**Alejandro case study**

**SAMPLE STATEMENTS FOR ER-1 AND I-4**

**Evaluation ER-1 Form**

 I. Information from existing data B. Functional Performance (Before evaluation process starts)

Alejandro is a 5-year-old with cerebral palsy that affects his self-care and cognitive abilities and his communication. He is fed orally since his G- button was removed three years ago and tolerates a soft (mashed) diet. Alejandro requires assistance with oral feedings and daily cares. Alejandro has a known food allergy to tree nuts (cashews, pistachios, almonds, Brazil nuts, chestnuts, macadamia nuts, pecans, pine nuts, shea nuts, and walnuts) with history of anaphylaxis.

 II. Information from additional assessments B. Functional Performance (gathered during evaluation process)

A home visit was made by the school nurse on \_\_\_\_\_\_\_\_. Present were Alejandro, his mother and 2 -year- old sister. Health records were reviewed at this visit. His food allergy to tree nuts was confirmed. Alejandro has emergency epinephrine ordered for any signs or symptoms of anaphylaxis or if tree nuts are inadvertently ingested. His hearing and vision have been professionally assessed and there are no concerns for either. Alejandro requires assistance with daily cares including feeding, diapering, and toileting. The school nurse was unable to understand Alejandro’s verbalizations without interpretation by his mother. The school nurse did note Alejandro’s frequent attempts to communicate and noted he did not seem frustrated but was observed smiling throughout the attempts.

Need for Specially Designed Instruction

Alejandro experiences spastic movements of both his arms and legs related to his cerebral palsy. He requires assistance with self cares and feeding. Alejandro requires an emergency action plan to prevent and treat any exposure to tree nuts. Alejandro is at risk for injury if he is exposed to his food allergens. Alejandro has a cognitive disability that affects his ability to self-advocate, protect himself from exposure to his allergens, or alert staff to symptoms of food allergy. Alejandro is not able to participate in his education if he is ill or injured after exposure to food allergens.

**IEP Documentation I-4 Form**

B. Functional Performance

Alejandro is a 5-year-old with cerebral palsy that affects his self-care and cognitive abilities and his communication. He is fed orally since his G- button was removed three years ago and tolerates a soft (mashed) diet. Alejandro requires assistance with oral feedings and daily cares including toileting. He wears a diaper as he does not have full bladder or bowel control and may have incontinence episodes between bathroom visits. Alejandro has a food allergy to tree nuts (cashews, pistachios, almonds, Brazil nuts, chestnuts, macadamia nuts, pecans, pine nuts, shea nuts, and walnuts) with history of anaphylaxis. Alejandro has emergency epinephrine ordered for any signs or symptoms of anaphylaxis or if tree nuts are inadvertently ingested. He has limited comprehension skills and limited ability to communicate which places him at increased risk of exposure and inability to communicate symptoms of an allergic reaction.

Alejandro requires an emergency action plan and accommodations while at school to prevent the exposure to his allergens and respond effectively and efficiently if an exposure occurs to prevent death or disability. These accommodations and emergency response may be performed by the classroom teacher, or various school staff under the direction of the school nurse and building administrator.

 E. Effects of Disability

Alejandro is at risk for injury if he is exposed to his food allergens. Alejandro is not able to participate in his IEP programing if he is ill or injured after exposure to food allergens.

F. Summary of Disability Related Needs

Alejandro has a cognitive disability that affects his ability to self-advocate, protect himself from exposure to his allergens, or alert staff to symptoms of food allergy.

Nursing service and school health services are necessary related services for anaphylaxis management and prevention and emergency medication administration to maintain attendance patterns and attain his IEP goals.

Program Summary/ Supplemental Aids and Services

Examples that may be included for a student with severe allergies:

* Identify and remove allergens from the school environment that student will frequent.
* School staff and transportation department will be notified of student’s allergy.
* Provide list of allergen free snacks to parent of classmates.
* Request that foods containing allergen (nuts/tree nut products) not be eaten in classroom.
* Classroom teacher will notify family about any classroom activities that will involve food and allow alternative foods.
* Allergy aware seating will be provided in cafeteria/classroom if requested.
* Classmates will be informed of student’s food allergy if parents request or agree.
* Staff perform hand washing before feeding or assisting student with eating.
* Staff and classmates are instructed to wash hands after eating.
* Each year educate identified school staff about anaphylaxis and use of epinephrine auto –injector.

*This is not a required nor exhaustive list of accommodations or supplementary aids and services for students at risk of anaphylaxis. Some of these accommodations can also be addressed in the health plan that staff see and use.*

D. Program Modifications and Support

School nurse will train staff in prevention of exposure to allergen and anaphylaxis management including the use of an epinephrine auto-injector.