

# Advocating For Healthier Schools: How To Implement Integrated Pest Management (IPM) In Your Schools

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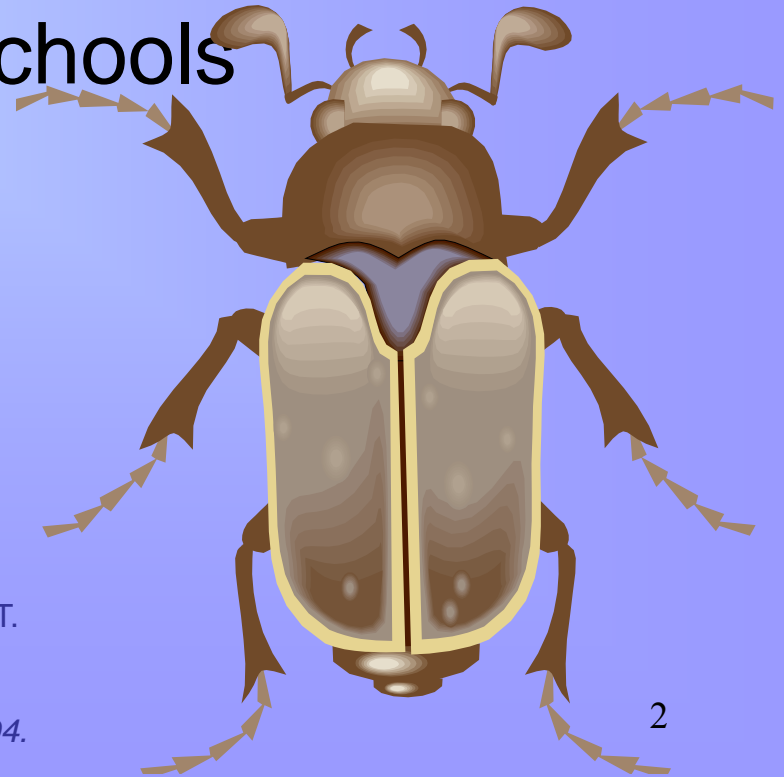


# In our first webinar

- We asked you to look around and see what you can find out about pest management in your schools
- What did you find?



Jones, S.E., Wheeler, L.S., Smith, A.M., & McManus, T. (2009). Adherence to national asthma education and prevention program's "How Asthma-Friendly Is Your School?" *The Journal of School Nursing*, 25(5),82- 394.



# Discussion on findings



# Our take-aways from the first webinar

- For the health of our children and ourselves, there needs to be a better way to manage pests in schools
- IPM focuses on
  - ✓ preventing pests from invading our spaces
  - ✓ promotes maintenance of school property and energy efficiency
  - ✓ helps keep our schools clean, and
  - ✓ minimizes the use of pesticides



# More take-aways from the first webinar

- School nurses do not have to be experts on IPM
- School nurses are the experts on the health of children in the school setting
- IPM is a healthier way to keep our schools free from pests
- Use your expertise to advance an environmentally friendly way to protect our children's health



# Purposes of this webinar

## We will:

- Review HB 1836
- Review advocacy—what it is, how do we recognize it when we see it
- Talk about why nurses are ideally suited to advocate for IPM
- Discuss the most effective advocacy techniques for changing people's minds about IPM
- Discuss the specifics of advocacy, including the when and with whom we should advocate



# Review of HB 1836 and how that relates to advocacy

*The Department of Education **shall make information available** to school boards on integrated pest management programs that appropriately address the application of chemical pesticides and other pest control measures on school property.*

<http://leg1.state.va.us/cgi-bin/legp504.exe?091+ful+CHAP0440>

Question: Will anything happen if information is made available?



# IPM

- Integrated Pest Management is a preventative, long-term, low toxicity means of controlling pests.





# What is advocacy?

- Advocating is the act of speaking or writing in support of something
- Most recent examples of aggressive advocacy
  - ✓ “Tea” parties
  - ✓ In-your-face confrontations with legislators
- Not the “Virginia” way



# What advocacy is:

- Public advocacy: speaking out on behalf of an issue, a population group, or a concern in an effort to influence changes in public policy, laws, regulations and/or practices
- Getting what one needs and desires to better the world
- Focuses on the recipients of what we're advocating for—the children



# What advocacy is NOT:

- Self-serving terms
- Beneath one's dignity
- Beyond our reach



# Advocacy examples consistent with health providers

- Talking with peers, parents, teachers, school administrators, and anyone who will listen
- Contacting school board members or other policymakers and meeting with them one-on-one, talking on the phone
- Joining or starting a coalition advocating for a cause



Writing letters to the editor

# A word or two on related terms (so as not to be confused)

- Lobbying
- Grass roots
- Politics and political activism
  - ✓ Politics: the totality of interrelationships in areas of concern, especially as they relate to power, authority, or influence



# Why school nurses are ideal advocates for IPM

...One of the most important roles of the nurse is to be a patient advocate-to protect the interests of patients when the patients themselves cannot because of illness or inadequate health knowledge....



Center for Nursing Advocacy,

[www.nursingadvocacy.org/press/cna\\_perspective.html](http://www.nursingadvocacy.org/press/cna_perspective.html) 14

# School Nurse Advocacy

- You are a great child advocate because you are
  - ✓ Believable
  - ✓ Expert in school health
  - ✓ Respected by the public
  - ✓ Consistent with concerns and goals



# What you need for successful advocacy

- Self-knowledge and understanding
- Critical thinking
- Risk-taking
- Communication
- Working with others in coalitions





# Self-knowledge and understanding

Self-knowledge:  
knowledge of one's  
particular mental states,  
including one's beliefs,  
desires, and sensations



# Critical thinking



- Critical thinking: self-directed, self-disciplined, self-monitored, and self-corrective thinking
- Enable them to assess the situation for advocacy, explore alternative solutions, understand alternatives



Scriven, M., & Paul, R. (2007). Defining critical thinking. In *The critical thinking community*. Available from [http://www.criticalthinking.org/aboutCT/define\\_critical\\_thinking.cfm](http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm).

# Risk-taking

- Risk-taking: the willingness to make mistakes, advocate unconventional or unpopular positions, or tackle extremely challenging problems without obvious solutions, such that one's personal growth, integrity, or accomplishments



Risk-taking. (2007). In *en-Gauge: 21st century skills*. Available from <http://www.ncrel.org/engauge/skills/invent5.htm>.

# Communication

- Verbal and non-verbal
- Must be clear, concise, and factual
- Use examples and data to back up your points
- Examples say a thousand words
  - ✓ Bugs
  - ✓ Children with asthma



# Working with others

- Coalition: a group of individuals and/or organizations united around a common interest, working together to achieve a common goal



(Bowers-Lanier, 2007).

# Getting started



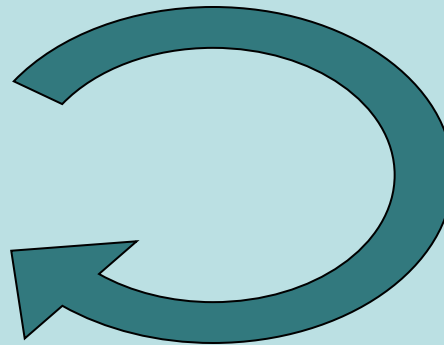
# Plan, Do, Study, Act

## 1. Plan

- Make a plan for the change
- Collect baseline data
- Communicate the test of the change

## 2. Do

- Test the change
- Document the results of the change
- Continue to monitor the data



## 3. Study

- Verify the effects of the change
- Check results

## 4. Act

- Modify, abandon, or implement plan
- Develop on-going monitoring and consider implementing in system



# Plan

- Begin with the idea that you will need to change people's minds
  - ✓ People may be comfortable with the status quo
  - ✓ Administrators have a lot on their plates
  - ✓ School boards dealing with huge budget cuts
  - ✓ May be a gazillion other things going on





# Your job is to bring IPM on the radar screen

- Help people see that the status quo doesn't keep our children healthy
- The aim is to change their minds
  - ✓ We were happy the way things were
  - ✓ But now that we know, we're not happy with what is going on



# Do

- Present the “facts” that will push the status quo
  - ✓ Better for the health of students and staff
  - ✓ Less expensive in the long run for school maintenance and perhaps in related costs for educating children
  - ✓ Best practices already exist in Virginia—no need to reinvent wheels
  - ✓ EPA recommends IPM. Results indicate that IPM brings results



# Include advantages of IPM

- Decreased use of chemical application will reduce risks to the health of staff members.
- Decreased use of chemical application will reduce the risk of deterioration and disfigurement of holdings. i.e. books, maps, documents.
- IPM allows administrators greater control over and knowledge of pest activity.
- IPM may be the *only solution to some long-term pest problems where chemical application has not worked.*



# Study

- To advocate successfully school nurses must
  - ✓ Know enough to be effective
  - ✓ Establish willingness to use power
  - ✓ Develop faith in ability to effect change
  - ✓ Expect to spend time at it
  - ✓ Collaborate with other school nurses and interested parties
    - Form a coalition



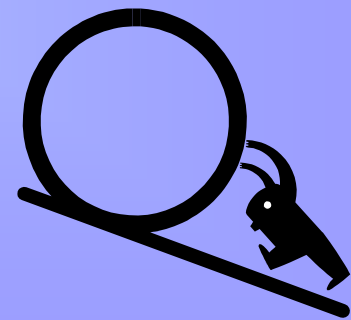
# Act

- Who are your natural allies and how can you enlist their aid?
- PTA
- School staff
- School health advisory boards (SHAB)
- Environmental groups



# Plan – Do – Study – Act

- Iterative process
- Try an approach
- If it doesn't work, figure out what to do next
- Try another approach
- See if it works



# Keep the message consistent

- IPM reduces pests while minimizing exposure to toxins
- What is IPM? How does it work?
- How much does it cost?
  - ✓ Cost savings over the long-term
- What can we expect from IPM?
  - ✓ Health of students and staff



## Acute exposure to pesticides may cause short-term effects such as:

- Headaches;
- Dizziness;
- Muscle twitching;
- Weakness;
- Tingling Sensations; and
- Nausea.

## Long-term exposure to pesticides may cause serious health effects such as:

- Birth defects;
- Learning disabilities;
- Behavioral changes;
- Organ damage;
- Forms of cancer, including leukemia, breast cancer, and brain tumors; or
- Asthma symptoms.

- **Starve and Dry Pests Out** — Every creature needs food and water to survive. Eliminate your pests' access to these things and they won't hang around for long.
- **Eliminate Safe Havens for Pests** — Roaches can live in any nook and cranny. Anywhere you see a small crack leading to a spot that people can't access, make sure to seal it up.
- **Monitor for Pests** — Monitoring is key to successful IPM. It lets us know when there is a problem so we can address it early.
- **Create an IPM Plan and Keep Proper Records** — An IPM plan is a document that indicates how you plan to monitor for pests and what you will do if pests suddenly arrive. Having this tool will help you avoid the urge to use dangerous pesticides.
- **Treat Existing Pest Problems** —To get rid of existing pests, use traps, vacuums, gels and baits. If pesticides are necessary, use spot treatments rather than area-wide applications.







Think strategically about  
the opposition



# Who will be opposed to IPM?

- Pest management companies that stand to lose contracts, money, and so forth
- School boards (culpability?)(status quo?)
- School administrators at all levels (one more thing)



# Disadvantages of IPM

- IPM will require more staff time than traditional pest management, even if implementation is contracted to a pest management company and under the guidance of school personnel
- IPM will require the coordinated effort of all staff members to properly implement
- IPM *may initially be more expensive than traditional pest management*
- *Handy dandy reference for debunking myths:*  
[http://www.beyondpesticides.org/schools/publications/Ten\\_Myths.pdf](http://www.beyondpesticides.org/schools/publications/Ten_Myths.pdf)



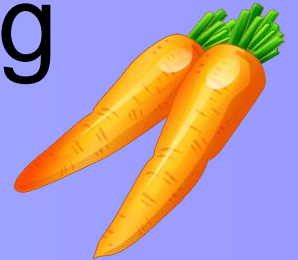
# Here are the counter-arguments



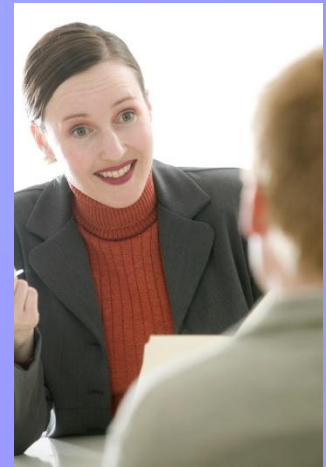
- IPM *is* more expensive because physical changes will need to be made
  - ✓ Assessment of the physical changes
  - ✓ Setting up an infrastructure
  - ✓ Finding a pest management company (or changing the contract)
  - ✓ More people need to get involved
- Once IPM is in place, costs will be reduced.
- Children's health will not be adversely affected by exposure to toxins



# What is the strategy for dealing with opponents?



- Use the “carrot” approach whenever possible
  - ✓ Create possible wins
- Work with them one-by-one whenever possible
  - ✓ You learn about them; they learn about you
  - ✓ It’s all about creating positive interpersonal relationships
- Use of the big stick? No...
  - ✓ It will alienate
  - ✓ Don’t burn bridges



# Pointers on working to change peoples' minds

- Don't embarrass them in front of others
- Appeal to their altruistic instincts first, then to their pocketbooks
- Be honest and truthful
- Don't gloss over inconvenient truths
- Find out answers to questions



• Be prepared

# Meeting with school board members: Be prepared

- Research the issue/s
- Learn about the member's priorities
  - ✓ Use info to let him/her know you are interested in his/her work
- Look the part
- If going with a group, select a spokesperson
- Allow a few extra minutes to
  - ✓ Go to the restroom
  - ✓ Find the member's office
  - ✓ Review what you wish to discuss





# Meeting with school board members

- Be brief and succinct
  - ✓ Keep meetings short and to the point
  - ✓ Stick to the talking points
- Use handouts
  - ✓ Visual, one-page, 14 font, simple to read
  - ✓ Factual
- Answer questions
  - ✓ Don't make answers up
- Try to get a sense of where the member stands on the issue
  - ✓ Ask for a commitment, if appropriate



# Meeting Follow-Up

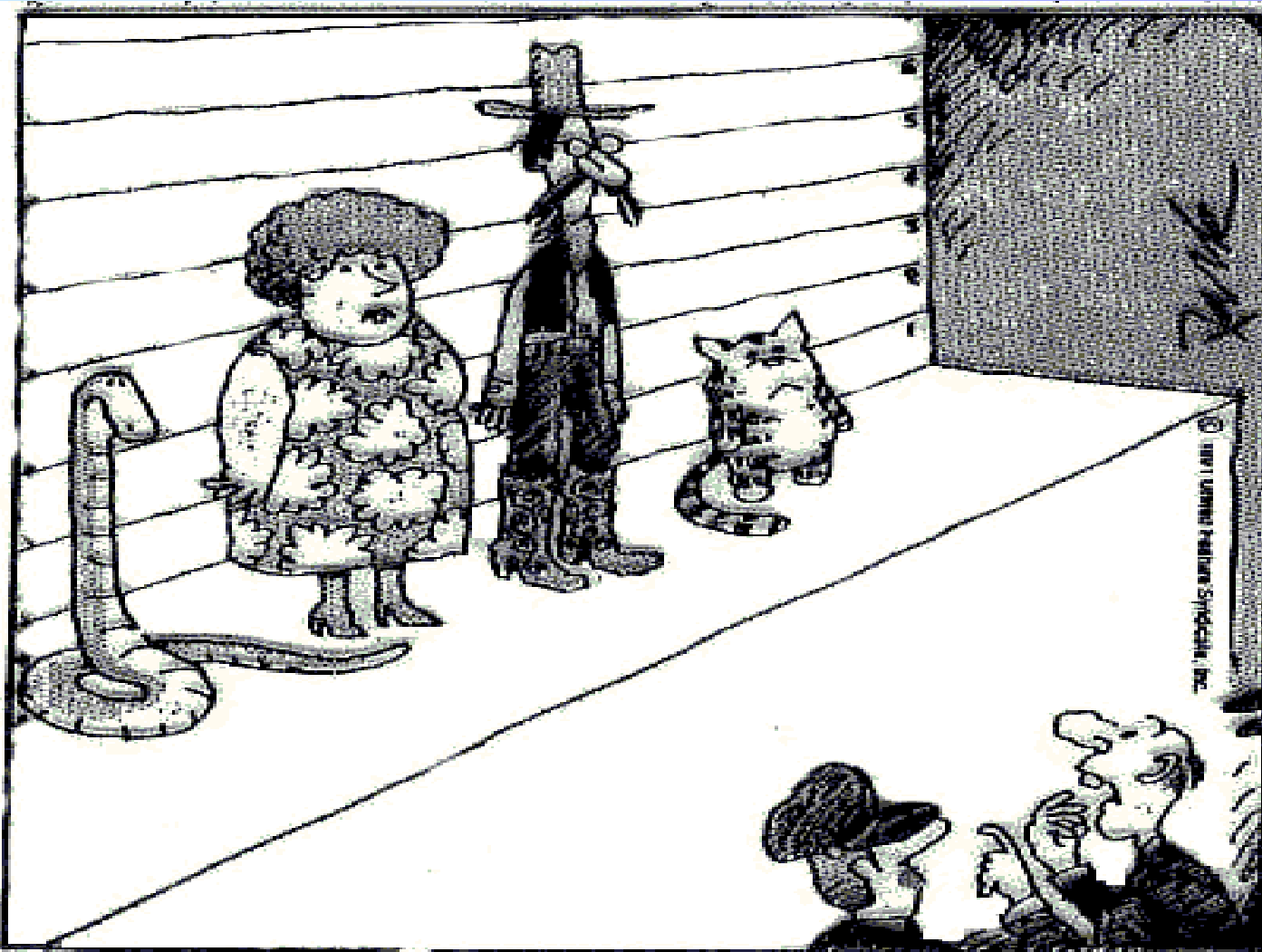


- Provide prepared materials and business card
- Send
  - ✓ Promised information
  - ✓ Thank you note to everyone you meet
- Hopefully meeting results in an influential contact and an on-going relationship



# Testimony at school board meetings





**"It was . . . the cat! No, the woman! Heck, it could have been any one of them."**



# Testimony Tips



- Summarize testimony if lengthy
  - ✓ Look and be professional
  - ✓ Remember: it's the children who we are advocating for
  - ✓ Get to the point and stick with it
  - ✓ Make your case without being critical of others' personalities or motives
  - ✓ Leave a typed copy of your testimony



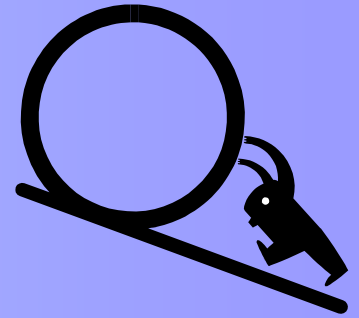
# Testimony tips

- Do not be offended if the board members behave “inappropriately”
  - ✓ Be credible, honest and trustworthy
  - ✓ Never threaten, lie, or conceal facts
  - ✓ Stay calm-if you lose your cool, you lose the case



# So, you do all these things and you're still not there.

- Plan, do, study, act
- What other approaches can you try?
- Persevere and stay on message
- Continue to gather data for your return visits
  - ✓ What other school divisions have adopted IPM?
  - ✓ How many kids have to be sent home due to potential side effects of pesticides? (asthma, etc)
  - ✓ How often have you seen the pest control people on site during school hours?



# Don't give up and stay committed

Remember-you are the expert! You have a compelling, energizing reason to keep fighting until you get what the children and staff need.





# Our next steps

- Resources on the VASN website
- Form an IPM school nurse group
- Regular conference calls
- Email one another
  - ✓ Share what is working; what is not
  - ✓ Offer suggestions to one another
- Power of the experts for technical assistance

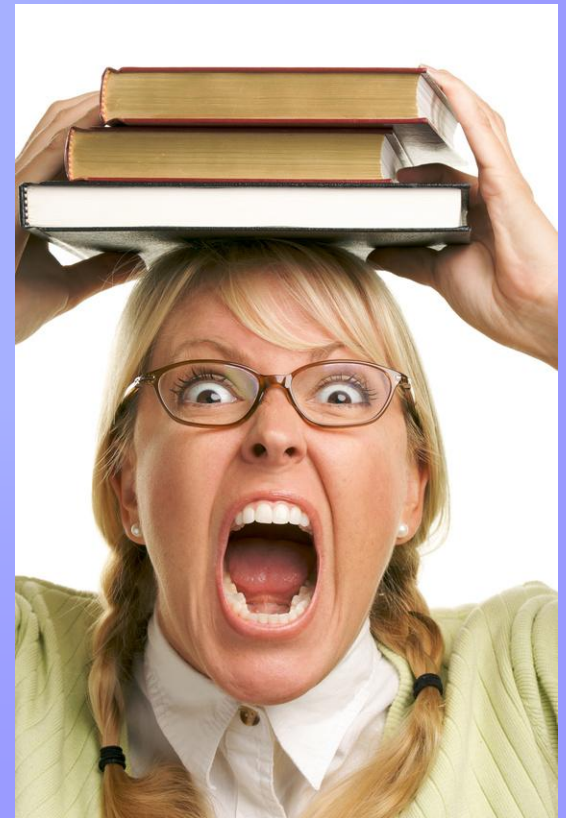


We are there to support you

Conference call when?



# Resources



# Advocacy Resources for pesticides and children

- Pesticides and their impact on children: Key facts and talking points (from the EPA)
  - ✓ <http://www.epa.gov/oppfead1/Publications/pest-impact-hsstaff.pdf>



# Advocacy Resources for IPM

- School IPM model contract (National School IPM Information Source at the University of Florida)
  - ✓ [http://schoolipm.ifas.ufl.edu/doc/model\\_contract.htm](http://schoolipm.ifas.ufl.edu/doc/model_contract.htm)
- Beyond Pesticides Daily News Blog: Virginia legislature passes voluntary school pest management bill:
  - ✓ [http://schoolipm.ifas.ufl.edu/doc/model\\_contract.htm](http://schoolipm.ifas.ufl.edu/doc/model_contract.htm)
- Safer schools: Achieving a healthy learning environment through IPM
  - ✓ <http://www.beyondpesticides.org/schools/publications/IPMSuccessStories.pdf>



# Advocacy resources: state of the “states” and Virginia

- Integrated Pest Management in Schools: protecting children from pests and pesticides (EPA)
  - ✓ <http://www.epa.gov/opp00001/ipm/>
- Virginia School IPM: Who benefits from IPM? (VA Tech)
  - ✓ <http://sites.ext.vt.edu/schoolipm/index.shtml>
- Virginia school IPM: IPM programs in Virginia (VA Tech)
  - ✓ <http://sites.ext.vt.edu/schoolipm/ipmprogramsinvaindex.shtml>



# Advocacy resources: how to manual

- Integrated Pest Management for schools: A how-to manual (EPA)
  - ✓ <http://www.epa.gov/opp00001/ipm/schoolipm/index.html>



# References on the bugs

- [www.sel.barc.usda.gov/selhome/requests.htm](http://www.sel.barc.usda.gov/selhome/requests.htm)
- [www.ipmnet.org/experts.html](http://www.ipmnet.org/experts.html)
- [www.orkin.com/](http://www.orkin.com/)
- <http://ipmworld.umn.edu/chapters/macree.htm>
- <http://ipmwww.ncsu.edu/urban/cropsci/c07insec/c/c07insec.html>



# Finally

- Please consider joining our working group
- Fill out the evaluation form
  - ✓ You'll receive an email to that effect
- Stay engaged
- You are not alone

Remember: it's all about the kids!





# Questions?

