



for the School Psychologist, Counselor, and Social Worker

- Understand your role in ensuring compliance with Federal and State laws** that may apply to students with diabetes, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Understand the procedures for implementing these laws. (See Section 4.)
- Work with the school health team to implement the student’s health care and education plans.** Health care plans include the Diabetes Medical Management Plan, Individualized Health Care Plan, and Emergency Care Plans for Hypoglycemia and Hyperglycemia; the education plan includes the 504 Plan, other education plan, or Individualized Education Program.
- Consult with the school nurse and the principal to determine the appropriate level of diabetes management training you should attend** for carrying out your responsibilities and complete the training.
- Review the information about diabetes in this guide and refer to it,** as needed, to help the student with diabetes.
- Be prepared to respond immediately to the signs and symptoms of hypoglycemia (low blood glucose) and hyperglycemia (high blood glucose)** in accordance with the student’s Emergency Care Plans. These plans include information on when and how to contact the school nurse or trained diabetes school personnel. Be aware of the policy for activating Emergency Medical Services (EMS) in case of a diabetes emergency.
- Participate in school health team meetings and communicate with the school nurse, trained diabetes personnel, and the parents/guardian regarding the student’s progress or any concerns about the student.**
- Work with school staff to promote a supportive learning environment for students with diabetes.**
- Ensure that the student with diabetes is treated the same as students without diabetes,** except to respond to medical needs.
- Be aware of and be prepared to respond to the emotional needs of the student.** Children react differently to having diabetes. Some are accepting and open to discussing it; others are resentful and may attempt to hide it. Often, a child will experience both types of feelings. Be aware of the student’s feelings about having diabetes and

Continued on next page

Section 2

Actions for the School Psychologist, Counselor, and Social Worker

Continued

identify ways to ensure the student is treated the same as other students. (See “Dealing with Emotional and Social Issues,” pages 58-59.)

- Recognize that students with chronic illnesses such as diabetes may rebel by discontinuing all or part of their medical regimen.** For example, some adolescents may stop testing their blood glucose or give their parents/guardian and health care providers incorrect information about their blood glucose levels.
- Be aware that some students may not wish to share information about their diabetes with other students or school staff,** particularly if it makes them feel different from others.
- Promote and encourage independence and self-care** consistent with the student’s ability, skill, maturity, and development.
- Treat the student with diabetes the same as other students,** except to respond to their medical needs.
- Respect the student’s confidentiality and right to privacy.**