

School Emergency Asthma Action Plan

Name of Student _____ Grade/Teacher _____ DOB _____

Parent/Guardian Name _____ Phone _____

Phone _____ Cell Phone _____ Pager _____

Emergency Contact #1 _____ Relationship _____

Phone _____ Cell Phone _____ Pager _____

Emergency Contact #2 _____ Relationship _____

Phone _____ Cell Phone _____ Pager _____

Physician Student sees for Asthma _____ Phone _____

Identify the things that may trigger asthma flare-ups. **Check** all that apply to the student.

- | | | |
|--|---|--|
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Food _____ | <input type="checkbox"/> Chalk dust or dust |
| <input type="checkbox"/> Change in temperature | <input type="checkbox"/> Molds | <input type="checkbox"/> Carpets in the room |
| <input type="checkbox"/> Animals _____ | <input type="checkbox"/> Strong odors or fumes | <input type="checkbox"/> Pollens |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Severe allergies _____ | |

Please list student's usual symptoms: _____

Does this child:

- Have exercise-induced asthma? Yes No
- Use an inhaler before engaging in physical exercise and if wheezing during physical activity? Yes No
- Have any activity restrictions? Yes (Please explain _____) No

GREEN – GO

- Breathing is good
- No cough or wheeze
- Can work and play

Use preventive medicine.

| | | |
|-----------------|-------------------------|------------------------|
| <u>Medicine</u> | <u>How much to take</u> | <u>When to take it</u> |
|-----------------|-------------------------|------------------------|

Peak Flow Number

20 minutes before sports, use this medicine:

 To .

YELLOW – CAUTION

- Cough
- Wheeze
- Tight Chest
- Wake up at night

Take quick-relief medicine to keep an asthma attack from getting bad.

| | | |
|-----------------|-------------------------|------------------------|
| <u>Medicine</u> | <u>How much to take</u> | <u>When to take it</u> |
|-----------------|-------------------------|------------------------|

Albuterol aerosol **or** inhaler

Peak Flow Number

**If still in Yellow Zone after aerosol or inhaler,
call doctor's office for further instructions.**

 To .

RED – STOP – DANGER

- Medicine is not helping
- Breathing in hard and fast
- Nose opens wide
- Can't walk
- Ribs show
- Can't talk well

Get help from a doctor now!

Take these medicines until you talk with your doctor.

| | | |
|-----------------|-------------------------|------------------------|
| <u>Medicine</u> | <u>How much to take</u> | <u>When to take it</u> |
|-----------------|-------------------------|------------------------|

Albuterol aerosol **or** inhaler

Peak Flow Number

**If still in Red Zone after aerosol or inhaler,
Go to the Emergency Room.**

Below .

Authorization For the Possession and Use of Asthma Inhalers

Authorization is hereby given for the student named above to:

- Receive the prescribed medication indicated from the designated school personnel.
- Self-administer the prescribed medication as permitted by law.

Doctor's Signature _____ Date _____

Medication Name: _____

Dosage: _____

Date the administration is to begin: _____ Date the administration is to cease: _____

Adverse reactions that should be reported to the physician: _____

Other special instructions: _____

Doctor's Signature _____ Date _____

The school nurse or a representative from Jonesville Community Schools has my permission to contact my child's physician and/or physician's office regarding my child's asthma.

Parent/Guardian Signature _____ Date _____

Asthma Emergency Action – Asthma is different for every person
Signs of an Asthma attack:

- Chest tightness
- Coughing or wheezing
- Shortness of breath

**IMMEDIATELY ATTEMPT TO REACH PARENT/EMERGENCY CONTACT
IF A CHILD EXPERIENCES ANY OF THE FOLLOWING:**

- Child's wheezing or coughing does not improve after taking medicine (15-20 minutes for most asthma medications)
- Child's chest or neck is pulling in while struggling to breathe
- Child has trouble walking or talking
- Child stops playing and cannot start again
- Child's fingernails and/or lips turn blue or gray
- Skin between child's ribs sucks in when breathing

**If you are at all uncertain of what to do in case of a breathing emergency...
CALL 911 AND THE CHILD'S PARENT/GUARDIAN**

While awaiting emergency services:

- Keep student calm
- Provide quiet space
- Provide emotional support
- Have student breathe slowly
- Do not leave child alone
- Have "best buddy" or sibling present for support

Reviewed by School Nurse _____ Copy to classroom Teacher _____