

# IHPs, IEPs, and EAPs: Which Plan? How? Evaluate?

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# Disclosure

As required by the American Nurses Credentialing Center's Accreditation Program, I would like to make you aware of all potential conflicts of interest(s). This educational activity's planners and the presenter(s) have indicated they have no bias or conflict of interest.

# Objectives

- 1) The learner will define the types of health plans in use in schools.**
- 2) The learner will create action goals and supporting objectives.**
- 3) The learner will identify the student advocate role of the school nurse.**

# School Nurse Role

- \* **Management of chronic conditions in school**
- \* **Communication with rest of school staff about student needs**
- \* **Advocate for student and parent and appropriate, necessary care**
- \* **Empower students to learn to manage their own illness**

# Types of Plans in Schools

- \* Individual Health Care Plan
- \* Individual Education Program
- \* Emergency Action Plan

# Step 1 – Assessment

- \* Before writing any plan, a thorough assessment is required.
- \* For initial plan – must assess all areas
- \* For yearly plan – evaluate and assess for current functioning
- \* For 3 year re-evaluation – review assessments for last 3 years and current evaluation data.

# Medical Review

- \* Evaluation for special education is the role of the team, which includes the school nurse.
- \* In accordance with 34 CFR 300.34(c)(4), any student who is being evaluated or re-evaluated for special education services shall be assessed in **all areas related to the suspected disability, including, if appropriate, health, vision, hearing,** social and emotional status, communicative status and motor abilities. The results of the medical review shall be used by the IEP team to address any educationally relevant medical findings or other health concerns that may affect the provision of FAPE to students with disabilities.
- \* Nurses are the **only** member of the team prepared to evaluate Health.

# Medical Review

- \* IDEA 2004 200.1 states that the purposes of this part are to ensure that all children with disabilities have available to them a FAPE that emphasizes special education and related services designed to **meet their unique needs** and prepare them for further education, employment, and independent living.
- \* It is important to make sure that students are adequately evaluated.
- \* Health conditions are rarely visible:  
think “ Universal Precautions.”





# Medical Review

**Health is an identified Domain along with Academic Achievement, Functional Performance, Cognitive Function, Communication Status, Hearing & Vision, Motor Ability, Motor Ability and Social/ Emotional Functioning which requires evaluation for students who are assessed for eligibility for special education services.**

**Medical Review is the term used in Illinois school code to describe the evaluation for issues involving health conditions.**

# What is Medical Review Evaluation?

**The data collected by the qualified school nurse completing a health assessment:**

**Review of records**

**Physical assessment of student**

**Interview with parent/caretaker**

**Observation of student in classroom**

**Other appropriate sources of information**

# Components of Medical Review

**Subjective information if relevant, which may include:**

- \* a description of the perceptions that the parents and student, as applicable, have regarding the student's health;**
- \* a health history of the student from the parents; and a description of perceptions of the student's teachers relative**
- \* to how the student's health may be affecting his or her academic performance or access to the curriculum**

# Components of Medical Review

**Objective Information, if relevant, which shall include:**

- \* a summary of information contained in the student's health record and the record of other health-related information, as defined at 23 Ill. Adm. Code 375.10 (Definitions), about his or her prior and current health conditions; and**

# Components of Medical Review

- \* a summary of any relevant health-related information obtained from records provided by or requested from the student's parent/guardian**

# Components of Medical Review

- \* **Multi-faceted, depending on the child.**
- \* **Includes health history, school and medical record review, consultation with health care providers, student observation, etc.**
- \* **Assesses whether the child's health condition is impacting his/her ability to learn\*\*\***
- \* **Suggests needed accommodations & related services.\*\*\***

# Individual Health Care Plan

**IHP**

# Individual Health Care Plan

- \* Outlines and describes the plan to meet the health care needs of the student.**
- \* Directs the nurse or care personnel in meeting the health care needs of the student.**
- \* Written in nursing language for nurse to implement**



# Health Care Plan

A Health Care Plan is developed for students meeting criteria for general education but with identified disabilities under the American Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973.

# Health-Care Plan

- \* A Health-Care Plan may stand alone, be part of an IEP, or be part of a 504 plan.**
- \* It documents the use of the nursing process.**
- \* Requires a nurse to write a IHP**

# Procedure

- \* **Assessment – history and examination**
- \* **Identify educational needs related to health**
- \* **Identify nursing/functional diagnosis**
- \* **Write goal statement from Dx**
- \* **Write objectives as steps to achieve goal**

# IHP

**Nursing Diagnosis:** (functional, from summary)

**Assessment:** (supporting data)

**Goal:** (measurable)

**Action/Interventions:** (Steps to meet goal)

**Expected Outcome:**

**Evaluation:** (how and when)

# Student Health-Care Plans

- \* **For students**
  - \* **With medical needs, but no IEP**
- \* **Includes health needs and nursing responsibilities required**
- \* **Based on student's Medical Management Plan, submitted by MD**
- \* **Training of staff, if needed**
- \* **Evaluation of effectiveness**

# Possible Nursing Diagnosis

Readiness for enhanced self-health management of therapeutic regimen related to medication compliance at home to reduce asthma exacerbations (increase time on task, reduce impulsive behaviors, etc.

Use your assessment data to write the exact 'evidenced by' portion of the wellness nursing diagnosis

# Sample IHP

**Nsg. Dx. - Ineffective role performance related to inattention/distraction as evidenced by off task behavior and inadequate social skills**

**Goal - Student will increase his appropriate social interactions and on task behavior at school.**

# *Individual Education Program*

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## *IEP*



# Individual Education Program

- \* Educational plan to meet all the needs identified by the Special Service Team**
- \* School nurse writes the health portion of the IEP**
- \* Identifies knowledge the student needs to learn to manage his/her needs**
- \* Identifies skills the student needs to master for self-care**

# Definition

**The individual educational plan is developed for each student and is designed to meet specific needs as determined at the IEP Meeting (Individual Education Program) formerly called the Multidisciplinary Conference (MDC).**

# Process

- \* Impact statement shows that health condition negatively impacts learning.**
- \* Has identified disability qualifying for an IEP.**
- \* THEREFORE:**
- \* Student needs health goals in the IEP to accommodate health condition.**

# Special Education Team

- \* **Professional Educator Licensed School Nurse**
- \* **Student/Parent/Guardian**
- \* **School psychologist**
- \* **Social worker**
- \* **A regular education teacher**
- \* **A special education teacher, and administrator (or designee qualified to make decisions upon placement)**
- \* **S & L pathologist**
- \* **OT and PT if needed.**

# 504 Plan

- \* If not found eligible under IDEA, may be eligible for general education with modifications specific to student's identified disability under Section 504.**

# Services

- \* Services included in an IEP must be related to the student's educational needs as identified by the disabling condition(s) that may have an adverse impact on his/her educational performance during the IEP meeting.**

# Other **Health** Impairments

**Every student with a disability of  
OHI –**

**Must have a health care need**

**This need has to be addressed in  
the IEP.**

# Objectives

- \* At least one behavioral objective must be written for each goal indicating the level/amount of performance necessary for the objective to be considered achieved.**
- \* Objectives are to be stated in a simple and direct manner in a developmental, sequential, logical order.**



# Individual Education Program

- \* **Current Level of Academic Achievement and Functional Performance**
- \* **Goals and objectives meet the student's educational needs resulting from the disability**
- \* **Write as S.M.A.R.T. goals**
- \* **ISBE form Goals and Objectives/Benchmarks**
- \* **Relate to Illinois Learning Standards**
- \* **Identify goal implementer – NURSE?**

# IEP Goals / IL Learning Standards

**IEP goals are parallel to Illinois learning Standards (ILS). The IEP is an Individual Educational Program designed to help the child meet Illinois Learning Standards.**

**ILS have 7 different Core areas including the Math and English Common core.**

**Health related IEP goals are written to help address the ILS-Physical Development and Health Standards 19-24.**

# Goals and Objectives

- \* Steps to be taken by student, nurse, school staff, or parent to implement the goal based on identified need.**
- \* Determine special equipment/materials required to implement learning activities, not normally available**
- \* Determine appropriate method and materials for evaluating outcome of short term objectives**
- \* Monitor student's progress and document accomplishments through the school year.**

# Action Objectives

- \* **Who is to perform?**
- \* **Specific observable behavior desired?**
- \* **Product performance or result of student's behavior?**
- \* **Relevant conditions for the behavior?**
- \* **Standard for evaluation – minimum level?**
- \* **Action Verbs – write, list, state, verbalize.**

# SMART format

- \* **Specific**
- \* **Measurable**
- \* **Attainable**
- \* **Relevant**
- \* **Time-Bound**

# S.M.A.R.T. Goals

**What should the child be doing to progress in the general curriculum with the disability/health issues?**

# Short-Term Objectives

- \* For individual student
- \* Condition under which behavior is to be exhibited
- \* Observable, measurable behavior student should exhibit
- \* Always written in SMART format

Objectives are how student reaches the goal.

# Short Term Objectives/Benchmarks

- \* **Interventions – direct and indirect**
- \* **Minutes of nursing service –**
  - \* **Planning**
  - \* **Direct service**
  - \* **Evaluating**
  - \* **Collaboration with other providers**
- \* **Need for Consult Minutes (Required for OHI)**



# Loaded Verbs to Avoid

- \* **Know**
- \* **Understand**
- \* **Appreciate**
- \* **Enjoy**
- \* **Grasp the Significance of**

## Behavioral Goals

- \* **Who is to perform?**
- \* **What is the specific observable behavior (or act) that the student is to perform?**
- \* **What is the product, performance or result of the student's behavior?**
- \* **What are the relevant conditions under which the behavior is to be performed?**
- \* **What is the standard for evaluation – minimum level of accepted performance?**

# Evaluation

- \* **How progress measured**
- \* **Assessments used to measure progress**
- \* **How often to communicate with the parent**
- \* **Can use classroom observation to track and evaluate the student's progress**
- \* **Start with lower level and work up as time goes by**

# Consultation

- \* **Do not need direct nursing care.**
- \* **Do need nursing consultation to the teaching staff or other service providers**
- \* **Can list under “Supports for School Personnel”**
- \* **Or “Services and Placement”**
- \* **Or “Notes Page”**
- \* **Preference: “Supports for School Personnel”**

# IEP Paperwork

- \* Attach Health Assessment Summary to IEP paperwork**
- \* Need statement or attachment of IHP and EAP**
- \* Health Assessment in student Health Record**

# ***Emergency Action Plan***

**EAP**

# Emergency Action Plan

**What to do in case of emergency:**

**If you see this:**

**Do this:**

**Includes: provider contact information,  
emergency contact info, and  
brief history of student's diagnosis**

# EAP's

- \* **Written for school staff to implement**
- \* **When condition is life-threatening**
- \* **Short - K.I.S.S.**
- \* **Introduce student briefly**



# EAP

## If you see this:

- \* S/S student typically shows
- \* Show progression of symptoms

Simple, descriptive terms

## Do this:

Action needed

Call 911, Nurse

Provider,  
parents

# EAP

## **Names and numbers:**

**EMS**

**School Nurse**

**Parent/guardian/caretaker**

**Private healthcare provider**

# EAP

## **Distribution of Copies:**

**Parent**

**School Nurse**

**School Office- Principal/Secretary**

**Lunch supervisor**

**Teachers and classroom staff**

**Local EMS**

# EAP

**Prepare in spring or summer so parent can take to Private Health Care Provider for signature of approval.**

**Statement in letter that if not returned by date, will still be implemented for current school year.**

# Emergency Action Plans

- \* **Asthma Action Plan add web links**
- \* **Illinois Life Threatening Food Allergy Action Plan**
- \* **Diabetes EAP**
- \* **Samples in handout**

# Transition Planning

# Transition Planning

According to Illinois special education regulations, students with disabilities age 14 1/2 and older must have a transition plan included as part of their IEP

*Doesn't EVERYONE need independent living skills??*

# Transition Planning

**Each student must have included in the IEP appropriate measurable post-secondary goals based on age-appropriate transition assessments related to:**

- \* Training,**
- \* Education,**
- \* Employment, and where appropriate,**
- \* Independent living skills**



# Skills needed to maintain health

- \* **Management of daily health care needs**
  - \* **Example: taking medications, monitoring blood sugar level**
- \* **Health promoting behaviors**
  - \* **Example: maintaining a healthy diet, abstaining from drug and tobacco use, brushing and flossing**

# Skills needed to maintain health

- \* Using the health care system
  - \* **Example: making a doctor's appointment, using insurance benefits**
- \* Health care communication, health literacy, and self-advocacy
  - \* **Example: Asking questions during doctor visit, explaining to employer why workstation accommodations are needed**

# Skills needed to maintain health

- \* **Transition to adult health care providers**
  - \* **Example: Finding a new primary care provider, taking more responsibility for own health**
- \* **Accessing community resources and supports**
  - \* **Example: Finding a personal care assistant, joining community recreation**

# Assess and prioritize student's health skills and set goals

- \* Can use a checklist or other tool along with discussion to assess skills (see handouts for examples)
- \* Priority areas should be established based on:
  - \* **Student's goals and aspirations for education, career, and independent living**
  - \* **Identified areas for improvement**
  - \* **Current and future medical needs**

# Assess and prioritize student's health skills and set goals

**Goals should be written in the same way as you would write other IEP goals.**

# Questions?

## Contact information:

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