**Inclusive Education** 

From

Guide: Asthma and learning

Strategy: Create inclusive learning environments

Suggestion: Identify and reduce common asthma triggers

Date

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Link

inclusive.tki.org.nz/guides/asthma-and-learning/identify-and-reduce-common-asthma-triggers

# **Common asthma triggers**

### Common asthma triggers

#### Allergens



- Pollen from trees, plants, and grasses, including freshly cut grass
- Animal dander from pets with fur or hair
- Dust mites in dust, carpeting, soft toys, pillows, and upholstery

#### **Irritants**



- Strong smells and sprays, such as perfumes, paints, cleaning solutions, talcum powder, and pesticides
- · Air pollutants
- · Cigarette and other tobacco smoke

#### Other triggers



- · Upper respiratory infections colds or flu
- · Changes in weather, exposure to cold air
- Exercise running or playing hard especially in cold weather
- Strong emotional expressions laughing or crying hard, stress, and anxiety

## Reducing asthma triggers

- Mop and damp dust often.
- Reduce classroom clutter and store materials in covered containers to make cleaning easier.
- Use wood, tile, or vinyl floor coverings instead of carpet. If a classroom has carpet, vacuum it frequently when students are out of the classroom.
- · Keep pets with fur or hair out of the classroom.
- · Use low-odour products for cleaning.
- Minimise eating in the classroom to reduce pests. Food stored in the classroom should be in sealed containers. Clean spills immediately.
- · Do not spray pesticides during school terms.
- Do not use products with strong odors, such as perfumes and air freshners.
- If possible, on days with high pollen counts, keep windows closed.
  Provide alternative indoor activities.
- · Report unusual odours, mould or moisture problems straight away

#### Source:

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