

**DIABETES CHECK LIST**

Health Services Department  
Lincoln Public Schools

**A Guide for the Care and Self-Management for the Student With Diabetes**

The following Diabetes Check List has been developed as an education tool to assist the Health Services Staff provide consistent and age appropriate care for students with diabetes in the school setting.

The Diabetes Check List was developed by school nurses and a diabetes educator who work with students of various age groups. It identifies the many tasks to be accomplished and then lists the motor and cognitive skills needed to safely perform these tasks. It also identifies guidelines for the adults working with the student to be able to support and encourage the student as he/she becomes more independent in the management of their diabetes.

**GENERAL STATEMENTS**

1. We recognize that all children move through stages at different times and rates. There is no “magic age” when a child can suddenly perform a certain skill or be responsible for their care.
2. These are only guidelines for staff and parents to follow.
3. Each guideline **MUST** be individualized for the child.
4. Age alone should not be the guideline used to assume that a student is ready to accept responsibility for managing all aspects of their diabetes care.
5. Children need to be encouraged and supported to gradually assume diabetes self care as they mature.
6. The adult needs to be sure that when the responsibility is given, the student is willing to take it.
7. It is normal for the child to regress and depend once again on an adult to handle the responsibility.
8. The adult needs to be sensitive to the child needing a “vacation” from responsibility and take over for them for awhile.
9. The child who feels they have a network of adults to support and assist with diabetes management will generally be in better diabetes control.
10. Consistency by all adults helps the child to move toward accepting more responsibility.
11. Adults should approach these tasks as a necessity, not a choice.
12. Communication is essential between everyone.
13. The child understands adults will check technique and verify doses occasionally, even after skills mastered.

**Remember these are guidelines. The student should have a current care plan on file. There is a difference between the care plan and the education guidelines.**

- **It is individualized**
- **It is to provide consistency of care between care givers**
- **It is a communication tool**
- **It is an education tool to assess and teach skills and cognitive understanding**

Date \_\_\_\_\_

(Generally, this age is not able to draw up or give own shot.)

**Pre-School****Diabetes Check List**

Name \_\_\_\_\_

**Ages 2-5 years**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Medical Identification</b>		<input type="checkbox"/> Wears Diabetes Identification	<input type="checkbox"/> Understands need to be identified in an emergency situation as having diabetes	<input type="checkbox"/> Reinforce the importance of wearing medical ID
<b>Testing Blood sugar/ Blood Ketones</b> <input type="checkbox"/> Does not do own testing <input type="checkbox"/> Needs help with testing <input type="checkbox"/> Does testing independently		<input type="checkbox"/> Wash hands <input type="checkbox"/> Gathers blood testing supplies <input type="checkbox"/> Set up supplies <input type="checkbox"/> Choose site for testing <input type="checkbox"/> Cleans finger with alcohol or soap and water <input type="checkbox"/> Rotates sites of testing <input type="checkbox"/> Sits still <input type="checkbox"/> Holds finger still <input type="checkbox"/> Help the adult read the number <input type="checkbox"/> Pull the test strip out and dispose of properly <input type="checkbox"/> Put testing supplies away <input type="checkbox"/> Tells the adult if there is any blood spilled in testing area	<input type="checkbox"/> Understands the importance of rotating fingers <input type="checkbox"/> Understands to show the adult the number <input type="checkbox"/> May be able to help with testing blood sugar, such as poking own finger or putting blood on test strip <input type="checkbox"/> Understands that any blood spilled on the table or supplies needs to be reported and properly cleaned up by an adult	<input type="checkbox"/> Provide a lot of encouragement and positive reinforcement <input type="checkbox"/> Regular communication between teachers, nurses and parents, can reduce the amount of time the child spends in the health office <input type="checkbox"/> Adults should approach these tasks as a necessity, not a choice <input type="checkbox"/> Always be aware of blood born pathogen guidelines and safety <input type="checkbox"/> Provide equipment for the proper disposal of sharps <input type="checkbox"/> Properly clean any blood spills <input type="checkbox"/> Adult verifies meter reading
<b>Insulin Injections</b> <input type="checkbox"/> Does not do own injection <input type="checkbox"/> Needs help with injection <input type="checkbox"/> Does injections independently		<input type="checkbox"/> Washes hands <input type="checkbox"/> Gathers supplies  <b>Insulin Syringe</b> <input type="checkbox"/> Choose site for shot <input type="checkbox"/> Cleans top of bottle with alcohol <input type="checkbox"/> Cleans skin with alcohol or soap and water <input type="checkbox"/> Sits still <input type="checkbox"/> Helps with rotation of sites <input type="checkbox"/> Helps to count to ten after the shot <input type="checkbox"/> Cleans up supplies  <b>Insulin Pen</b> <input type="checkbox"/> Choose site for shot <input type="checkbox"/> Clean skin with alcohol or soap and water <input type="checkbox"/> Sits still <input type="checkbox"/> Helps with rotation of sites <input type="checkbox"/> Helps to count to ten after the shot <input type="checkbox"/> Cleans up supplies	<input type="checkbox"/> Understands the importance of rotating sites <input type="checkbox"/> Understands the importance of cleaning the injection site before the shot <input type="checkbox"/> May be able to help with the injection, such as helping to give the shot  <b>Insulin Pen</b> <input type="checkbox"/> May be able to start dialing the priming unit <input type="checkbox"/> May be able to start dialing to the correct dose of insulin	<input type="checkbox"/> This is a treatment and is not tied to behavior or it may be perceived as punitive <input type="checkbox"/> Adults may need to reassure the child that they did nothing wrong to get diabetes and pokes and shots keep her/him healthy <input type="checkbox"/> Encourage and praise each newly acquired skill <input type="checkbox"/> Encourage communication with adults about needs <input type="checkbox"/> Understands if using the Novopen Junior, if they over dial the dose, they must waste the insulin and start over. All other pens can be dialed back to correct the dose

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

## Pre-School

### Ages 2-5 years

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<b>Insulin Pump</b> <input type="checkbox"/> Able to tell an adult the pump is beeping or alarming <input type="checkbox"/> Able to tell an adult if pump or insertion site is wet <input type="checkbox"/> Able to tell an adult if insertion site is hurting	<b>Insulin Pump</b> <input type="checkbox"/> Understands that if there is any problem with the pump the student should always tell an adult right away	<input type="checkbox"/> Adult understands to check the blood sugar two hours after the pump insertion set is changed <input type="checkbox"/> Check blood sugar 2 hours after a bolus for high sugar reading
<b>Ketone Testing</b>		<input type="checkbox"/> Willingly goes to bathroom to provide the urine sample in appropriate container <input type="checkbox"/> Leaves sample for adult to test <input type="checkbox"/> Washes hands after providing sample <input type="checkbox"/> Begins matching ketone strip with color chart <input type="checkbox"/> If checking blood ketones, refer to same skills as testing blood sugars/ blood ketones	<input type="checkbox"/> Understands the importance of providing urine to test <input type="checkbox"/> Student may need initial assistance <input type="checkbox"/> May need hat for toilet until able to catch urine in a cup <input type="checkbox"/> Uses bathroom after blood testing in the event ketone testing is necessary <input type="checkbox"/> Adult will interpret results	<input type="checkbox"/> Requires encouragement and positive reinforcement
<b>Nutrition</b> School lunches can be found on the LPS internet site with carbohydrate counts listed <a href="http://www.lps.org">www.lps.org</a>		<input type="checkbox"/> Picks out own snack from those provided <input type="checkbox"/> Accurately tells adult what was eaten at meal	<input type="checkbox"/> Able to ask if a food has sugar in it. <input type="checkbox"/> Understands to ask about food/drink before eating or drinking <input type="checkbox"/> Can name or ask for a few healthy snack or food choices	<input type="checkbox"/> Adults provide healthy foods in appropriate portions for child to choose from <input type="checkbox"/> Parents and nurses talk about appropriate snacks for school <input type="checkbox"/> Teachers and parents discuss appropriate snacks for parties
<b>Recognizing low or high blood sugars</b>		<input type="checkbox"/> Tells an adult when not feeling well <input type="checkbox"/> Begins to recognize their symptoms of low blood sugar	<input type="checkbox"/> Students may not know signs of low blood sugar <input type="checkbox"/> Ask student if they can tell when they are low <input type="checkbox"/> Adults asks student what symptoms they felt when the blood sugar was high or low to help them identify what symptoms to report	<input type="checkbox"/> Parents communicate to nurse/teacher the signs their child has when low and the preferred treatment <input type="checkbox"/> Nurse/teacher communicate to parent that their child had a high or low blood sugar
<b>Safety Concerns</b>		<input type="checkbox"/> Has emergency phone numbers available		<input type="checkbox"/> Parents must keep emergency numbers current at the students' school

**Early Elementary****Ages 5-8 years****Grades K-2**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Medical Identification</b>		<input type="checkbox"/> Wears Diabetes Identification	<input type="checkbox"/> Understands need to be identified in an emergency situation as having diabetes	<input type="checkbox"/> Reinforce the importance of wearing medical ID
<b>Testing Blood sugar/ Blood Ketones</b> <input type="checkbox"/> Does not do own testing <input type="checkbox"/> Needs help with testing <input type="checkbox"/> Does testing independently		<input type="checkbox"/> Wash hands <input type="checkbox"/> Gathers blood testing supplies <input type="checkbox"/> Set up supplies <input type="checkbox"/> Choose site for testing <input type="checkbox"/> Cleans finger with alcohol or soap and water <input type="checkbox"/> Rotates sites of testing <input type="checkbox"/> Holds finger still <input type="checkbox"/> Helps hold finger poker when testing blood sugar <input type="checkbox"/> Able to poke own finger with help <input type="checkbox"/> Help the adult read the number on the monitor <input type="checkbox"/> Cleans up supplies <input type="checkbox"/> Places sharps in container with help <input type="checkbox"/> Changes lancet with help <input type="checkbox"/> Disposes of test strip/supplies properly <input type="checkbox"/> Always shows adult numbers <input type="checkbox"/> Tells the adult if there is any blood spilled in testing area	<input type="checkbox"/> Understands process for blood testing <input type="checkbox"/> Understands the importance of finger stick site rotation <input type="checkbox"/> Understands to show the adult the number <input type="checkbox"/> Understands that needing to test blood sugars is not used as a way to get out of class time <input type="checkbox"/> Understands they are in a shared space <input type="checkbox"/> Need for proper disposal of testing supplies to not expose others to blood born pathogens <input type="checkbox"/> Understands that any blood spilled on the table or supplies needs to be reported and properly cleaned up by an adult	<input type="checkbox"/> Reinforce that an adult needs to monitor the student as the student moves to independence <input type="checkbox"/> Provide a lot of encouragement and positive reinforcement <input type="checkbox"/> Regular communication between teachers, nurses and parents, can reduce the amount of time the student spends in the health office <input type="checkbox"/> Adults should approach these tasks as necessity, not a choice <input type="checkbox"/> Student may become complacent and stop rotating sites, not washing hands, cleaning areas and improperly dispose of materials <input type="checkbox"/> Always be aware of blood borne pathogen guidelines and safety <input type="checkbox"/> Assist with the proper disposal of sharps
<b>Insulin Injections</b> <input type="checkbox"/> Does not do own injection <input type="checkbox"/> Needs help with injection <input type="checkbox"/> Does injections independently		<input type="checkbox"/> Washes hands <input type="checkbox"/> Gathers supplies  <b>Insulin Syringe</b> <input type="checkbox"/> Determine correct insulin dose with the help of an adult <input type="checkbox"/> Cleans top of bottle with alcohol <input type="checkbox"/> Remove syringe needle cap with help <input type="checkbox"/> Put air in syringe equal to dose of insulin to be given with help <input type="checkbox"/> Insert needle into insulin bottle with help <input type="checkbox"/> Inject air in bottle with help <input type="checkbox"/> Draw the insulin into the syringe being sure there are no air bubbles with help <input type="checkbox"/> Check for the correct insulin dose with an adult	<input type="checkbox"/> Understands need to achieve independence in injecting insulin <input type="checkbox"/> Willingly works toward this goal by mastering each step in the process <input type="checkbox"/> Student understands basic injection procedure <input type="checkbox"/> Student learns to handle sharps without potentially hurting others or accidentally poking self and maintaining a clean needle <input type="checkbox"/> Student understands insulin is in a breakable glass	<input type="checkbox"/> Check blood sugar 2 hours after a bolus for high sugar reading <input type="checkbox"/> Positive reinforcement and encouragement <input type="checkbox"/> Student will benefit from rewards in meeting and maintaining milestones <ul style="list-style-type: none"> <li>– lunch at school with special guest,</li> <li>– special event or activity</li> </ul> <input type="checkbox"/> Allow the student to progress to self injections at their own rate and comfort <input type="checkbox"/> This is a treatment and is not tied to behavior or it may be perceived as punitive <input type="checkbox"/> Review recording documents with student as reinforcement

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

## Early Elementary

## Ages 5-8 years

## Grades K-2

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Remove syringe from insulin bottle with help</li> <li><input type="checkbox"/> Select injection site using rotation of sites</li> <li><input type="checkbox"/> Clean skin with alcohol wipe or soap and water</li> <li><input type="checkbox"/> Insert needle in skin with help</li> <li><input type="checkbox"/> Push plunger to inject insulin with help</li> <li><input type="checkbox"/> Counts to 10 and remove syringe</li> <li><input type="checkbox"/> Puts syringe in sharps container</li> <li><input type="checkbox"/> Cleans up supplies</li> <li><input type="checkbox"/> Reports where shot was given and correct dose</li> </ul> <p><b>Insulin Pen</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Place needle on pen with help</li> <li><input type="checkbox"/> Prime pen with help</li> <li><input type="checkbox"/> Shows the adult</li> <li><input type="checkbox"/> Dial in insulin dose with help</li> <li><input type="checkbox"/> Verify insulin dose with adult</li> <li><input type="checkbox"/> Select injection site using rotation of sites with help</li> <li><input type="checkbox"/> Inject needle in skin with help</li> <li><input type="checkbox"/> Push button on pen with help</li> <li><input type="checkbox"/> Count to 10 and remove pen</li> <li><input type="checkbox"/> Check that all insulin is given</li> <li><input type="checkbox"/> Take needle off pen with help</li> <li><input type="checkbox"/> Puts needle in sharps container</li> <li><input type="checkbox"/> Cleans up supplies</li> <li><input type="checkbox"/> Report where shot was given and correct dose to an adult</li> </ul> <p><b>Insulin Pump</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enters blood sugar and/or carbs into pump if pump calculates insulin dose with help</li> <li><input type="checkbox"/> Calculates amount of bolus based on blood sugar and/or carbohydrates with help</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student should be in an area that is away from distraction to concentrate and maintain safe practices</li> <li><input type="checkbox"/> Student will master the skill of self injection and add new skills as able</li> <li><input type="checkbox"/> All doses of insulin are checked by an adult before administering</li> <li><input type="checkbox"/> All blood sugars, carbs and insulin doses are appropriately recorded</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands if using the Novopen Junior, if they over dial the dose, they must waste the insulin and start over. All other pens can be dialed back to correct dose</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student understands need to accurately enter data into pump, correct data errors, verify and show all data to adult before administering</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adult reinforces accuracy in insulin drawn up and reinforces all doses must be double checked</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remind student that nurse must check pen at each step before insulin injected</li> <li><input type="checkbox"/> Explain that an adult must see the insulin dose before given</li> <li><input type="checkbox"/> Explain this is a safety net so that the wrong amount of insulin is not accidentally given</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adult understands to check the blood sugar two hours after the pump insertion set is changed</li> <li><input type="checkbox"/> Adult understands to check blood sugar 2 hours after a correction dose is given</li> </ul>

**Diabetes Check List****Early Elementary****Ages 5-8 years****Grades K-2**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<input type="checkbox"/> Enters the bolus amount in pump with help <input type="checkbox"/> Asks adult to verify dose before administering insulin <input type="checkbox"/> Administers insulin dose with help		<input type="checkbox"/> Adult verifies insulin dose before bolus is administered
<b>Ketone Testing</b>		<input type="checkbox"/> Recognizes at what blood sugar level to check for ketones <input type="checkbox"/> Collects urine in container for ketone test <input type="checkbox"/> Uses ketone strip to check urine <input type="checkbox"/> Puts strip on a paper towel <input type="checkbox"/> Compares results to the color chart <input type="checkbox"/> Shows strip to adult to verify results <input type="checkbox"/> Puts ketone strip in proper container to discard <input type="checkbox"/> Accurately records results of test <input type="checkbox"/> If checking blood ketones, refer to same skills as testing blood sugars/ blood ketones	<input type="checkbox"/> Understands at what blood sugar level to check ketones <input type="checkbox"/> Understands that any ketones in the urine are a concern and to report to an adult <input type="checkbox"/> Understands that high ketones may result in limited physical activity <input type="checkbox"/> Understands that any result other than negative may require follow up testing <input type="checkbox"/> Understands it is important to increase the amount of sugar free fluid when the ketones are high—at least 8 ounces/hour	<input type="checkbox"/> Positive reinforcement for doing the test <input type="checkbox"/> Adult needs to monitor skills and occasionally re-verify accuracy and proper collection and disposal of urine
<b>Nutrition</b> School lunches can be found on the LPS internet site with carbohydrate counts listed		<input type="checkbox"/> Student and family learn to use carb menus from cafeteria to calculate carbs for insulin dose at meals <input type="checkbox"/> Student learns to identify food items and portion size as a snack <input type="checkbox"/> Notifying adult when menu change is made, such as not eating all of meal or making substitutes <input type="checkbox"/> Accurately tells adult what was eaten at meal	<input type="checkbox"/> Student learns to add carbs <input type="checkbox"/> Math is always verified by an adult <input type="checkbox"/> Student verbalizes appropriate snacks and portions <input type="checkbox"/> Student can identify free foods to eat when not taking insulin	<input type="checkbox"/> Positive reinforcement for appropriate carb counting <input type="checkbox"/> Allow many choices <input type="checkbox"/> Encourage choosing healthy foods and learn to balance with carb foods of choice <input type="checkbox"/> Help student obtain balance of healthy choices and favorite foods to prevent obesity and poor control and yet not be restrictive or punitive by withholding foods
<b>Recognizing low or high blood sugars</b>		<input type="checkbox"/> Student can identify signs and symptoms of low blood sugar <input type="checkbox"/> Student can identify signs and symptoms of high blood sugar <input type="checkbox"/> Student reports to nearest adult when experiencing symptoms of low or high blood sugar <input type="checkbox"/> Shows blood testing monitor to adult <input type="checkbox"/> Student states what she/he needs to eat/drink	<input type="checkbox"/> Record the individual students' symptoms of low blood sugar <input type="checkbox"/> Record the individual students' symptoms of high blood sugar <input type="checkbox"/> Understands to communicate possible change in blood sugar and need for blood testing <input type="checkbox"/> Understands appropriate food/fluid/ medical interventions	<input type="checkbox"/> Positive reinforcement for seeking help <input type="checkbox"/> Adult helps reinforce student identified appropriate signs and symptoms of low or high blood sugar and relate these to how the child felt <input type="checkbox"/> Adults monitor supplies to assure necessary food and medical supplies are fresh, not expired and readily available to students

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**Early Elementary**

**Ages 5-8 years**

**Grades K-2**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Safety Concerns</b>		<input type="checkbox"/> Has emergency phone numbers available <input type="checkbox"/> Student does not share diabetes equipment with friends		<input type="checkbox"/> Parents keep emergency numbers current at the students' school <input type="checkbox"/> Parents help remember the need to keep diabetes supplies at school

**Upper Elementary****Ages 8-11 years****Grades 3-5**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Medical Identification</b>		<input type="checkbox"/> Wears Diabetes Identification	<input type="checkbox"/> Understands need to be identified in an emergency situation as having diabetes	<input type="checkbox"/> Reinforce the importance of wearing medical ID
<b>Testing Blood sugar/ Blood Ketones</b> <input type="checkbox"/> Does not do own testing <input type="checkbox"/> Needs help with testing <input type="checkbox"/> Does testing independently		<input type="checkbox"/> Wash hands <input type="checkbox"/> Gathers blood testing supplies <input type="checkbox"/> Set up supplies <input type="checkbox"/> Choose site for testing <input type="checkbox"/> Rotates sites for testing <input type="checkbox"/> Tests own blood sugars <input type="checkbox"/> Shows the results to an adult <input type="checkbox"/> Records the results appropriately <input type="checkbox"/> Puts testing supplies away <input type="checkbox"/> Properly disposes of test strip and lancet <input type="checkbox"/> Tells the adult if there is any blood spilled in testing area	<input type="checkbox"/> Understands their parameters of high and low blood sugars <input type="checkbox"/> Seeks adult assistance for appropriate intervention <input type="checkbox"/> Understands the importance of rotating sites <input type="checkbox"/> Understands the importance of cleaning the injection site before the shot <input type="checkbox"/> Understands that any blood spilled on the table or supplies needs to be reported and properly cleaned up by an adult	<input type="checkbox"/> May begin feeling that this is not fair—friends do not have to do this <input type="checkbox"/> May begin to resent having to test in front of friends <input type="checkbox"/> Provide for privacy as appropriate <input type="checkbox"/> Regular communication between teachers, nurses and parents, can reduce the amount of time the student spends in the health office <input type="checkbox"/> Always be aware of blood borne pathogen guidelines and safety
<b>Insulin Injections</b> <input type="checkbox"/> Does not do own injection <input type="checkbox"/> Needs help with injection <input type="checkbox"/> Does injections independently		<input type="checkbox"/> Washes hands <input type="checkbox"/> Gathers supplies  <b>Syringes</b> <input type="checkbox"/> Looks at guidelines and will help determine how much insulin is needed with help <input type="checkbox"/> Clean off insulin bottle with alcohol <input type="checkbox"/> Remove syringe needle cap <input type="checkbox"/> Put air in syringe equal to dose of insulin to be given <input type="checkbox"/> Insert needle into insulin bottle <input type="checkbox"/> Inject air in bottle <input type="checkbox"/> Draw the insulin into the syringe being sure there are no air bubbles <input type="checkbox"/> Check for the correct insulin dose with an adult <input type="checkbox"/> Remove syringe from insulin bottle <input type="checkbox"/> Select injection site using rotation of sites <input type="checkbox"/> Clean skin with alcohol wipe or soap and water	<input type="checkbox"/> Understands adults will check technique and verify doses occasionally, even after skills mastered <input type="checkbox"/> Understands an adult must verify the dose BEFORE it is given <input type="checkbox"/> Understands need to achieve independence in injecting insulin <input type="checkbox"/> Understands the importance of cleaning the testing site <input type="checkbox"/> Willingly works toward this goal by mastering each step in the process <input type="checkbox"/> Student understands basic injection procedure <input type="checkbox"/> Student learns to handle sharps without potentially hurting others or accidentally poking self and maintaining a clean needle <input type="checkbox"/> Student understands insulin is in a breakable glass	<input type="checkbox"/> Reinforce independence in meeting these skills increases freedom and social choices <input type="checkbox"/> Students may become over confident in skills and begin to skip steps, fail to rotate sites for testing or shots <input type="checkbox"/> Adults need to occasionally monitor techniques and provide positive reinforcement for acquired independence



Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

Upper Elementary

Ages 8-11 years

Grades 3-5

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Insert needle in skin</li> <li><input type="checkbox"/> Push plunger to inject insulin</li> <li><input type="checkbox"/> Counts to 10 and remove syringe</li> <li><input type="checkbox"/> Puts syringe in sharps container</li> <li><input type="checkbox"/> Cleans up supplies</li> <li><input type="checkbox"/> Accurately documents where shot was given and correct dose</li>   <li><b>Insulin Pen</b></li> <li><input type="checkbox"/> Place needle on pen with help</li> <li><input type="checkbox"/> Prime pen</li> <li><input type="checkbox"/> Shows the adult</li> <li><input type="checkbox"/> Dial in insulin dose</li> <li><input type="checkbox"/> Verify insulin dose with adult</li> <li><input type="checkbox"/> Select injection site using rotation of sites</li> <li><input type="checkbox"/> Inject needle in skin</li> <li><input type="checkbox"/> Push button on pen</li> <li><input type="checkbox"/> Count to 10 and remove pen</li> <li><input type="checkbox"/> Check that all insulin is given</li> <li><input type="checkbox"/> Take needle off pen</li> <li><input type="checkbox"/> Puts needle in sharps container</li> <li><input type="checkbox"/> Cleans up supplies</li> <li><input type="checkbox"/> Document where shot was given and correct dose</li>   <li><b>Pump</b></li> <li><input type="checkbox"/> Enters blood sugar and/or carbs into pump if pump calculates insulin dose</li> <li><input type="checkbox"/> Calculates amount of bolus based on blood sugar and/or carbohydrates</li> <li><input type="checkbox"/> Enters the bolus amount in pump</li> <li><input type="checkbox"/> Asks adult to verify dose before administering insulin</li> <li><input type="checkbox"/> Reports any alarms from the pump to an adult</li> <li><input type="checkbox"/> Corrects the alarms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student should be in an area that is away from distraction to concentrate and maintain safe practices</li> <li><input type="checkbox"/> Student will master the skill of self injection and add new skills as able</li> <li><input type="checkbox"/> All doses of insulin are checked by an adult before administering</li> <li><input type="checkbox"/> All blood sugars, carbohydrates and insulin doses are appropriately recorded</li> <li><input type="checkbox"/> Understands an adult must verify the dose BEFORE it is given</li>   <li><input type="checkbox"/> Understands if using the Novopen Junior, if they over dial the dose, they must waste the insulin and start over. All other pens can be dialed back to correct dose</li>   <li><input type="checkbox"/> Understands an adult must verify the dose BEFORE it is given</li> <li><input type="checkbox"/> Begins to trouble shoot alarms and discuss solutions</li> <li><input type="checkbox"/> Able to replace battery with assistance</li> <li><input type="checkbox"/> Student understands need to accurately enter data into pump, correct data errors, verify and show all data to adult before administering</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adult understands to check the blood sugar two hours after the pump insertion set is changed</li> </ul>

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**Upper Elementary****Ages 8-11 years****Grades 3-5**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Ketone Testing</b>		<input type="checkbox"/> Independently tests for ketones when blood sugar >240mg or feels sick <input type="checkbox"/> Compare ketone strip to color chart <input type="checkbox"/> Shows adults the results <input type="checkbox"/> Records results <input type="checkbox"/> If checking blood ketones, refer to same skills as testing blood sugars/ blood ketones	<input type="checkbox"/> Understands positive ketone results may alter activity and require intervention <input type="checkbox"/> Helps to problem solve why there may be ketones <input type="checkbox"/> Understands that any result other than negative may require follow up testing <input type="checkbox"/> Understands the need to increase fluid <input type="checkbox"/> Student understands they may need more insulin	<input type="checkbox"/> Student may forget to check blood sugar before using the bathroom
<b>Nutrition</b> School lunches can be found on the LPS internet site with carbohydrate counts listed		<input type="checkbox"/> Uses carb menu to choose meals and add carbs to calculate insulin dose <input type="checkbox"/> Reports any changes in food choices	<input type="checkbox"/> Student begins to plan insulin dose and food intake for events as well as daily routines <input type="checkbox"/> Understands adult will monitor and check carb counts and insulin doses	<input type="checkbox"/> Student will want to begin making choices with friends that may not always be low carb or nutritious <input type="checkbox"/> Support the student by helping to make insulin adjustments for occasional high carb choice <input type="checkbox"/> Reinforce positive choice to seek adult assistance in making food choices or adjustment to management <input type="checkbox"/> Always support student's willingness to report carbohydrate intake in a non-punitive way <input type="checkbox"/> Trust and communication are always essential in accurate management in balancing insulin to carb intake <input type="checkbox"/> Any judgment or perceived disapproval only leads to distrust, inaccurate reporting and broken lines of communication
<b>Recognizing low or high blood sugars</b>		<input type="checkbox"/> Student can identify signs and symptoms of low blood sugar <input type="checkbox"/> Student can identify signs and symptoms of high blood sugar <input type="checkbox"/> Student reports that blood sugar is low or high based on guidelines from parents <input type="checkbox"/> Shows blood testing monitor to adult <input type="checkbox"/> Student states what she/he needs to eat/drink	<input type="checkbox"/> Record the individual students' symptoms of low blood sugar <input type="checkbox"/> Record the individual students' symptoms of high blood sugar <input type="checkbox"/> Understands to communicate possible change in blood sugar and need for blood testing <input type="checkbox"/> Understands appropriate food/fluid/ medical interventions	<input type="checkbox"/> Positive reinforcement for seeking help <input type="checkbox"/> Adult helps reinforce student identified appropriate signs and symptoms of low or high blood sugar and relate these to how the child felt <input type="checkbox"/> Adults monitor supplies to assure necessary food and medical supplies are fresh, not expired and readily available to students

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**Upper Elementary**

**Ages 8-11 years**

**Grades 3-5**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
Safety Concerns		<input type="checkbox"/> Has emergency phone numbers available <input type="checkbox"/> Student does not share diabetes equipment with friends		<input type="checkbox"/> Parents keep emergency numbers current at the students' school <input type="checkbox"/> Parents help student remember to keep adequate supplies at school

Date \_\_\_\_\_

# Diabetes Check List

## Ages 11-14 years

Name \_\_\_\_\_

**Middle School****Grades 6-8**

The tasks/skills for daily management should be managed by the child independently with full support of the adult safety net.

The student should be able to manage all aspects of blood sugar testing, trouble shooting, insulin injections, pump care, etc. with adult support.

Positive adolescent/adult communication regarding management of daily cares support the middle school student to gain independence.

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Medical Identification</b>		<input type="checkbox"/> Wears Diabetes Identification	<input type="checkbox"/> Understands need to be identified in an emergency situation as having diabetes	<input type="checkbox"/> Reinforce the importance of wearing medical ID <input type="checkbox"/> It is not a choice to wear medical ID, but they can choose style of ID
<b>Testing Blood sugar/ Blood Ketones</b> <input type="checkbox"/> Does not do own testing <input type="checkbox"/> Needs help with testing <input type="checkbox"/> Does testing independently		<input type="checkbox"/> Reports results to adult per guidelines from parents/nurse <input type="checkbox"/> May test with nurse or in classroom based on guidelines developed by school and parent <input type="checkbox"/> Verbalizes their parameters of high or low blood sugar <input type="checkbox"/> Keeps written records of their blood sugars <input type="checkbox"/> Tells the adult if there is blood spilled in testing area <input type="checkbox"/> Seeks supplies to properly clean testing area if blood spill occurs	<input type="checkbox"/> Understands the importance of cleaning the testing site <input type="checkbox"/> Understands their parameters of high and low blood sugars <input type="checkbox"/> Understands when to seek assistance from adults <input type="checkbox"/> Understands the importance of rotating sites <input type="checkbox"/> Involved in decision to test blood sugar in class or in health office <input type="checkbox"/> Begins to understand the importance of written records of their blood sugars, insulin and carbohydrates eaten to help them with pattern adjustment <input type="checkbox"/> Understands there will be changes if the agreed on guidelines are not followed such as not properly disposing of lancets or blood <input type="checkbox"/> Recognize the need to occasionally revisit previously learned tasks/skills <input type="checkbox"/> Understands that any blood spilled on the table or supplies needs to be reported and properly cleaner up by themselves or an adult	<input type="checkbox"/> Adolescents are very aware of feeling different <input type="checkbox"/> At this age, adolescents are feeling a need for greater independence <input type="checkbox"/> Foster the idea that adults at home and school are safety nets and the adolescent is beginning to take on the responsibility of managing their diabetes <input type="checkbox"/> Take student's feelings into account when deciding where they will test their blood sugars <input type="checkbox"/> Guidelines may need to be established with all parties regarding where to test blood sugars and when to report to an adult <input type="checkbox"/> Student may become over confident in their skills and begin to skip steps, fail to rotate sites <input type="checkbox"/> Adults will occasionally check skills ad blood glucose meter <input type="checkbox"/> Always be aware of blood born pathogen guidelines and safety
<b>Insulin Injections</b> <input type="checkbox"/> Does not do own injection		<b>Syringes/pens</b> <input type="checkbox"/> Determines correct insulin dose based on carbs and blood sugar	<input type="checkbox"/> Understands adults will check technique and verify doses occasionally, even after skills mastered	<input type="checkbox"/> Reinforce independence in meeting these skills increases freedom and social choices

**Middle School****Ages 11-14 years****Grades 6-8**

	<b>Date/Initial</b>	<b>Task/skill</b>	<b>Cognitive</b>	<b>Adult Guidelines</b>
<input type="checkbox"/> Needs help with injection <input type="checkbox"/> Does injections independently <input type="checkbox"/> Able to perform tests based on previous tasks/skills list		<input type="checkbox"/> Able to dispose of insulin needles appropriately <input type="checkbox"/> Uses appropriate site rotation <input type="checkbox"/> Cleans up supplies <input type="checkbox"/> Understands the importance of keeping written records of the amount of insulin taken to help them with pattern management and insulin adjustment  <b>Insulin Pump</b> <input type="checkbox"/> Enters blood sugar and/or carbs into pump if pump calculates insulin dose <input type="checkbox"/> Calculates amount of bolus based on blood sugar and/or carbohydrates <input type="checkbox"/> Corrects alarms <input type="checkbox"/> Seeks assistance from an adult if they can not correct the alarm <input type="checkbox"/> Re-inserts pump infusion set if needed <input type="checkbox"/> Uses different insertion sites <input type="checkbox"/> Rechecks blood sugar within 2 hours after reconnecting <input type="checkbox"/> Reports to an adult anytime a site is changed	<input type="checkbox"/> Students should recognize that using the same injection site may change the appearance of the skin and may prevent absorption of the insulin <input type="checkbox"/> Understands if using the Novopen Junior, if they over dial the dose, they must waste the insulin and start over. All other pens can be dialed back to correct dose  <input type="checkbox"/> Understands that if an alarm needs to be corrected or if the pump is reinserted, the student must retest blood sugars within 2 hours to ensure the pump is working properly again <input type="checkbox"/> Understands that insertion sites need to be rotated to prevent unsightly areas from overuse	<input type="checkbox"/> Students may become over confident in skills and begin to skip steps, fail to rotate sites for testing or shots <input type="checkbox"/> Adults need to occasionally monitor techniques and provide positive reinforcement for acquired independence <input type="checkbox"/> Adults should recognize body image issues and the student may be embarrassed to inject in front of others  <input type="checkbox"/> Adult will monitor that the student does recheck a blood sugar two hours after a site is changed or an alarm is corrected
<b>Ketone Testing</b>		<input type="checkbox"/> Independently tests for ketones when blood sugar >240mg or feels sick <input type="checkbox"/> If checking blood ketones, refer to same skills as testing blood sugars/ blood ketones	<input type="checkbox"/> Understands that positive ketone results need to be reported to an adult <input type="checkbox"/> Helps to problem solve why there are ketones <input type="checkbox"/> Student understands they may need to increase fluids and may need more insulin	<input type="checkbox"/> Reinforce that testing ketones when blood sugar is above parameters is necessary to determine treatment <input type="checkbox"/> Students do not always understand how important testing ketones are to their health <input type="checkbox"/> Understands that positive ketones or if the student feels ill may require the student go home with an adult and contact their doctor
<b>Nutrition</b> School lunches can be found on the LPS internet site with carbohydrate counts listed		<input type="checkbox"/> Uses carb menu to choose meals and add carbs to calculate insulin dose <input type="checkbox"/> Reports any changes in food choices especially if insulin was given based on a predetermined carbohydrate choices	<input type="checkbox"/> Student begins to plan insulin dose and food intake for events as well as school/ class parties as well as daily routines <input type="checkbox"/> Understands adult will monitor and check carb counts and insulin doses	<input type="checkbox"/> Support the student by helping them make insulin adjustments for occasional high carb choice

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**Middle School****Ages 11-14 years****Grades 6-8**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<input type="checkbox"/> Begins to plan ahead for school/class parties/special events		<input type="checkbox"/> Reinforce positive choice to seek adult assistance in making food choices or adjustment to management <input type="checkbox"/> Always support student's willingness to report carbohydrate intake in a non-punitive way <input type="checkbox"/> Trust and communication are always essential in accurate management in balancing insulin to carb intake <input type="checkbox"/> Any judgment or perceived disapproval only leads to distrust, inaccurate reporting and broken lines of communication <input type="checkbox"/> Adult will monitor carb counts and insulin dose based on guidelines developed by students and parents <input type="checkbox"/> Student may begin making choices with friends that may not always be low carb or nutritious
<b>High and Low Blood Sugar</b>		<input type="checkbox"/> Student can identify signs and symptoms of low blood sugar <input type="checkbox"/> Student can identify signs and symptoms of high blood sugar <input type="checkbox"/> Student reports that blood sugar is low or high based on recognized symptoms <input type="checkbox"/> Shows blood testing monitor to adult if requested <input type="checkbox"/> Student states what she/he needs to eat/drink to treat a high or low blood sugar	<input type="checkbox"/> Understands to communicate possible change in blood sugar and need for blood testing <input type="checkbox"/> Understands appropriate food/fluid/medical interventions <input type="checkbox"/> Understands to communicate to parents the need for more snacks and supplies for treating low blood sugars at school	<input type="checkbox"/> Positive reinforcement for seeking help <input type="checkbox"/> Adult helps reinforce signs and symptoms of low or high blood sugar and relate these to how the student feels <input type="checkbox"/> Adults monitor supplies to assure necessary food and medical supplies are fresh, not expired and readily available to students
<b>Safety Planning</b>		<input type="checkbox"/> Has emergency phone numbers available <input type="checkbox"/> Begins to accept responsibility for supplies, letting parents know they need refills, assessing written records that include blood sugar, carbohydrate counts and insulin given and participates in medical management	<input type="checkbox"/> Begins to recognize that alcohol/drugs/cigarettes have an adverse affect on their diabetes management <input type="checkbox"/> Begins to communicate with peers and adults that they have the diagnosis of diabetes and what their needs for safety will be, such as keep food/glucose with them, be able to check blood sugars as needed, eating meals on a schedule, etc	<input type="checkbox"/> Parents keep emergency numbers current at the students' school <input type="checkbox"/> Adult is realistic about the challenges students face regarding peer pressure and alcohol/drugs and cigarettes

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**Middle School**

**Ages 11-14 years**

**Grades 6-8**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<input type="checkbox"/> Student does not share diabetes equipment with friends	<input type="checkbox"/> Begins to determine who to tell they have diabetes <input type="checkbox"/> Begins to understand that others must know their diagnosis in order to receive appropriate medical care, if needed	<input type="checkbox"/> Adult begins to talk with the student about what affect alcohol/drugs/cigarettes have on their diabetes management and the risk of developing complications <input type="checkbox"/> Adults respect privacy and support student in determining who needs to know about their diagnosis for safety planning

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

## High School

**Ages 14-18 years****Grades 9-12**

Diabetes is a life long learning process. Independence as an adult is not the end—it is the beginning of a process of continually learning new information, techniques and interventions.

It is preparing for a relationship of interdependence with their health care provider and within their personal relationships as they accept responsibility for their disease management and the outcomes from their choices.

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
<b>Medical Identification</b>		<input type="checkbox"/> Wears Diabetes Identification	<input type="checkbox"/> Understands need to be identified in an emergency situation as having diabetes	<input type="checkbox"/> Reinforce the importance of wearing medical ID <input type="checkbox"/> It is not a choice to wear medical ID, but they can choose style of ID
<b>Testing Blood sugar/ Blood Ketones</b> <input type="checkbox"/> Does not do own testing <input type="checkbox"/> Needs help with testing <input type="checkbox"/> Does testing independently <input type="checkbox"/> Able to perform tests based on previous tasks/skills list		<input type="checkbox"/> Keeps written records of blood sugar tests to help them with pattern management and insulin adjustment <input type="checkbox"/> Tells the adult if there is blood spilled in testing area <input type="checkbox"/> Seeks supplies to properly clean area if blood spill occurs <input type="checkbox"/> Verbalizes their parameters of high or low blood sugar	<input type="checkbox"/> Understands that even as a fully independent adult their medical management team will continue to occasionally check written records and technique <input type="checkbox"/> Understand the importance of written records of their blood sugars, insulin and carbohydrates eaten to help them with pattern adjustment <input type="checkbox"/> Understands that any blood spilled on the table or supplies needs to be reported and properly cleaned	<input type="checkbox"/> Routine testing is a life long safety net assuring quality management <input type="checkbox"/> Always be aware of blood born pathogen guidelines and safety
<b>Insulin Injections</b> <input type="checkbox"/> Does not do own injection <input type="checkbox"/> Needs help with injection <input type="checkbox"/> Does injections independently <input type="checkbox"/> Able to perform tests based on previous tasks/skills list		<b>Syringes/pens</b> <input type="checkbox"/> Determines correct insulin dose based on carbs and blood sugar <input type="checkbox"/> Able to dispose of insulin needles appropriately <input type="checkbox"/> Uses appropriate site rotation <input type="checkbox"/> Cleans up supplies <input type="checkbox"/> Understands the importance of keeping written records of the amount of insulin taken to help them with pattern management and insulin adjustment	<input type="checkbox"/> Understands that even as a full independent adult, the medical management team will continue to occasionally check written records and technique <input type="checkbox"/> Understand they may occasionally experience unanticipated results of their diabetes management <input type="checkbox"/> Recognize that results of choices or circumstances may be beyond their control, even if they do everything they can to maintain near normal blood sugars <input type="checkbox"/> Seeks the help of an adult for support and guidance	<input type="checkbox"/> Taking insulin appropriately is a life long safety net assuring quality management <input type="checkbox"/> Reinforce independence in meeting these skills <input type="checkbox"/> Student may become over confident in skills and begin to skip steps, fail to rotate sites for testing or shots <input type="checkbox"/> Adults need to occasionally monitor techniques and provide positive reinforcement for acquired independence <input type="checkbox"/> Adult needs to understand the students need for increased independence <input type="checkbox"/> The adult still must provide some guidance



**High School****Ages 14-18 years****Grades 9-12**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<p><b>Insulin Pump</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enters blood sugar and/or carbohydrates into pump if pump calculates insulin dose</li> <li><input type="checkbox"/> Calculates amount of bolus based on blood sugar and/or carbohydrates</li> <li><input type="checkbox"/> Corrects alarms</li> <li><input type="checkbox"/> Seeks assistance from an adult if they can not correct the alarm</li> <li><input type="checkbox"/> Re-inserts pump infusion set if needed</li> <li><input type="checkbox"/> Uses different insertion sites</li> <li><input type="checkbox"/> Rechecks blood sugar within 2 hours after reconnecting</li> <li><input type="checkbox"/> Can fully use all functions of the insulin pump</li> <li><input type="checkbox"/> Can change basal rates and fully program the pump</li> <li><input type="checkbox"/> Understands how to use different insertion sites</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands if using the Novopen Junior, if they over dial the dose, they must waste the insulin and start over. All other pens can be dialed back to correct the dose</li> <li><input type="checkbox"/> Understands that if an alarm needs to be corrected or if the pump is reinserted, the student must retest blood sugars within 2 hours to ensure pump is working properly again</li> <li><input type="checkbox"/> Understands that insertion sites need to be rotated to prevent unsightly areas from overuse</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Be open to discussing multi-solutions to problems even if they differ from what the adult would do</li> <li><input type="checkbox"/> Be supportive of the child as they work to solve diabetes problems</li> <li><input type="checkbox"/> Adult understands the student must check the blood sugar two hours after the pump insertion set is changed</li> </ul>
<b>Ketone Testing</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Independently tests for ketones when blood sugar &gt;240mg or feels sick</li> <li><input type="checkbox"/> If checking blood ketones, refer to same skills as testing blood sugars/ blood ketones</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands that positive ketone results need to be reported to an adult</li> <li><input type="checkbox"/> Helps to problem solve why there are ketones</li> <li><input type="checkbox"/> Understands they need to increase fluids and may need more insulin</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforce that testing ketones when blood sugar is above parameters is necessary to determine treatment</li> <li><input type="checkbox"/> Students do not always understand how important this step is</li> </ul>
<b>Nutrition</b> School lunches can be found on the LPS internet site with carbohydrate counts listed		<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to make appropriate meal planning choices</li> <li><input type="checkbox"/> Student can use carb menu to choose meals and add carbs to calculate insulin dose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student plans insulin dose and food intake for events as well as daily routines</li> <li><input type="checkbox"/> Understands adult will monitor and check carb counts and insulin doses, if necessary or until student demonstrates independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student will begin making choices with friends that may not always be low carb or nutritious</li> <li><input type="checkbox"/> Support the student by helping them make insulin adjustments for occasional high carb choice</li> </ul>

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**High School****Ages 14-18 years****Grades 9-12**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
		<input type="checkbox"/> Student will report any changes in food choices <input type="checkbox"/> Shows blood testing monitor to adult if requested		<input type="checkbox"/> Reinforce positive choice to seek adult assistance in making food choices or adjustment to management <input type="checkbox"/> Always support student's willingness to report carbohydrate intake in a non-punitive way <input type="checkbox"/> Trust and communication are always essential in accurate management in balancing insulin to carb intake <input type="checkbox"/> Any judgment or perceived disapproval only leads to distrust, inaccurate reporting and broken lines of communication
<b>High and Low Blood Sugar</b>		<input type="checkbox"/> Student can identify signs and symptoms of low blood sugar <input type="checkbox"/> Student can identify signs and symptoms of high blood sugar <input type="checkbox"/> Student states what she/he needs to eat/drink	<input type="checkbox"/> Understands to communicate possible change in blood sugar and need for blood testing <input type="checkbox"/> Understands appropriate food/fluid/medical interventions	<input type="checkbox"/> Positive reinforcement for seeking help <input type="checkbox"/> Adult helps reinforce signs and symptoms of low or high blood sugar and relate these to how the student feels <input type="checkbox"/> Adults monitor supplies to assure necessary food and medical supplies are fresh, nor expired and readily available to students
<b>Safety Concerns</b>		<input type="checkbox"/> Has emergency phone numbers available <input type="checkbox"/> Accepts responsibility for supplies, letting parents know they need refills, assessing written records that include blood sugar, carbs eaten and insulin given and participates in medical management <input type="checkbox"/> Student does not share diabetes equipment with friends	<input type="checkbox"/> Communicates with peers and adults that they have the diagnosis of diabetes and what their needs for safety will be, such as keep food/glucose with them or close by, being able to check blood sugars as needed, eating meals on a schedule, etc. <input type="checkbox"/> Determines who should be told they have diabetes <input type="checkbox"/> Understands that others must know their diagnosis in order to receive appropriate medical care, if needed <input type="checkbox"/> Understands that high and low blood sugars affect judgment and may impair driving ability	<input type="checkbox"/> Support appropriate choices and reinforce choices <input type="checkbox"/> Adult is realistic about the challenges students face regarding peer pressure and alcohol/drugs and cigarettes <input type="checkbox"/> Adult begins to talk with the student about what affect alcohol/drugs/cigarettes have on their diabetes management and the risk of developing complications <input type="checkbox"/> Adults need to be the safety net <input type="checkbox"/> Parents keep emergency numbers current at the students' school <input type="checkbox"/> Adult will support the student as they share with people around them that they have diabetes <input type="checkbox"/> Adult will help the student to determine who they should share this information with

Date \_\_\_\_\_

# Diabetes Check List

Name \_\_\_\_\_

**High School**

**Ages 14-18 years**

**Grades 9-12**

	Date/Initial	Task/skill	Cognitive	Adult Guidelines
				<ul style="list-style-type: none"><li><input type="checkbox"/> Support student in not driving if blood sugars are not within safe range</li><li><input type="checkbox"/> Place small sticker on drivers license identifying student as having diabetes, so appropriate care is offered in the event of an emergency</li><li><input type="checkbox"/> Keep non-perishable glucose source in glove box of car</li></ul>