

**2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts. (Health Office Environment, Special Education Assessment, Individualized Health Care Plans, Cultural Assessment)**

**N186-Key Assignment**

**Cross Cultural / Special Ed. Case Study**

*Note: Subject of case study may be a child in the school nurse student's own school nursing practice. Parent conference, assessment time and meeting times count toward clinical hours.*

1. Subject of case study should be a child who:
  - a. Is preschool or elementary school age from a different cultural background than your own;
  - b. Needs a health assessment and health history done by the school nurse;
  - c. Was referred to a SST (Student Study Team) with likelihood for the development of a 504 Plan or referral for an IEP (Individual Education Plan) assessment;
  - d. May be a student who has already been referred for an IEP (Individual Education Plan) for assessment with possibility of placement in a special education program.
2. Initial steps:
  - e. Review the student's health record and emergency card;
  - f. Observe child's general health status, check vision and hearing;
  - g. Interview other relevant school site personnel – child's teacher, teacher's aide, bus driver, psychologist, other members of the assessment team;
  - h. Observe the child in the classroom, on the playground, and/or in the lunchroom.
1. Health and Developmental History, Cultural interview:

Make a home visit *if feasible*, in the company of another member of the education team, or home liaison, to obtain a health and developmental history or ask the parent to come to the school site to be interviewed (the health history should not be done over the phone). Discuss with the parent/guardian any current health concerns and general cultural behaviors and any cultural issues that may contribute to the child's inability to learn; observe general living conditions that may contribute to the child's learning issues; **obtain written permission from the parent/guardian to obtain/share medical information with the child's physician and/or other appropriate professionals.**
2. In-depth Health Assessment:
  - i. Be sure **parent permission for assessment** has been obtained before proceeding. Use the nursing process to determine a nursing assessment and to design appropriate interventions. A thorough health assessment must include general health status, vision, hearing, dental, dietary habits/nutritional status, etc. If the school nurse student has received training in the use of neurological screening such as a QNST (Quick Neurological Screening) or DDST (Denver Developmental Screening Test), this should also be included in the assessment. An IHP (Individual Healthcare Plan) and/or referral/follow-up on any health problems and nursing interventions must be included.
3. Use of Theories in assessment:
  - j. Use Neuman's Model and/or incorporate a relevant cultural theory/model, i.e., Leininger's Transcultural Theory.
7. Use of Research:
  - k. Research two (2) current journal articles and one (1) website source relevant to your case study. Two sources should be specific to health related issues, one specific to cultural differences related to background of subject of case study.
8. SST/IEP Team, school nurse responsibilities:
  - l. Complete appropriate reports/paperwork and submit to SST or IEP team facilitator.
  - m. Share copies of these reports/paperwork with preceptor
  - n. Attend SST/IEP meeting and share findings verbally with team members and family; obtain feedback. Observe process and team/family interaction.
  - o. Follow through on recommendations:
    1. Follow through with team recommendations specific to school nurse role.
    2. Complete paperwork, i.e., health record, other.

**Additional insight into IEP process and other relevant information:**

- CSNO, The Green Book: Guidelines for specialized physical healthcare services in school settings, 2<sup>nd</sup> edition.
- Selekman, Janice. *School nursing: A comprehensive text*.
- Lewis and Bear. *Manual of school health*
- School district policy and procedure manual.

**Guidelines for writing up Cultural Differences/Special Ed. Case Study:**

The database for your case study should be *in-depth and complete, but succinct*. It is quality of information shared, not quantity that is important. The following areas are intended as a guide. You may skip over items that do not apply. The case study is to be written in APA format, with a title page and each section should have an appropriate heading.

1. Begin with an opening paragraph relating reasons why the subject of your case study was referred to either the SST or IEP team for evaluation/assessment.
2. Discuss findings based on observations/interviews.
3. Discuss observations/information obtained from parent/guardian during home visit.
  - a. **Family/Cultural Assessment:** Cultural background/lineage; family patterns; interaction within the family and with community, i.e., coping skills/stress management/discipline; social support; education/socioeconomic level; cultural patterns/beliefs with regard to roles, health/illness, self-care, dietary habits.  
Relate cultural family issues to research related to general aspects of that particular cultural background and incorporate a relevant cultural theory.
  - b. **Health and Developmental History:** Pregnancy history; siblings and any health issues; child's developmental history; family history of illness/LH/ADD; child's medical history (current meds, past illness/accidents); and social/interactive patterns (play, friends, classroom/home behavior); family perception of problem, previous interventions, and successes/failures, etc.
4. Discuss findings of other health professionals and school site team members:
  - a. Reports from MD, speech therapist, OT, PT, testing by school psychologist on patterns of school performance, etc.
  - b. Briefly summarize each report in one paragraph or less.
5. Discuss health assessment/Nursing Process:
  - a. Address assessment indicators.
  - b. Incorporate research findings relevant to medical diagnosis.
  - c. Determine a nursing assessment.
  - d. Develop a nursing plan, nursing actions/interventions to share with team at meeting, IHP, etc.
  - e. Indicate how the plan will be implemented and evaluated.
  - f. Incorporate **Neuman's Systems Model** related to nursing interventions.
  - g. Use standardized language in write up.
  - h. Scan or summarize school nurse written report for SST or IEP team.
6. Briefly describe the IEP legal process and timelines for signatures and meetings.
7. Describe the SST / IEP experience, the meeting, your participation:
  - a. Your role and thoughts regarding the process;
  - b. What you did well and/or areas of weakness;
  - c. How were you perceived as a member of the team;
  - d. Family member's role and comfort with process, response to you.
8. **Share key points about your case study with classmates on Canvas Discussion Board in a forum that will be provided.**

*Note: Blot out family names, child's name, those of team members on all paperwork related to this case study to ensure anonymity. Original documentation may be requested by your clinical instructor.*