



Asthma Group Orientation Training Manual



The 2006 CD-ROM project was funded by the West Virginia Department of Health and Human Resources' Asthma Education and Prevention Program (WV-AEPP). The WV-AEPP is supported by the Centers for Disease Control and Prevention (grant number U59/CCU324180-02). The content of this project is the sole responsibility of the authors and does not necessarily represent the official views or findings of the Centers for Disease Control and Prevention.



For Presenter:

You may download the application from <http://wvde.state.wv.us/takeaction/learn.html>

The program is also available from the CD-ROM, Take Action! Addressing Asthma and Diabetes in West Virginia Public Schools.

Getting Started.

1. Have the required files available:

- A. Take Action.exe (for use on a PC) or TakeAction.osx (for use on a MAC)
- B. Take_Action_Forms Folder

For best results, have the files saved on your presenting computer. Take Action! Version1.0 is available through CD-ROM and Take Action! Version2.0 is available for download from the Take Action! Web Site. Version2.0 has updates to usability, but content is the same as Version1.0.

2. Audio is optional. The introductory movies in both the asthma and diabetes section include music. Make sure audio is on and speakers are plugged in if you are choosing to take advantage of the music in the introductory movies.

2. Double click on the program file (TakeAction.exe or TakeAction.osx)

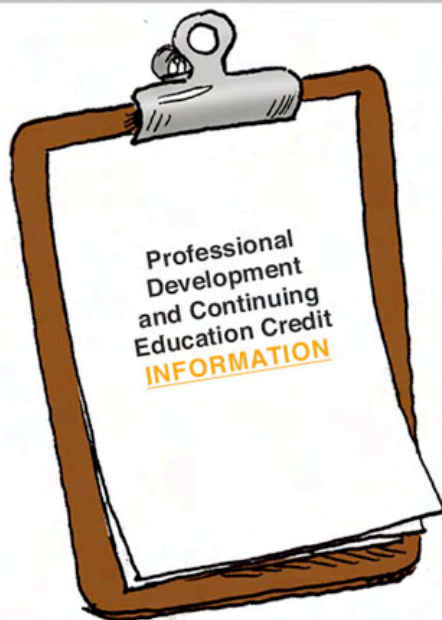
3. Choose "Presentation Play" under the Asthma logo.

4. Mention that for other nurses and/or counselors CEU credits are available through the West Virginia Department of Education for completion of the program. (click next)

5. Watch the introductory movie.

6. Turn off the audio by clicking on the "Turn Off Audio" button on the bottom left of the screen.

The program is narrated. In the orientation group setting, the narration will be a distraction. You may turn off the audio from within the program or on your computer/speakers.



To receive a Certificate of Completion for Professional Development or to obtain Continuing Education Credit for completing these courses, click the Take Action website link below and follow these steps:

take action!

web site link

BEFORE BEGINNING THE COURSES:

- 1 Check list of credits available
- 2 Complete the online registration
- 3 Complete the Pre-test

AFTER COMPLETING THE COURSES:

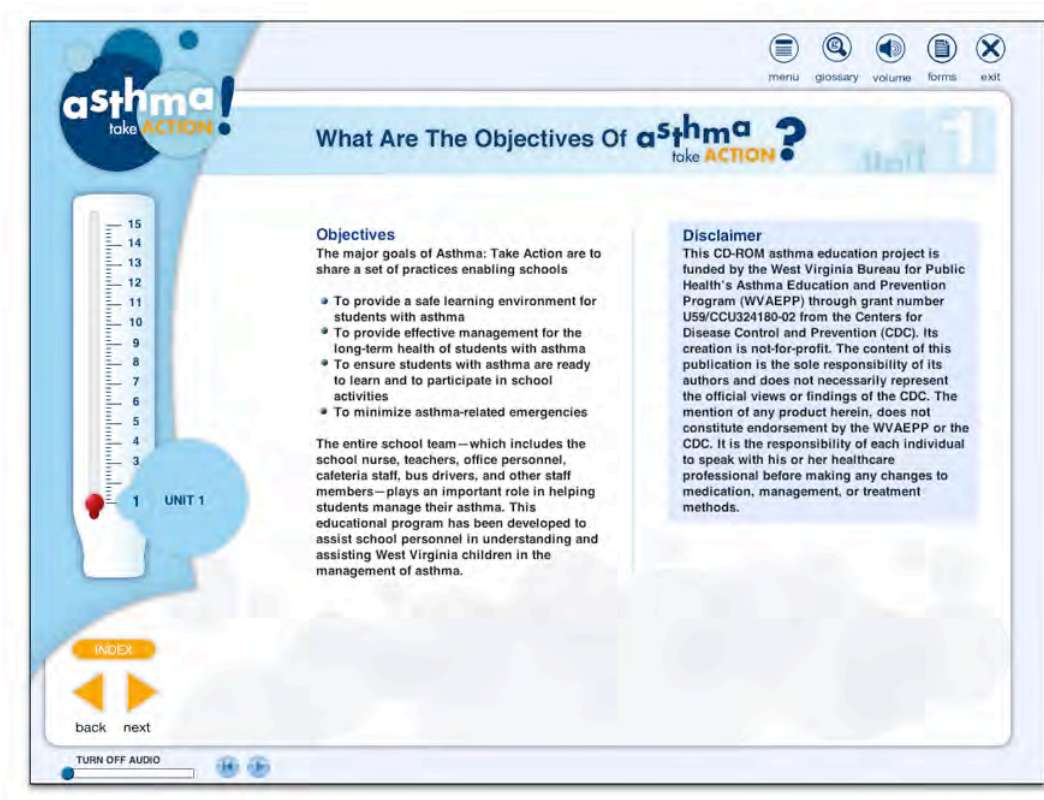
- 1 Complete the Post-test
- 2 Click 'Print Certificate'
- 3 Follow instructions for submitting certificate for credit

The Take Action Web Site: www.wvdhr.org/AsthmaEd



Summary of Program

- Nurses and counselors can receive CEU credits for completion of this program through the West Virginia Department of Education.
- In some counties, there are professional development credits available for staff.



Unit 1 Section 1

- Share the objective that you would like your audience to get from this program or skip this unit.

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Why Is This Important To Me?

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6.2 million US children under the age of 18 have asthma.¹

West Virginia has the 4th highest prevalence of childhood asthma in the nation.²

11% of West Virginia children currently have asthma – this equals more than 43,000 children under the age of 18.²

Nationally, asthma is the leading cause of school absenteeism due to chronic illness. In 2003, asthma accounted for 12.8 million lost school days.¹

In West Virginia, children with asthma are significantly more likely to miss school due to illness or injury than children without asthma.²

37% of West Virginia public high school students with asthma missed school due to asthma during the 2004-2005 school year.³

Approximately 13,000 cases of asthma in WV public schools required school nurse involvement, intervention, or follow-up during the 2004-2005 school year. ⁴

1 American Lung Association. Asthma & Children Fact Sheet. July 2005. Estimates calculated from the National Health Interview Survey, 2003.

2 WV Health Statistics Center Brief #16: Asthma Among West Virginia Children. February 2006. Estimates calculated from the National Survey of Children's Health, 2003.

3 WV Health Statistics Center Brief #16: Asthma Among West Virginia Children. February 2006. Estimate calculated from the WV Youth Tobacco Survey, 2005.

4 West Virginia Department of Education, Office of Healthy Schools. 2004-05, School Nurse Needs Assessment.

Unit 2

- Review any statistic that you would like, or move to the next unit.



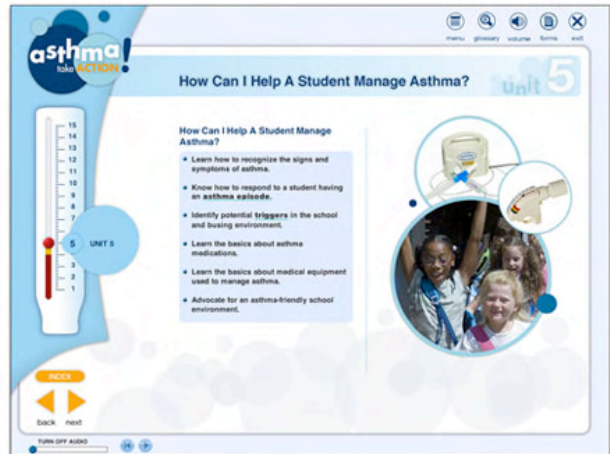
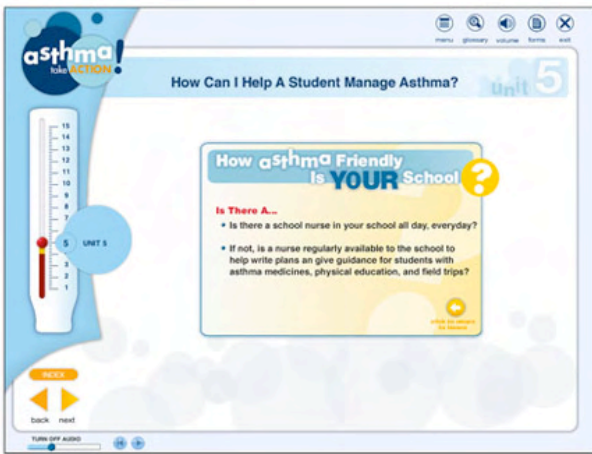
Unit 3 - What are the Laws and Mandates Affecting Asthma?

- Most relevant to all school personnel, especially teachers, counselors, administrators, support staff, and nurses.
- Confidentiality, liability, three federal laws, and the WV asthma inhaler law are discussed in detail in this unit. The WV State Board of Education school bus idling policy is also reviewed.
- The most important things for you to remember from this section are:
 1. Asthma is considered a disability under three distinct federal laws.
 2. Our school must reasonably accommodate the special needs of student with asthma.
 3. These accommodations should be provided by making as little changes to the student's regular routine as possible.
 4. Schools should allow for the student's full participation in all school activities.



Unit 4 - What is Asthma?

- Unit 4 is relevant to all users.
- This unit describes asthma and symptoms, how the lungs work, and what happens during an asthma attack.
- Animations teach the parts of the respiratory system and compares/contrasts a healthy airway versus a constricted airway. You may rollover body parts or words to highlight the body part in the illustration and/or the vocabulary word.



Unit 5 - How Can I Help A Student Manage Asthma?

- Unit 5 is relevant to all users
- Includes one “How Asthma Friendly is Your School?” question and one unit section.
- The unit discusses six things that all school personnel can do to help manage asthma.

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What Are The Signs And Symptoms Of Asthma? Unit 6

What Are The Signs And Symptoms Of Asthma?
 People with asthma often have different early warning signs. The following list contains some of the most common signs and symptoms of Asthma

1. Change in breathing:

- Coughing (often at night or after exercise) sometimes accompanied by vomiting
- **Wheezing** (although not all people with asthma wheeze)
- Breathing through the mouth
- Shortness of breath
- Rapid breathing
- Tightness in the chest
- A pulling with chest, shoulders, or stomach to breathe

2. Verbal complaints:

- Chest is tight
- Pressure on chest
- Chest hurts
- Cannot catch breath
- Mouth dry
- Neck feels funny
- More general "I don't feel well"

3. Other signs may be:

- Clipped speech (student may speak in short, choppy sentences)
- Anxious appearance
- Stiff posture
- Itchy chin or neck (students may rub their chin or neck in response to this)
- Child is unusually quiet

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Play Movie

In order to view this movie, QuickTime must be installed.

Unit 6 - What are the signs and symptoms of asthma?

- Unit 6 is relevant to all users
- This unit lists symptoms and signs that might occur before the onset of an asthma episode.
- This unit also includes a short movie produced by the Ad Council which portrays a child relating his asthma attack to “a fish out of water.”

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What Are The Signs And Symptoms Of Asthma? Unit 7

What Do I Do When An Asthma Attack Occurs At School?

- 1 Determine if the student is having an **asthma attack** by monitoring for wheezing, coughing, difficulty breathing, tightness in chest, and blue lips and nails, or by checking his/her peak flow meter reading (if child's labored breathing is not too severe).
- 2 If possible, review the student's **Asthma Action Plan**.
- 3 Help the student sit up, with shoulders relaxed.
- 4 Speak in a calm voice.
- 5 Assist the student in administering prescribed medication (emergency inhaler) per the asthma action plan and/or student's emergency health care plan.
- 6 If the student continues to have difficulty breathing, follow the health provider's Asthma Action Plan and or the student's emergency health care plan.
- 7 Call 9-1-1. NEVER leave student alone. If possible, remove other students from the situation.
- 8 Notify the school nurse and parents. If asthma attacks are frequent, better management of environmental **triggers** and/or asthma education may be needed to improve the student's health status.
- 9 Document according to the school nurse procedures.
- 10 Debrief with school nurse.
- 11 Continue to monitor asthma environmental triggers.
- 12 Utilize the expertise of the **school-based health center** if one is available to your school. The school-based health center can assist with education, emergency situations, debriefing, identifying triggers and providing medical services for students with asthma.

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Unit 7 - How Do I Respond to an Asthma Attack?

- Unit 7 is relevant to all users
- Twelve steps of how to respond to an asthma attack at school are listed.
- A full size poster (18 x 24) and a letter-size mini poster (8.5 x 11) titled "What Do I Do When an Asthma Attack Occurs at School?" are available for download, printing and distribution from <http://wvde.state.wv.us/takeaction/share.html>

What Should I Know About Exercising with Asthma?

What is Exercise-Induced Asthma?
Exercise is a common trigger for those who have asthma. For some, exercise is the only thing that triggers an asthma episode. Exercise-induced asthma (EIA) is a form of asthma that some people have during or after physical activity. According to the American Academy of Allergy, Asthma and Immunology (AAAAI), EIA affects up to 20 percent of competitive athletes and 90 percent of asthmatics.

People with EIA also tend to have airways that are sensitive to sudden changes in temperature and humidity.

Normally, when we breathe, the air is warmed and moistened by the nasal passages. When we exercise, however, we often breathe through our mouths, and this allows dry air to reach the lower airways. When someone has EIA, the muscle bands around the airways are sensitive to this change, and it makes them contract and narrow.

This results in symptoms that include:

- Coughing
- Tightening of the chest
- Wheezing
- Shortness of breath when exercising
- Fatigue

What Should I Know About Exercising with Asthma?

How Asthma Friendly is YOUR School?

Do Students Have...

- Do students have good options for fully and safely participating in physical education class and recess?
- For example, do students have access to their medicine before exercise?
- Can they choose modified or alternative activities when medically necessary?

What Should I Know About Exercising with Asthma?

How Can I Help A Student Properly Treat Exercise-Induced Asthma?
Contrary to popular belief, people with EIA—even people with severe asthma—can exercise. Recognizing your symptoms and knowing your limitations is the key to proper management of the disease. Here are some suggestions:

- Make sure to take your short-acting inhaler with you before exercising
- Use a short-acting inhaler 15 minutes prior to exercise
- Warm up for 6-10 minutes before beginning to exercise
- Drink plenty of fluids
- If symptoms arise, stop exercising
- Cool down at the end of your exercise
- During cold weather, wear a facial mask or scarf to warm and humidify air before it gets to the lungs

If you have asthma, it's important to tell your doctor if you are having problems when exercising. Steps can be taken to improve the situation. It is important for all of us to exercise. With appropriate treatment, those with asthma or EIA can lead healthy and physically active lives.

What Should I Know About Exercising with Asthma?

What Athletes Has Asthma Not Stopped?
Asthma hasn't stopped these athletes from performing at their best.

JEROME BETTIS	The Blue Pittsburgh Steelers	BILL KOCH	First American to win the World Cup in cross-country skiing
TOM DOLAN	Olympic medalist, swimming	MARK SPITZ	1972 Gold medalist in swimming, nine gold medals
ARY VAN DYKEN	Olympic medalist, swimming	PAULA RADCLIFFE	World champion marathoner
DENNIS ROEBAN	Pro basketball player	PAUL SCHOLES	Professional soccer player
TOM MALCHOW	Olympic gold medalist	DONNELL BENNETT	NFL football player, Washington Redskins fullback
GREG LOUGHRAN	Olympic diver	GARY ROBERTS	NHL hockey player, Toronto Maple Leafs
JIM HUNTER	Baseball Hall of Fame		
PETER HANSEN	Olympic marathoner		
HAKEM OLA-JUBON	NBA Basketball Player		
CURT HARNETT	Olympic cyclist and silver medalist		
CHARMAN CROOKS	Olympic runner and silver medalist		
JOAN BENNETT	Women's marathon champion		
JACKIE JOYNER-KERSEE	Olympic double gold medalist in track and field, heptathlete, six gold medals		
ISAH THOMAS	NBA basketball player		
DOMINIQUE WILKINS	NBA basketball player		

Unit 8 - What Should I Know About Exercising with Asthma?

- Exercise-induced asthma is discussed in this unit. A substantial list of successful athletes who suffer from asthma is included.
- The “How Asthma Friendly is Your School” questions are specifically relevant to coaches and physical education teachers.



Unit 9 - What Should I Know About Asthma Medications?

- This unit describes what should be known about common asthma medications. Information is included about inhalers and nebulizers.
- Medical diagram animations are included for how students should use metered-dose inhalers, metered-dose inhalers with spacers, and dry powder inhalers.
- This unit could also be useful for asthma medication administration training, first responder training and student education.

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What Do I Need To Know About Self-Managing Asthma?

unit 10

UNIT 10
Section 1

What Do I Need To Know About A Peak Flow Meter?

Using a peak flow meter is an important part of a daily asthma management plan. It is a simple, handheld device that measures the flow of air out of the lungs. Peak flow readings can warn someone with asthma of an impending attack hours before he or she experiences any symptoms.

A peak flow meter offers those with asthma a way to measure variations in breathing. When airways are inflamed and constricted, a person cannot blow as hard into the meter, making their flow rate lower.

A child's health care provider may recommend that he or she uses a peak flow meter at least once a day, often before the child takes his or her asthma medication in the morning. If done at the same time every day, and recorded in an asthma diary, these readings help both the child and doctor to monitor the severity of the child's asthma and the effectiveness of current treatment and medications. It is also helpful in recognizing when emergency care is necessary.

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What Do I Need To Know About Self-Managing Asthma?

unit 10

UNIT 10
Section 1

How Does A Student Properly Use A Peak Flow Meter?

How to properly assist a student using a peak flow meter

Peak Flow Meter

4. Ensure that the student has seated his/her lips around the mouth piece.

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Unit 10 - What Do I Need to Know About Self-Managing Asthma?

- This unit discusses the role of a peak flow meter. A medical animation illustrates how to properly assist a student in using a peak flow meter.



Unit 11 - What is My Role?

- This section lets each member of the school read a scenario that highlights why asthma management is important and the specific role he/she plays.
- This unit is important for all school members: administrators, teachers, bus drivers, dietary staff, school nurses, custodial staff and coaches.



Unit 12 - What is an Asthma Action Plan?

- This unit discusses the purpose of an Asthma Action Plan and describes how to interpret the Asthma Action Plan.
- The Asthma Action Plan form described in this unit is available for download from the “forms” button on the top right of the program. It is also available from <http://wvde.state.wv.us/takeaction/forms.html>.



Unit 13 - What is a 504 Plan?

- This unit describes the importance and steps that need to be taken to provide students with personalized 504 plans.
- This unit is most important to administrators, nurses, and teachers.



Unit 14 - What Can Trigger Asthma? (the game)

- This section is relevant to all users.
- The goal of this game is to identify various asthma triggers which are located in each area of the school: the custodial office, bus pickup area, playground, cafeteria, classroom, and gymnasium.
- You may play this game in the group setting. Click on “Play game” and ask participants to shout out potential triggers. Hint: the mouse pointer turns to a hand when you are directly over an asthma trigger.

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Closing Summary

unit 15

UNIT 15

In virtually every instance, asthma is controllable. Children with asthma cannot only keep the number of asthma "attacks" under control, but they can also play sports and enjoy an active, healthy lifestyle.

It's a team effort! The team includes school personnel, parents, health care providers, and the children with asthma! Everyone has an important role in helping all children succeed in school.

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Unit 15 - Closing Summary

- In summary, asthma management is a team effort that takes all of us. By staying involved, we will help children succeed in school.

FAQ's for the Presenter:

What is orientation training?

Orientation training is intended to familiarize the key audience with the resource. This 30-minute overview helps to build interest, removes the barrier of the "unknown" and directs users to specific areas of importance in the program.

Who is the key audience?

This program was developed specifically for West Virginia public school administrators, teachers, bus drivers, dietary staffs, school nurses, custodial staff and coaches. The content may be relevant and beneficial for many other users not mentioned above.

What is the difference between the "Play" and "Presentation Mode" buttons?

In "Presentation Mode," the only navigation required is the "next" and "back" button. Animation segments that required multiple clicks have been automated in this play mode. The only exception is the diabetes and asthma games. The content is the same in both modes of play.

Note: In the "Presentation Mode," you may use the alternative modes of navigation within the program, but you will not miss any important part of the program by only clicking "next."

What is the difference between Version1.0, found on the CD-ROM, and Version2.0, downloaded from the web site?

Version1.0 was released in August 2006 and Version2.0 was released in August 2008. The content has remained the same. Several usability issues and visuals have been updated in the Version2.0 release.

What are "How Asthma Friendly is Your School Questions?"

These questions are break-out conversation starters. They will "interrupt" the usual flow of the program. Some are intended for specific users (i.e. the nurse or administrator, some are more general). During your orientation training, you may skip over the majority of the questions.

FAQ's about the Interface

- The unit and section number are designated in the blue circles attached to the peak flow meter on the far left of the screen.
- By default, audio narration is included. From within the program, you may turn audio off by clicking the “Turn Off Audio” button below the “Next” and “Back” buttons. You may also turn the audio off on your physical computer. You may turn the narration back on during a presentation by clicking on “Turn On Audio” button below the “Next” and “Back” buttons. In the case of using the narration, you may adjust the volume by using the drop down menu from the “Volume” button on the top right of the screen. You may also adjust volume on your computer or speakers.
- You may exit the “How Asthma Friendly is Your School?” dialogue box by either clicking “Next” or by clicking the “Click to return to lesson” button from within the “How Asthma Friendly is Your School?” dialogue box.
- To navigate sequentially through the presentation, use the “Next” and “Back” buttons. You may quickly navigate to a specific unit by clicking on the yellow “Index” button above the “Next” and “Back” buttons.
- There is the option to skip the introductory trailer by clicking on the “Skip Intro” button on the bottom right of the introductory movie. This is especially useful as you are practicing giving this orientation presentation. The asthma introduction movie trailer will end with Unit 1.