Self-Carry Guidance

Physicians, other authorized prescribers, parents and school nurses are encouraged to consider these five factors when determining whether a student should self-carry and self- administer an inhaler in school.

Student Factors

1. Asthma severity and morbidity
- When and how many hospitalizations, ED visits, severe episodes?
- When and how many sudden onsets or severe episodes?
- What are the student's triggers?

2. Student age, knowledge, attitude, skills and behavior
- How old is the student?
- Can the student identify asthma signs and symptoms?
- Does student want to carry and self-administer bronchodilator?
- Is student willing/able/responsible to report use to parent, school nurse or in asthma diary?
- Does student understand the importance of not sharing with other students?
- Does student demonstrate and use correct peak flow and inhaler technique?
- Has the student carried and self-administered in other settings (child care, camp, after school care, at friends' homes)? If so, how has that worked?
- Has the student required disciplinary actions in school? Does the student resist authority? If so, has this related to asthma management?

Family Factors

3. Family interest and collaboration
- Do parents/guardians want student to self-carry and self-administer?
- Are parents/guardians willing to collaborate with the school team to monitor self-carry privilege?

School Factors

4. Availability of urgent care at school
- Is there a full time school nurse or health assistant?
- If not, how often are they present? Who else is responsible for medications? How are they trained and supervised?

- How large is the school? How many students? How many floors?
- Where is medicine usually kept? How far is it from the farthest classroom or playing field?
- What communication systems are used (intercom, walkie-talkie, cellular phones)?
- How long does it take for EMS to arrive at school?
- Do EMS vehicles have bronchodilators? Only Advance Life Support vehicles?

5. History of episodes at school
- How often do episodes occur at school?
- When and where do they occur?
- Are there specific triggers?

- How has the student handled these episodes?
- Has the school been able to provide immediate help for the student during an episode?
- Are the student's triggers present in the school setting? If so, have they been reduced or eliminated?