

# NEW ENGLAND PANS/PANDAS ASSOCIATION

Individualized Health Plan

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

## **Individual Health Care Plans (IHCP)**

Individual Health Care Plans (IHCP) for students with PANS are an integral part of promoting success in the school environment. IHCPs foster communication between all members of the school team: Parents, Student, School Staff and School Nurse. Students with chronic and complex healthcare needs, such as PANS, often necessitate specialized care at school to ensure their health and safety is supported so the student can be successful. IHCPs are created for students whose health needs affect their daily functioning and their ability to access the school curriculum. This usually includes students who are medically fragile, require complex health care support, need frequent contacts with a school nurse, and/or have health care needs addressed on a daily basis.

### **Individualized Health Care Plans**

An individualized health care plan is a detailed and orderly program of action designed to monitor, prevent, reduce or eliminate identified health problems in order to maintain or improve a student's health status and level of wellness and to promote his or her learning and positive coping. The process of planning requires a team approach and includes the establishment of care priorities, a clear understanding of student specific goals, prescription of appropriate interventions, and delineation of measurements for goal achievement.

National Association of School Nurses, 2008

The School Nurse with the collaboration of health care providers, parents and school staff, develops IHCPs. The team should consider supports needed during the entire school day, including the classroom, physical education, the school bus, field trips, and extracurricular activities. IHCPs will often require frequent updating as changes in the child's medical condition and needs occur. You can request an IEP or Section 504 Plan meeting at any time to address your concerns.

“Health care plans identify solutions for diagnosed health problems (actual or potential); communicate the student's specific health needs, and the prescribed nursing and collaborative interventions for directing and evaluating the care given; and provide a mechanism for demonstrating accountability.”

*SDECT – Clinical Procedure Guidelines for Connecticut School Nurses*

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## Rules And Regulations For School Health Program – Rhode Island

1.30 “Individualized health care plan (IHCP) “means a comprehensive plan for care of children with special health care needs developed by the certified school nurse teacher in collaboration with the student, parents/guardians, school staff, community, and health care provider(s), as appropriate.

*RI DOE – Rules and Regulations for School Health Program*

An IHCP may be developed by the school nurse as a standalone document or as part of the IEP or the Section 504 Plan to specifically address the student’s medical needs in the school setting. PANS is a medical condition; it is not a behavioral condition. Therefore a Behavioral Intervention Plan (BIP) should not be used in place of an IHCP. Students however may have both a BIP and an IHCP if appropriate. To put this in perspective, a student with Diabetes is not given a behavioral plan to address consequences due to low blood sugar.

A well-written IHCP will:

- Ensure that the school has relevant information and authorization
- Address both family and school concerns
- Clarify roles and responsibilities
- Establish a basis for ongoing teamwork, communication, & evaluation

IHCPs are usually developed for students with special health needs or whose health needs require daily intervention. These plans describe how to meet an individual child’s daily health and safety needs in the school setting. IHCPs include:

- functional health issues (nursing diagnoses);
- student objectives (expected outcomes) for promoting self-care and age-appropriate independence; and
- responsibilities of parents, school nurses, teachers, students and administration, as appropriate.

*SDECT - Guidelines for Managing Life-threatening Food Allergies in CT Schools*

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## Resource Links

### **NASN**

IHP: Role of the School Nurse

<http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/32/Individualized-Healthcare-Plans-IHP-Revised-2008>

### **Connecticut**

SDECT – Clinical Procedure Guidelines for Connecticut School Nurses - Individual Health Care Plan

*This covers what an IHCP Plan is, why it is needed and what elements need to be included.*

Online Version: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334200>

PDF Version (start page 23):

[http://www.sde.ct.gov/sde/lib/sde/pdf/publications/clinical\\_guidelines/clinical\\_guidelines.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/publications/clinical_guidelines/clinical_guidelines.pdf)

Guidelines for Managing Life-threatening Food Allergies in CT Schools

*Although this link is not PANS specific, it does provide a good example of what must be included.*

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334650#toc2>

### **Massachusetts**

Mass Gov – Health & Human Services - IHCP

<http://www.mass.gov/eohhs/gov/departments/dph/programs/family-health/directions/chap-8/the-individualized-health-care-plan-ihcp.html>

### **Maine**

Maine Department of Ed

Individual Health Plans Guide

<https://www1.maine.gov/education/sh/indivhealthcareplans/ihpprotocol.pdf>

### **New Hampshire**

NH Dept of Ed Health Care Plan Templates

[http://www.education.nh.gov/program/nutrition/documents/nh\\_special\\_care\\_plan.pdf](http://www.education.nh.gov/program/nutrition/documents/nh_special_care_plan.pdf)

[www.education.nh.gov/certification/documents/ed61212p.doc](http://www.education.nh.gov/certification/documents/ed61212p.doc)

### **Rhode Island**

Rhode Island Department of Ed

<http://sos.ri.gov/documents/archives/regdocs/released/pdf/DOH/5471.pdf>

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Sample IHCP  
www.nepans.org

Below is a sample Individual Health Plan. Contents were culled from IHPs of several students. It is designed to merely serve as an example of accommodations currently used in some student's IHPs. This example is not meant to be all-inclusive for every student with PANS as not every student is going to require all these items and some unique considerations will not be on this list.

### Individual Health Plan

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

Created by: \_\_\_\_\_

#### Description of Condition and Manifestations:

- This is a good place to provide a description of condition

#### Assessments:

- Allergy Environmental agents: (*Mold*)
- General Health Status: (*overall physically healthy*)
- Infection: (*Possibility of exposure to contagious infectious agents could result in symptoms associated with PANS*)
- Medical conditions: (PANS, Immune Deficiency)

#### Nursing Diagnosis:

- Ineffective Coping – Related to knowledge deficit of school resources, possible reluctance to seek help.
- Fear – Related to inability to predict or control symptoms.
- Biodefense related to
  - Increased susceptibility from contact with any contagious disease. PANS (Pediatric Acute-onset Neuropsychiatric Syndrome) manifests in OCD, ADHD, ODD behaviors, motor and vocal tics, depression
  - Student symptoms are unpredictable and present when being exposed to contagious elements
  - Altered functioning in daily activities to decrease chance of exposure to contagious diseases
  - Changes in health regimen due to possible exposure and reaction to contagious diseases

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### Goals:

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

- Student will identify sources of anxiety and fear.
- Student will identify his support systems at school and will be willing to use them.
- School Staff and School Nurse will recognize signs of PANS episode which include behaviors such as motor and vocal tics, headaches, drooling, anxiety, mood swings, OCD, ADD, ODD, depression, irritability, behavioral regression, deterioration in school performance, sensory issues, urinary frequency.
- School Staff to provide education on proper hand washing and basic hygiene to prevent spread of infections.
- School Staff to encourage infection control measures in the classroom.
- School Staff will understand that student is not to use water fountains.
- School Staff will understand that Student has sensitivities to foods that can induce PANS symptoms and is currently dairy-free, peanut-free, gluten-free with respect to any assignments concerning food; if this changes, parents will notify School Nurse.
- School Staff will understand that Student might need to wear a hat with a brim to aid in light sensitivities.
- School Staff will understand that Student might require snacks between meals in order to sustain energy.
- School Staff will clean student work-stations daily before Student works in room.
- School Staff will communicate with School Nurse about any communicable illness in classrooms.
- School Nurse will inform parents of any communicable illness in classrooms.
- Parents will inform school nurse of any health changes.
- Parents will inform school nurse of any planned IVIGs.
- Parents will supply clean water bottles; student will be allowed to keep a water bottle with him.
- Student will be encouraged and will be given means to wash his hands after touching school or other materials.
- School Staff will implement an ANYTIME Nurse/Bathroom pass not to be used by other students.
- School Staff to implement plan to exit to Nurse's, Counselor's or Academic Dean's Office in order to rest or work quietly and to track the amount of Time Out's needed.
- Student is allowed to use Elevator.
- Option to not participate in select elective programs in order to meet with academic teacher/s for more help or work on homework.
- School Nurse will provide access to cold or hot compresses.

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| <b>Intervention</b>  | <b>Who</b>             | <b>When</b>                          | <b>Why</b>   |
|--|------------------------|--------------------------------------|--|
| Parents to review and update the health history assessment each school year or more frequently if changes occur                                      | Parent                 | As needed                            | To promote health and well-being   |
| Share/exchange health information with parent with regard to communicable diseases in classroom  | Nurse                  | As necessary                         | To promote health and well-being. Potential for flare related to compromised immune system |
| Promote health by drinking from clean water bottle instead of water bottle   | Student                | Daily                                | To promote health and decrease chance of contamination                                     |
| Notify parent of any changes in student's condition  | Nurse                  | As necessary                         | To promote health and well-being   |
| Promote health by decreasing shared objects at school  | School Staff           | As needed                            | Decrease chance of cross contamination   |
| Promote health by cleaning work spaces at school   | School Staff           | Daily/before Student comes into room | Decrease chance of cross contamination   |
| Promote health by teaching proper sneezing/coughing techniques to students   | School Staff/Nurse     | As needed                            | Decrease chance of cross contamination   |
| Classroom support for drooling (occasional symptom)—give students tissues quietly; if drooling doesn't stop, permit student to go to School Nurse    | School Staff/Nurse     | As needed                            | Minimize disruptions to class and embarrassment of student over symptoms                   |
| Classroom support for tics that are bothering student—permit student to go to School Nurse   | School Staff/Nurse     | As needed                            | Minimize disruptions to class and embarrassment of student over symptoms                   |
| Check in with student when Student shows signs of frequent bathroom breaks, putting face in hands, picking at own hands or other different behaviors | School Staff           | As needed                            | These could be indications of stress. Stress needs to be minimized.                        |
| Student shuts down/ is unable to speak—send to nurse   | School Staff           | As needed                            | To promote health and well-being   |
| Student becomes sad or angry without due cause—send to nurse   | School Staff           | As needed                            | To promote health and well-being   |
| Student's symptoms are not resolving, he is not able to work to school expectations, and he is upset—notify parents ASAP                             | Nurse                  | As needed                            | To promote health and well-being   |
| Fatigue; student may require time to rest or a healthful snack   | School Staff           | As needed                            | To promote health and well-being   |
| Refrain from criticism, shaming  | School Staff           | As Needed                            | This is a health problem requiring support & medical intervention                          |
| Discuss with student that he can seek assistance from school nurse and/or guidance counselor   | School Staff & Parents | As Needed                            | To promote communication and expand safety net resources.                                  |
| Medications at School: Obtain health care provider authorization. Obtain Medical Supply. Maintain medication administration record.                  | Nurse                  | As Needed                            | To promote health and well-being   |