Diabetes Care Tasks at School: What Key Personnel Need To Know

PSYCHOSOCIAL ASPECTS
Understanding psychosocial aspects of diabetes is a vital piece of a comprehensive plan.
LEARNING OBJECTIVES

Participants will be able to understand:

- Strategies to help promote overall development and well-being
- What is shared-decision making
- Developmental issues and their effect on diabetes
THRIVING WITH DIABETES

• Students with diabetes can do anything any other student can do
• Students with diabetes are not fragile or sick
• Do not let the fact that the student has diabetes influence your style when interacting with them
  • Remain consistent. Rules are still rules. Expectations are still expectations.
• Strategies to help promote overall development and well-being may vary depending on the student’s age
SHARED DECISION-MAKING

Student should be allowed to provide his or her own diabetes care at school to the extent that is appropriate based on the student’s development and experience.

The extent of the student’s ability to participate in diabetes care should be agreed upon by the parent/guardian, the student’s health care provider, and school staff.

The age at which a student is able to successfully perform self-care tasks vary and depend on the individual.

A student’s capabilities and willingness to provide self-care should be assessed and respected.
PRESCHOOLERS AND TODDLERS

• Explaining diabetes in a developmentally appropriate way
• The importance of language/communication
• Helping the child or student cooperate with injections and blood glucose checks
• Strategies for cooperating with site rotation
• Handling food refusals/meal time behaviors
• The importance of routines and structure
• Understanding if the student’s behavior is due to blood glucose or just toddler/preschooler behavior
ELEMENTARY SCHOOL

• Telling others about diabetes
• Feeling different
• Diabetes is unfair
• Handling questions from others
• “Food police”
• Readiness for management
• Building confidence and problem-solving skills
MIDDLE SCHOOL

- Telling others about diabetes
- Support from others
  - Friends, peers, online community
- Feeling different
- Diabetes is unfair
- Handling questions from others
- “Food police”

- Puberty
- Readiness for management
- Building confidence and problem-solving skills
- Planning for tests
HIGH SCHOOL

- Telling others about diabetes
- Support from others
  - Friends, peers, online community
- Feeling different
- Diabetes is unfair
- Handling questions from others
- “Food police”

- Puberty
- Readiness for management
- Building confidence and problem-solving skills
- Planning for tests
- Risk taking behaviors
- Preparing for life beyond High School
TIPS

• Talk about normal, regular, every day things before talking about diabetes
• Pay attention to your tone of voice when you discuss diabetes-related topics to make sure it’s not different
• Blood glucose are not “good” or “bad” – merely information to determine the student’s needs
• Praise your students for completing diabetes tasks
  • It’s not easy or fun – the more you praise and reinforce positive diabetes care habits, the better they will do
Module 13 Pre – and Post – Tests: PSYCHOSOCIAL ASPECTS

This tool may be freely duplicated and distributed for training purposes
1. The age at which students should be able to self-manage their diabetes varies for each child.
   a. True
   b. False

2. Pre-schoolers and toddlers are usually able to choose their injection sites.
   a. True
   b. False

3. Diabetes should be the first thing that is discussed with the child.
   a. True
   b. False
WHERE TO GET MORE INFORMATION

American Diabetes Association
1-800- DIABETES
www.diabetes.org/safeatschool