### Nursing Diagnosis

Managing Potential Diabetes Emergencies (risk for unstable blood glucose)

### Sample Interventions and Activities

- **Establish and document student’s routine for maintaining blood glucose within goal range including while at school:**
  - Where to check blood glucose:
    - Classroom
    - Health room
    - Other: ________
  - When to check blood glucose:
    - Before breakfast
    - Mid-morning
    - Before lunch
    - After lunch
    - Before snack
    - Before PE
    - After PE
    - 2 hours after correction dose
    - Before dismissal
    - As needed
    - Other: ________
  - Student’s self-care skills:
    - Independent
    - Supervision
    - Full assistance
  - Brand/model of BG meter: ________
  - Brand/model of CGM: ________

### Date Implemented

### Sample Outcome Indicator

- Blood glucose remains in goal range

### Date Evaluated

- Percentage of time 0% 25% 50% 75% 100%
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| **Supporting the Independent Student** (effective therapeutic regimen management) | **Hypoglycemia Management**  
STUDENT WILL:  
• Check blood glucose when hypoglycemia suspected  
• Treat hypoglycemia (follow Emergency Care Plans for Hypoglycemia and Hyperglycemia)  
• Take action following hypoglycemia episode  
• Keep quick-acting glucose product to treat on spot  
• Type: __________  
• Routinely monitor hypoglycemia trends r/t class schedule (e.g., time of PE, scheduled lunch, recess) and insulin dosing  
• Report to and consult with parents/guardians, school nurse, HCP, and school personnel as appropriate | | **Monitors blood glucose and appropriately responds to results**  
Percentage of time 0% 25% 50% 75% 100% | |
| **Supporting Positive Coping Skills** (readiness for enhanced coping) | **Create Positive School Environment**  
• Ensure confidentiality  
• Discuss with parents/guardians and student preferences about how school can support student’s coping skills  
• Collaborate with parents/guardians and school personnel to meet student’s coping needs  
• Collaborate with school personnel to create accepting and understanding environment | | **Demonstrates positive coping**  
Percentage of time 0% 25% 50% 75% 100% | |