



Individualized Health Care Plan (IHP)



Student: _____ School: _____
 Grade: _____
 Date(s): _____
 School Year: _____
 IHP Completed by and Date: _____
 IHP Review Dates: _____
 Nursing Assessment Review: _____
 Nursing Assessment Completed by and Date: _____

Nursing Diagnosis	Interventions and Activities	Date Implemented	Outcome Indicator	Date Evaluated										
Managing Potential Diabetes Emergencies (risk for unstable blood glucose)	<p>Establish and document student's routine for maintaining blood glucose within goal range including while at school.</p> <p>Blood Glucose Monitoring</p> <ul style="list-style-type: none"> • Where to check blood glucose: Classroom Health room Other • When to check blood glucose: Before breakfast Mid-morning Before Lunch Before snack Before PE After PE 2 hours after correction dose Before dismissal As needed Other: _____ • Student Self-Care Skills: Independent Supervision Full assistance • Brand/model of BG: _____ • Brand/model of CGM: _____ 		<p>Blood glucose remains in goal range</p> <p><i>Percentage of Time</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>0%</td> <td>25%</td> <td>50%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	0%	25%	50%	75%	100%	1	2	3	4	5	
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1	2	3	4	5										

<p>Supporting the Independent Student (effective therapeutic regimen management)</p>	<p>HYPOGLYCEMIA MANAGEMENT STUDENT WILL:</p> <ul style="list-style-type: none"> • Check blood glucose when hypoglycemia suspected. • Treat hypoglycemia (<i>follow Diabetes Emergency Care Plan</i>). • Take action following a hypoglycemia episode: Type: _____ Location: _____ • Routinely monitor hypoglycemia trends r/t class schedule (e.g., time of PE, scheduled lunch, recess) and insulin dosing. • Report and consult with parents/guardian, school nurse, HCP, and school personnel as appropriate. 		<p>Readiness to Learn</p> <table border="0"> <tr> <td><i>Never</i></td> <td></td> <td><i>Consistently</i></td> <td></td> <td></td> </tr> <tr> <td><i>Demonstrated</i></td> <td><i>Demonstrated</i></td> <td><i>Demonstrated</i></td> <td><i>Demonstrated</i></td> <td><i>Demonstrated</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	<i>Never</i>		<i>Consistently</i>			<i>Demonstrated</i>	<i>Demonstrated</i>	<i>Demonstrated</i>	<i>Demonstrated</i>	<i>Demonstrated</i>	1	2	3	4	5	
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<p>Supporting Positive Coping Skills (<i>readiness for enhanced coping</i>).</p>	<p>Environmental Management</p> <ul style="list-style-type: none"> • Ensure confidentiality • Discuss with parents/guardian and student's coping status at school. • Collaborate with parents/guardian and school personnel to meet student's coping needs. • Collaborate with school personnel to create an accepting and understanding environment. 		<p>Readiness to Learn</p> <table border="0"> <tr> <td><i>Severely</i></td> <td></td> <td><i>Not</i></td> <td></td> <td></td> </tr> <tr> <td><i>Compromised</i></td> <td><i>Compromised</i></td> <td><i>Compromised</i></td> <td><i>Compromised</i></td> <td><i>Compromised</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	<i>Severely</i>		<i>Not</i>			<i>Compromised</i>	<i>Compromised</i>	<i>Compromised</i>	<i>Compromised</i>	<i>Compromised</i>	1	2	3	4	5	
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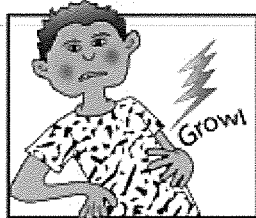
Quick Tip Sheet

Signs and Symptoms of Low Blood Glucose (Hypoglycemia)

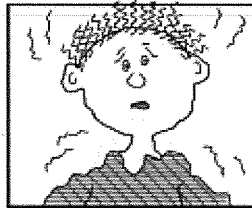
HYPOGLYCEMIA

LOW BLOOD GLUCOSE KNOW THE SYMPTOMS

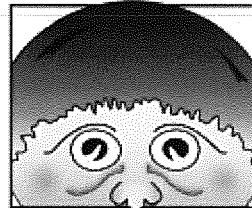
An individual may not always recognize symptoms of low blood glucose. These common symptoms, and others, may indicate low blood glucose.



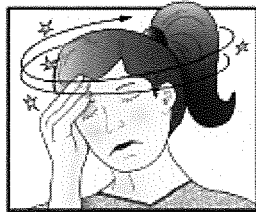
Hungry



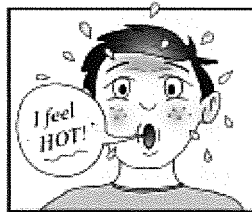
Shaky/weak/clammy



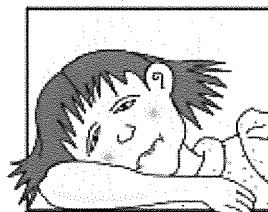
Blurred vision/
glassy eyes



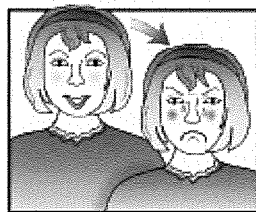
Dizzy/headache



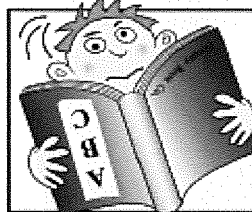
Sweaty/flushed/hot



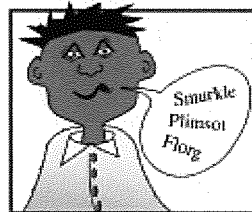
Tired/drowsy



Mood/
behavior change



Inattentive/spacey



Slurred/
garbled speech

If individual is confused/unable to follow commands,
unable to swallow, unable to awaken (unconscious),
or is having a seizure or convulsion,
GIVE GLUCAGON

Adapted from: Children's Diabetes Foundation at Denver

Hypoglycemia Emergency Care Plan

(For Low Blood Glucose)

Student's Name: _____
Grade/Teacher: _____
Dates of Plan: _____

Emergency Contact Information

Mother/Guardian: _____
e-mail address: _____ Home phone: _____
Work phone: _____ Cell: _____

Father/Guardian: _____
e-mail address: _____ Home phone: _____
Work phone: _____ Cell: _____

Health Care Provider: _____
Phone number: _____

School Nurse: _____
Contact number(s): _____

Trained Diabetes Personnel: _____
Contact number(s): _____

The student should never be left alone, or sent anywhere alone, or with another student, when experiencing hypoglycemia.

Causes of Hypoglycemia	Onset of Hypoglycemia
<ul style="list-style-type: none">• Too much insulin• Missing or delaying meals or snacks• Not eating enough food (carbohydrates)• Getting extra, intense, or unplanned physical activity• Being ill, particularly with gastrointestinal illness	<ul style="list-style-type: none">• Sudden symptoms may progress rapidly

Hypoglycemia Symptoms

Circle student's usual symptoms

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Shaky or jittery • Sweaty • Hungry • Pale • Headache • Blurry vision • Sleepy • Dizzy • Confused • Disoriented | <ul style="list-style-type: none"> • Uncoordinated • Irritable of nervous • Argumentative • Combative • Changed personality • Changed behavior • Inability to concentrate • Weak • Lethargic • Other: _____ | <ul style="list-style-type: none"> • Inability to eat or drink • Unconscious • Unresponsive • Seizure activity or convulsions (jerking movements) |
|---|---|---|

Actions for Treating Hypoglycemia

Notify School Nurse of Trained Diabetes Personnel as soon as you observe symptoms.

If possible, check blood glucose (sugar) at fingertip.

Treat for hypoglycemia is blood glucose level is less than _____ mg/dL.

When in doubt, always treat for hypoglycemia as specified below.

Treatment for Mild to Moderate Hypoglycemia

- Provide quick-acting glucose (sugar) product equal to _____ grams of carbohydrates.
- Examples of 15 grams of carbohydrates include:
 - 3 or 4 glucose tablets
 - 1 tube of glucose gel
 - 4 ounces of fruit juice (not low-calorie or reduced sugar)
 - 6 ounces of soda (1/2 can) (not low calorie or reduced sugar)
- Wait 10 to 15 minutes.
- Recheck blood glucose level.
- Repeat quick acting glucose product if blood glucose level is less than _____ mg/dL.
- Contact the student's parents/guardian.

Treatment for Severe Hypoglycemia

- Position the student on his or her side.
- Do not attempt to give anything by mouth.
- Administer glucagon: _____ mg at _____ site.
- While treating, have another person call 911 (Emergency Medical Services).
- Contact the student's parents/guardian.
- Stay with the student until Emergency medical Services arrive.
- Notify student's health care provider.

Quick Tip Sheet

Signs and Symptoms of High Blood Glucose (Hyperglycemia)

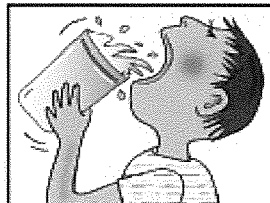
HYPERGLYCEMIA

HIGH BLOOD GLUCOSE KNOW THE SYMPTOMS

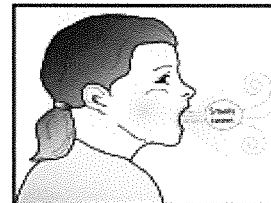
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Frequent urination
(bedwetting in children)



**Extreme thirst/
dry mouth**



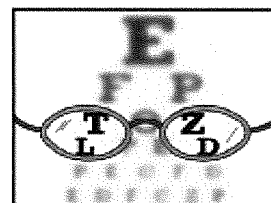
Sweet, fruity breath



Tiredness/fatigue



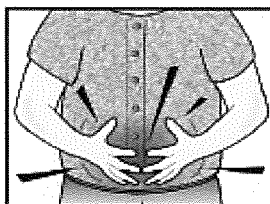
Increased hunger



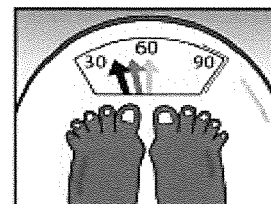
Blurred vision



Nausea/vomiting



**Stomach pain/
cramps**



Unusual weight loss

**If individual has labored breathing, weakness,
is confused or unconscious,
SEEK MEDICAL ASSISTANCE**

Adapted from: Children's Diabetes Foundation at Denver

Students with Diabetes: A Resource Guide for Wisconsin Schools and Families • 2010

Hyperglycemia Emergency Care Plan

(For High Blood Glucose)

Student's Name: _____

Grade/Teacher: _____

Dates of Plan: _____

Emergency Contact Information

Mother/Guardian: _____

e-mail address: _____ Home phone: _____

Work phone: _____ Cell: _____

Father/Guardian: _____

e-mail address: _____ Home phone: _____

Work phone: _____ Cell: _____

Health Care Provider: _____

Phone number: _____

School Nurse: _____

Contact number(s): _____

Trained Diabetes Personnel: _____

Contact number(s): _____

Causes of Hypoglycemia	Onset of Hypoglycemia
<ul style="list-style-type: none">• Too little insulin or other glucose lowering medication• Food intake that has not been covered adequately by insulin• Decreased physical activity• Illness• Infection• Injury• Severe physical or emotional stress• Pump malfunction	<ul style="list-style-type: none">• Over several hours of days

Hyperglycemia Signs	Hyperglycemia Emergency Symptoms (Diabetic Ketoacidosis, DKA, which is associated with hyperglycemia, ketosis and dehydration)
Circle student's usual signs and symptoms	
<ul style="list-style-type: none"> • Increased thirst and/or dry mouth • Frequent or increased urination • Change in appetite and nausea • Blurry vision • Fatigue • Other: _____ 	<ul style="list-style-type: none"> • Dry mouth, extreme thirst and dehydration • Nausea and vomiting • Severe abdominal pain • Fruity breath • Heavy breathing or shortness of breath • Chest pain • Increasing sleepiness or lethargy • Depressed level of consciousness

Action for Treating Hyperglycemia	
Notify School Nurse of Trained Diabetes Personnel as soon as you observe symptoms	
Treatment for Hyperglycemia	Treatment for Hyperglycemia Emergency
<ul style="list-style-type: none"> • Check the blood glucose level: _____ mg/dL. • Check urine or blood for ketones if blood glucose levels are greater than: _____ mg/dL. • If student uses a pump, check to see if pump is connected properly and functioning. • Administer supplemental insulin dose: _____. • Give extra water of non-sugar containing drinks (not fruit juices): _____ ounces per hour. • Allow free and unrestricted access to the restroom • Recheck blood glucose every 2 hours to determine if decreasing to target range of _____ mg/dL. • Restrict participation in physical activity if blood glucose is greater than _____ mg/dL and if ketones are moderate to large. • Notify parents/guardian if ketones are present. 	<ul style="list-style-type: none"> • Call parents/guardian, student's health care provider and 911 (Emergency Medical Services) right away. • Stay with the student until Emergency Medical Services arrive.