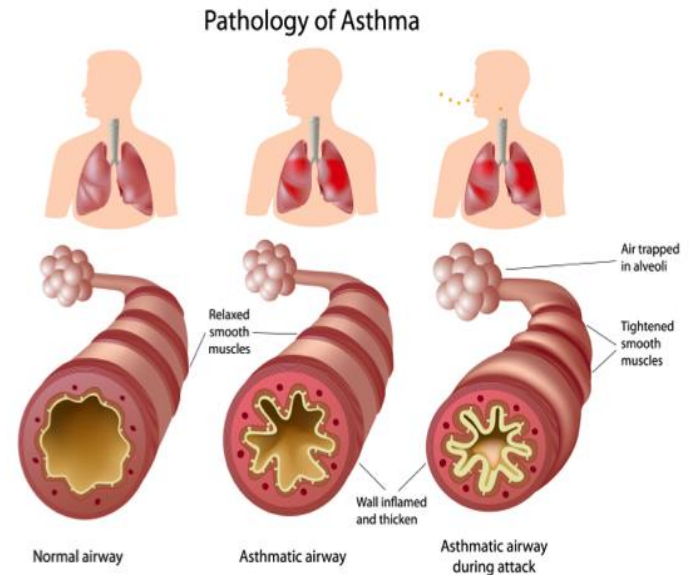
# 1 – Assess the problem creatively

- Please describe the problem of asthma and/or environmental triggers at your site. *Limit 400 words.*
  - Are there any asthma triggers that are most common?
  - Are there certain settings (class, school, home, outdoor) in which triggers seem to be the greatest problem?
- Please describe your current asthma self-management education for patients. *Limit 250 words.*
  - What type of education currently occurs?
  - Do you have a school nurse? Do they have current asthma plans?

1-Assess the  
problem  
creatively

6

TIPS FOR  
SUCCESS



## 2 – Select an Intervention

- Please describe any initial ideas about the types of interventions and/or types of triggers you would like to address. *Limit 400 words.*
  - What type of issues do you think you can reasonable focus on?
  - Are there current issues or policies that other organizations or coalitions currently advocating for?
  - Is your school district a Smoke Free Zone?
  - Where do the school buses park? Do they idle?
  - RAMP Guide:  
[http://www.rampasthma.org/uploads/asthma\\_guide\\_sbhc.pdf](http://www.rampasthma.org/uploads/asthma_guide_sbhc.pdf)



### SWOT Analysis

STRENGTHS	WEAKNESSES
<i>What do you do well? Who are your partners? Are there any current hot topic issues?</i>	<i>What are some limitations? What can you improve on?</i>
OPPORTUNITIES	THREATS
<i>What can you focus your project on? What do you need to make your project successful? Do you have access to those tools?</i>	<i>What obstacles exist? What would make your project difficult?</i>



# 3 – Build relationships and get buy-in

**6**  
**TIPS FOR  
SUCCESS**

**3-Build  
relationships  
& get buy-in**

- Please describe any past or current asthma interventions. Who have you partnered with or who has been supportive of your interventions? If none, please describe who you plan to partner with to build relationships or get buy-in. *Limit 400 words.*
  - Who do you need to be on board for your project?
  - What will be needed to establish these partnerships?
  - Examples:
    - If you are doing a project with green cleaning, can you get the maintenance staff on board?
    - If your project involves teacher education or classroom interventions, is your school leadership staff on board?

## **Intervention Strategies**

1 - Education

2 – Case Management

3 – Improving Indoor Air Quality in Schools

4 – Improving the Students' Home Environments

5 – Improving Outdoor Air Quality around the School and Community

# 4 – Achieve success with your community

6

TIPS FOR  
SUCCESS

- What do you hope to accomplish or achieve with your intervention? What measures do you hope to impact?  
*Limit 400 words.*

- Think about the overall goal that you want your intervention to achieve.
- Start to consider what measures that you might be able to track and how you can track them

4-Achieve success  
with your  
community

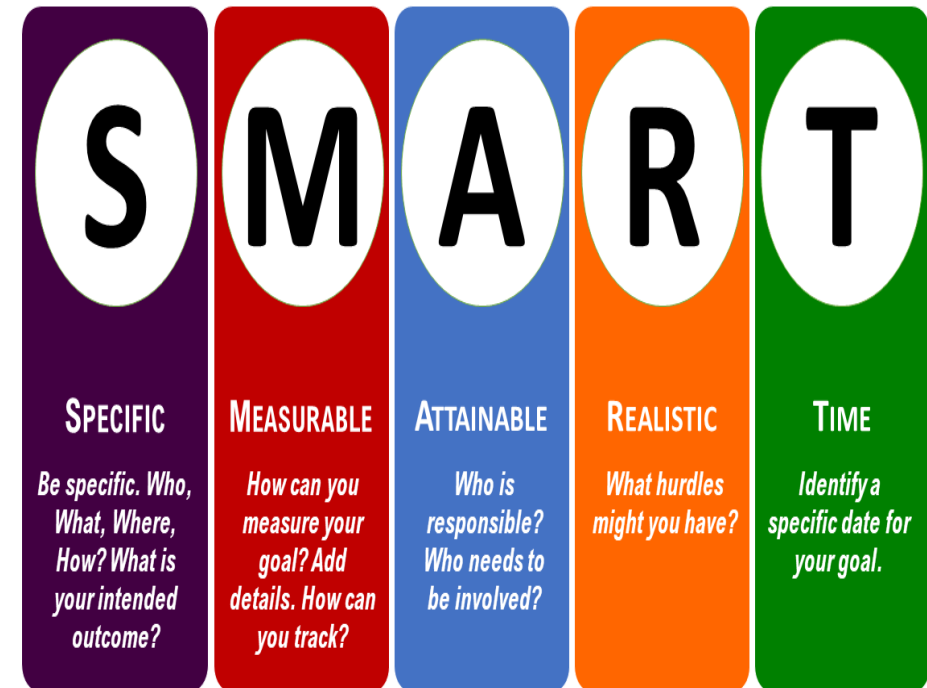


# 5 – Develop a plan of action & implement the work

- Please describe a general timeline for your proposed interventions. *Limit 400 words.*
  - Identify 3 goals
  - Work out the steps and activities for each goal
  - Use SMART principles
    - Specific
    - Measurable
    - Attainable
    - Realistic
    - Time

5-Develop a  
plan of action  
& implement  
the work

**6**  
**TIPS FOR  
SUCCESS**



# 6 – Connect with others & expand your impact

- How will this work benefit the student population that you serve and/or the broader community? *Limit 400 words.*
  - Again, having SMART goals will help you to determine the success of the project.
  - What impact might it have on the community?
- How can you evaluate your progress or success?

6-Connect with  
others & expand  
your impact

**6**

**TIPS FOR  
SUCCESS**

# Project Activities

- Develop a work plan.
- Implement an intervention to reduce exposure to environmental asthma triggers.
- Participate in technical assistance calls.
- Engage in evaluation activities.
- Create a presentation to share your project and lessons learned.



## Asthma Project Application 2020



About the SBHC		About the School	
SBHC Name:		School Name:	
SBHC Address:			
County:		School Enrollment:	
# SBHC Patients: <small>(This # should include all unique patients within a 1-year period)</small>		% Free/Reduced Lunch:	
# SBHC Patients with Asthma served in last year:		Community School?	

SBHC Serves:	Services Provided:
Pre-school Elementary Middle School High School Community	Medical Reproductive Health Behavioral Health Psychiatry Dental Case Management Health Education Other:

SBHC Operation Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday

SBHC Sponsoring Agency	
Agency Name:	Type of organization: Community Health Center Non-Profit Organization FQHC Hospital School District Other Specify Other:
Chief Executive Officer:	Email:
Chief Medical Officer:	Email:

Mini-Grant Payments	
Name of Recipient:	Title:
Organization:	Email:
Mailing Address: <small>for Checks to be mailed</small>	

Primary Contact	
Name	Email:
Title	Phone:
Years at SBHC:	
Describe your role in SBHC:	



# Asthma Project Proposal 2020



## 1 – Assess the Problem Creatively

Please describe the problem of asthma and/or environmental triggers at your site. *Limit 400 words.*

Please describe your current asthma self-management education for patients. *Limit 250 words.*

Please describe any initial ideas about the types of interventions and/or types of triggers you would like to address. *Limit 400 words.*

## 2 – Select an Intervention

You can see examples of interventions in the Asthma Environmental Intervention Guide for School-Based Health Centers, which you can access at [http://www.rampasthma.org/uploads/asthma\\_guide\\_sbhc.pdf](http://www.rampasthma.org/uploads/asthma_guide_sbhc.pdf)

## 3 – Build Relationships & Get Buy-In

Please describe any past or current asthma interventions. Who have you partnered with or who has been supportive of your interventions? If none, please describe who you plan to partner with to build relationships or get buy-in. *Limit 400 words.*

What do you hope to accomplish or achieve with your intervention? What measures do you hope to impact? *Limit 400 words.*

## 4 – Achieve Success with Your Community

Please describe a general timeline for your proposed interventions. *Limit 400 words.*

## 5 – Develop a Plan of Action & Implement the Work

How will this work benefit the student population that you serve and/or the broader community? *Limit 400 words.*

## 6 – Connect with Others & Expand Your Impact

Please submit your application by June 26, 2020 at 5:00 PM MST, by email to: [wilma@nmasbhc.org](mailto:wilma@nmasbhc.org)

# Developing Your Work Plan



## Asthma Project Work Plan 2020

SBHC: \_\_\_\_\_



### SWOT Analysis

Please complete and brainstorm about your asthma project.

<b>STRENGTHS</b> <i>What do you do well? Who are your partners? Are there any current hot topic issues?</i>	<b>WEAKNESSES</b> <i>What are some limitations? What can you improve on?</i>
<b>OPPORTUNITIES</b> <i>What can you focus your project on? What do you need to make your project successful? Do you have access to those tools?</i>	<b>THREATS</b> <i>What obstacles exist? What would make your project difficult?</i>



## Asthma Project Work Plan 2020

SBHC: \_\_\_\_\_



### Work Plan & SMART Goals

Think through your project plans. Having specific and measurable goals will help determine your success.

<b>Specific Action</b> <i>Who, what, where, how</i> <i>What is your intended outcome?</i>	<b>Measurement</b> <i>How can I measure this goal?</i> <i>Add details. How can you track?</i>	<b>Attainable</b> <i>Who is responsible?</i> <i>Who needs to be involved?</i>	<b>Realistic</b> <i>What hurdles might you have?</i>	<b>Time</b> <i>I will reach this goal by this date:</i>

# Evaluation

- How can you evaluate progress or success?

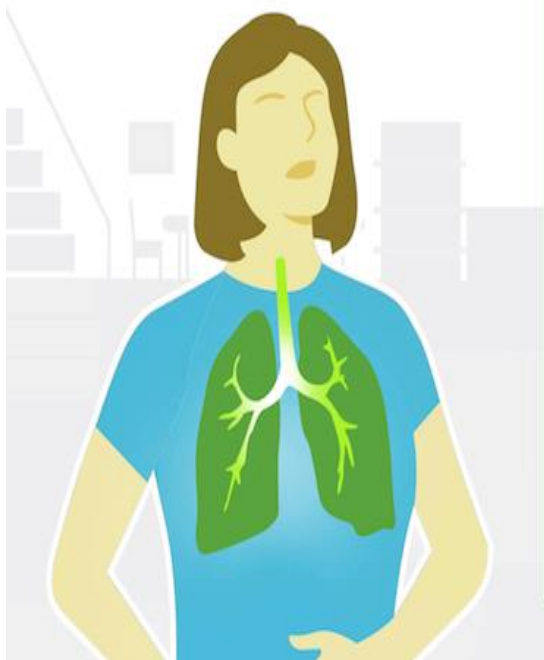
Activity	Evaluation Question	Evaluation Approach
Reduce classroom triggers	Was the presence of triggers reduced?	Pre/post asthma trigger checklists or teacher report
	Did behaviors that contribute to triggers change?	Pre/post surveys of teachers
Policy change on cleaning products purchased	Was the use of harmful cleaning products reduced?	Quantitative measure of products used pre/post policy change
	Are our advocacy actions likely to lead to change?	Qualitative reporting, e.g. agreement from custodian to sample new products; agreement from district to review their policies.

Type of Change	Example
Behavior	Bus drivers create a plan and will no longer idle buses
Functioning	Increased ability to identify triggers and minimize emergencies
Attitude	Increased self-efficacy in identifying triggers
Knowledge	Increased understanding of triggers in the classroom or home
Skills	Increased ability to identify and verbalize potential triggers
Conditions	Review potential triggers and actively work to reduce from class
Maintenance	Continued safety and minimization of classroom triggers
Prevention	Increased parental identification of potential triggers and manage flare-ups to prevent hospitalization



# ASTHMA TRIGGER REDUCTION PLAN

Part of managing your asthma means controlling your asthma triggers at home. Now that you've gotten your score, read your report, and learned a few new things about the triggers around your house, make a checklist of the things you want to do around your home to make it healthier!



## Take Action Everyday!

There are lots of small steps you can take each day to keep your asthma triggers controlled at home.

CHOOSE 4 THINGS FROM YOUR  
REPORT TO TRY THIS WEEK:

*EX. ADD DOORMATS INSIDE AND OUTSIDE*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## Maintenance this Month!

Home maintenance tasks are important. Make a little time and add new ones to your routine!

PICK 3 THINGS FROM YOUR ACTION PLANS  
TO DO THIS MONTH:

*EX. DRY SWIFFER® THE WALLS AND CEILING*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Make Big Changes!

When you are ready, there are changes you can make that can have a long-term positive impact on your home's indoor air quality. These require some planning.

WHAT ARE YOUR HEALTHY HOME GOALS?

*EX. ADD BALANCED, MECHANICAL VENTILATION*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Tools

Certain tools can help make your job easier.

WHAT CAN HELP IN YOUR HOME?

*EX. GET A HEPA VACUUM*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**Get Your Hayward Score Now at [haywardscore.com](https://www.haywardscore.com)**

# Asthma Quiz

1. What is an asthma attack?
  - A. When the lungs fill with water
  - B. When airways tighten and the lungs don't get enough air
  - C. When the heart beats too fast
  - D. When the heart and lungs are working too hard
2. True or False: Asthma can be cured.
  - A. True
  - B. False
3. Which of the following are potential asthma triggers?
  - A. Dust mites and cockroaches
  - B. Pets
  - C. Secondhand smoke
  - D. All of the above
4. What can you do to reduce asthma triggers in your home?
  - A. Clean up mold with soap and water
  - B. Don't smoke in the home
  - C. Vacuum carpets, rugs and furniture often
  - D. All of the above
5. True or false: Secondhand smoke increases the risk of preschool-aged children developing asthma.
  - A. True
  - B. False

Source: <https://www.epa.gov/asthma/take-asthma-quiz>

# HOW ASTHMA-FRIENDLY IS YOUR SCHOOL?

NATIONAL HEART, LUNG AND BLOOD INSTITUTE  
National Asthma Education and Prevention Program  
NAEPP School Asthma Education Subcommittee

Students who have asthma need proper support at school to keep their asthma under control and be fully active. Use this checklist to find out how well your school serves students who have asthma:

YES	NO	Are the school buildings and grounds <b>free of tobacco smoke</b> at all times?
YES	NO	Are all school buses, vans, and trucks free of tobacco smoke?
YES	NO	Are all school events, like field trips and athletic events (both "at home" and "away") free from tobacco smoke?
YES	NO	Does your school have a policy or rule that allows <b>students to carry and use their own asthma medicines</b> ?
YES	NO	If some students do not carry their asthma medicines, do they have quick and easy access to their medicines?
YES	NO	Does your school have a <b>written emergency plan</b> for teachers and other staff to follow to take care of a student who has an asthma attack?
YES	NO	In an emergency, such as a fire, weather event, or lockdown, or if a student forgets his or her medicine, does your school have standing orders and quick-relief medicines for students to use?
YES	NO	Do all students who have asthma have <b>updated asthma action plans</b> on file at the school? (An asthma action plan is a written plan from the student's doctor to help manage asthma and prevent asthma attacks.)
YES	NO	Is there a <b>school nurse or other school health staff</b> in your school building during the school day?
YES	NO	Does a school nurse or other school health staff identify, assess, and monitor students who have asthma at your school?
YES	NO	Does a school nurse or other school health staff help students with their medicines and help them to participate fully in exercise and other physical activity, including physical education, sports, recess, and field trips?
YES	NO	If a school nurse or other school health staff is not full-time in your school, is a nurse readily and routinely available to write and review plans and give the school guidance?
YES	NO	Does an asthma education expert <b>teach all school staff about asthma</b> , asthma action plans, and asthma medicines?
YES	NO	Is asthma information incorporated into health, science, first aid, and other classes as appropriate?
YES	NO	Can students who have asthma <b>participate fully and safely in a range of exercise and other physical activity</b> , including physical education, sports, recess, and field trips?
YES	NO	Are students' quick-relief medicines nearby before, during, and after exercise and other physical activity?
YES	NO	Can students who have asthma choose a physical activity that is different from others in the class when it is medically necessary?
YES	NO	Can students who have asthma choose another activity without fear of being ridiculed or receiving reduced grades?
YES	NO	Does the school help to <b>reduce or prevent students' contact with allergens or irritants—indoors and outdoors</b> —that can make their asthma worse? Are any of the following present? <input type="checkbox"/> Cockroach droppings <input type="checkbox"/> Excessive dust and/or carpets, pillows, cloth-covered or upholstered furniture, or stuffed toys that harbor dust mites (tiny bugs too small to see) <input type="checkbox"/> Mold or persistent moisture <input type="checkbox"/> Pets with fur or hair <input type="checkbox"/> Strong odors or sprays, such as paint, perfume, bug spray, and cleaning products
YES	NO	Does your school have a no-idling policy for vehicles on school grounds, such as school buses and carpools?
YES	NO	Does your school monitor daily local Air Quality Index (AQI) information to help reduce students' exposure to unhealthy air quality?
YES	NO	Does your school partner with parents and health care providers to address students' asthma needs?
YES	NO	Does your school work with an asthma specialist in the community?

If the answer to any question is "no," then it may be harder for students to have good control of their asthma. Uncontrolled asthma can hinder a student's attendance, participation, and progress in school. School staff, health care providers, and families should work together to make schools more asthma-friendly to promote student health and education.

Asthma cannot be cured, but it can be controlled.  
Students who have asthma should be able to live healthy, active lives with few symptoms.



## HOW ASTHMA-FRIENDLY IS YOUR SCHOOL?

## RESOURCES FOR FAMILIES AND SCHOOL STAFF

### National Asthma Education and Prevention Program

National Heart, Lung, and Blood Institute  
Information Center  
301-251-1222

[www.nhlbi.nih.gov](http://www.nhlbi.nih.gov)

- NAEPP School Materials  
[www.nhlbi.nih.gov/health/prof/lung/](http://www.nhlbi.nih.gov/health/prof/lung/)

### Allergy & Asthma Network Mothers of Asthmatics

800-878-4403  
703-288-5271

[www.aanma.org](http://www.aanma.org)

### American Academy of Allergy, Asthma & Immunology

414-272-6071

[www.aaaai.org](http://www.aaaai.org)

### American Academy of Pediatrics

800-433-9016

[www.aap.org](http://www.aap.org)

### American Association for Respiratory Care

972-243-2272

[www.aarc.org](http://www.aarc.org)

### American Association of School Administrators

703-841-0700

[www.aasa.org](http://www.aasa.org)

### American College of Allergy, Asthma & Immunology

847-427-1200

[www.acaai.org](http://www.acaai.org)

### American Lung Association

800-586-4872 (800-LUNG-USA)

[www.lungusa.org](http://www.lungusa.org)

### American School Health Association

800-445-2742

[www.ashaweb.org](http://www.ashaweb.org)

### Asthma and Allergy Foundation of America

800-727-8462

[www.aafa.org](http://www.aafa.org)

### Centers for Disease Control and Prevention

800-232-4636 (800-CDC-INFO)

- Division of Adolescent and School Health  
[www.cdc.gov/HealthyYouth/asthma](http://www.cdc.gov/HealthyYouth/asthma)
- National Center for Environmental Health  
[www.cdc.gov/asthma](http://www.cdc.gov/asthma)

### National Association of School Boards of Education

800-368-5023

[www.nasbe.org](http://www.nasbe.org)

### National Association of School Nurses

866-627-6767

[www.nasn.org](http://www.nasn.org)

### U.S. Department of Education

Office for Civil Rights

800-421-3481

[www.ed.gov/ocr](http://www.ed.gov/ocr)

### U.S. Environmental Protection Agency

- Indoor Environments Division

202-233-9370

[www.epa.gov/iaq/schools](http://www.epa.gov/iaq/schools)

- Indoor Air Quality Information Clearinghouse

800-438-4318

[www.epa.gov/iaq](http://www.epa.gov/iaq)

- [www.AsthmaCommunityNetwork.org](http://www.AsthmaCommunityNetwork.org)





# Next Steps

- Turn in your agreement and work plan.
- Individual check-ins and calls (July/August)
  - What day/time works for you?
- Implement project.
  - Participate in simple evaluation activities.
- Participate in a presentation at the end of the intervention period to showcase project and share lessons learned.
- Documents on the NMASBHC webpage:
  - <https://www.nmasbhc.org/tools-resources/recommended-resources/asthma/>





If you have any questions or need any assistance with the forms, please contact us.

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